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Institution-Specific Music and Sense of Belonging of Undergraduate College Students

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INSTITUTION-SPECIFIC MUSIC AND SENSE OF BELONGING OF
UNDERGRADUATE COLLEGE STUDENTS

by

Jousha Paul Berthelot

A Dissertation
Submitted to the Graduate School,
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December 2017

INSTITUTION-SPECIFIC MUSIC AND SENSE OF BELONGING OF
UNDERGRADUATE COLLEGE STUDENTS

by Jousha Paul Berthelot

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ABSTRACT

INSTITUTION-SPECIFIC MUSIC AND SENSE OF BELONGING OF UNDERGRADUATE COLLEGE STUDENTS

by Jousha Paul Berthelot

December 2017

Institution-specific music is any song or piece of music which is performed by a college or university ensemble such as a marching band, basketball pep band, orchestra, or choir and conveys college/university traditions, arouses enthusiasm and emotions, inspires school spirit, and promotes unity within the college community (Studwell, 1995; Studwell & Schueneman, 2013). Places where one can hear institution-specific music are pep rallies, athletic events, and ceremonies such as commencement. Research that has been conducted in the past has focused on those performing in an ensemble setting (Kokotsaki & Hallum, 2007, 2011). This study looked to better understand how hearing institution-specific music influenced sense of belonging of non-music performing undergraduate college students.

There were 12 participants from three institutions in this qualitative study. The institutions chosen were selected based on the recognizability of their fight song. The use of a semi structured interview protocol allowed for participants to describe in detail how institution-specific music influenced their sense of belonging to their institution and community. This study found that their sense of belonging did change when they heard institution-specific music.

This study provides recommendations for future research and implications on how to implement the study into higher education. One implication is how higher education

administrators can use this study to determine how to better use institution-specific music to engage their students to be involved in the college community.

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I would like to extend thanks to my editor and friend, Laura Arasmith, who took on the task of turning my original thoughts into a scholarly work. The time you spent working with me crafting this document was a tremendous help. Also, I want to thank Flint Brent. His encouragement and faith in my ability to complete this journey encouraged me to never give up. Thank you both for your friendship.

TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGMENTS	iv
LIST OF TABLES	viii
LIST OF ILLUSTRATIONS	ix
CHAPTER I - INTRODUCTION	1
Introduction.....	1
Statement of the Problem.....	6
Purpose of the Study	7
Methodology	8
Research Questions.....	9
Conceptual Framework.....	10
Definitions.....	13
Delimitations.....	14
Assumptions.....	17
Summary.....	17
CHAPTER II – LITERATURE REVIEW	19
Introduction.....	19
Mere Exposure Effect	20
Associative Learning	24

Sense of Belonging	27
Summary	40
CHAPTER III - METHODOLOGY	42
Introduction.....	42
Selection Criteria for Sample.....	44
Data Collection	47
Data Analysis	51
Positionality	53
Summary	54
CHAPTER IV – RESULTS.....	55
Introduction.....	55
Research Participant.....	55
Findings.....	57
Major Themes	57
Social involvement.....	58
Emotional responses.	65
Previous knowledge.	72
Group dynamics.	74
Ritual dynamics.	77
Research Questions.....	81

Summary	83
CHAPTER V – DISCUSSION	85
Introduction.....	85
Research Question 1	86
Research Question 2	87
Research Question 3	88
Interpretations	89
Implications.....	93
Recommendations for Future Research	96
Conclusion and Summary	99
APPENDIX A – University of Alabama IRB Determination Letter	101
APPENDIX B – University of Michigan Register’s Letter	102
APPENDIX C – University of Southern Mississippi IRB Approval Letter	103
APPENDIX D – Cover Letter.....	104
APPENDIX E – University of Alabama Informed Consent Form	106
APPENDIX F – University of Michigan Informed Consent Form.....	110
APPENDIX G –Ohio State University Informed Consent Form.....	113
APPENDIX H – Interview Protocol	117
REFERENCES	119

LIST OF TABLES

Table 1 Chickering’s Seven Vectors of Student Identity..... 30

Table 2 College Fight Song Recognition Rankings..... 46

Table 3 Demographic Breakdown by Institution..... 56

LIST OF ILLUSTRATIONS

Figure 1. Diagram of the components of conceptual framework..... 13

CHAPTER I - INTRODUCTION

Introduction

Music composed for a specific institution is known as institution-specific music. In higher education, ISM did not begin to emerge until the late 19th century (Studwell, 1995; Studwell & Schueneman, 2013; Thelin, 2012). Before then, students would sing popular hymns, ballads, and excerpts from classical music instead of what is now considered a college fight song today. Students and recent graduates of the late 19th century were responsible for the emergence of institution-specific songs, hymns, cheers, and chants. These songs were used to elicit feelings of belongingness of the students to the campus community at athletic events and reunions (Thelin, 2012). The term “fight song” was coined and became popularized due to the use of the word “fight” in many of the songs’ lyrics.

The use of ISM during athletic events began around World War II and became a significant part of American collegiate culture, thereby providing distinctive identities to individual institutions. ISM, such as the fight song, is performed at athletic events such as football or basketball games and is used to encourage group unity and to cheer the home team to victory (Studwell, 1995; Studwell & Schueneman, 2013). Since World War II, most colleges have turned to ISM in order to elicit school spirit, institutional attachment, and sense of belonging (Studwell, 1995; Studwell & Schueneman, 2013). The purpose of this study is to determine how listening to or hearing ISM while enrolled in a college or university contributes to traditional undergraduate college students’ sense of belonging to the institution and college community. For purposes of this study, ISM is used to examine sense of belonging. This includes fight songs, anthems, and alma

maters. The performance of institution-specific by the marching band during the pre-game ceremony at a football game is an optimal opportunity to hear this type of music. During the pre-game performance, one could hear a combination of the fight song, alma mater, and any other song specifically written for that college or university in order to inspire feelings of belongingness amongst sporting event attendees.

ISM is used to encourage a high level of school spirit from event attendees and motivate athletes to perform at their highest ability (Likes, 2013). When audiences hear ISM at a sporting event, they connect with the people around them and the experience adds a level of belongingness (Ballouli & Bennett, 2014; Likes, 2013). Colleges and universities use ISM to help promote the reputation, name, and brand of a college or university. The idea of sonic branding is using music to associate with a brand. The goal of branding is to appeal to as many of a person's senses as possible. A brand becomes more distinguishable as it appeals to more senses (Likes, 2013). The use of different types of ISM in television and radio commercials are promotional ways a college or university adds an auditory recognition and association to their brand. The promotions of a college or university through both visual and sonic brandings are valuable tools in the recruitment of students, both locally and long distance (Ballouli & Bennett, 2014; Likes, 2013). Sonic branding brings an audio element to the visual brand colleges and universities have used over time (Ballouli, 2011; Ballouli & Bennett, 2014; Ballouli & Heere, 2014). The results from this study hoped to add to the literature on the use of ISM, sonic branding, and institutional promotion and belonging within the college community (Ballouli, 2011; Ballouli & Heere, 2014; Ballouli & Hutchinson, 2013).

In the area of music research, much has been done to advance the knowledge about the influence music has on both the performer and the listener. How music influences the performer, both as an individual and as a member of a group, has been studied, as have the therapeutic effects of listening to music on chronic pain management (Barber, Stone, Hunt, & Eccles, 2005; Frith, 1996; Giles, Denes, Hamilton, & Hajda, 2009; Magill, 2001; Mitchell, MacDonald, Knussen, & Serpell, 2007; Updike, 1990). However, the effect of listening to music and group interactions outside of the musical ensemble has not been extensively studied (Thorton, 2010). This study proposes to gain a better understanding of how listening to music affects group interactions and contributes to students' sense of belonging on the college campus. Specifically, this study aims to determine how listening to or hearing ISM during the college or university experience contributes to students' connection with their college. This connection between a student and their college or university has been defined by researchers as sense of belonging or institutional attachment.

The terms "institutional attachment" and "sense of belonging" have been used interchangeably by researchers such as Newman, Curtis, and Stephens (2003). Other researchers propose the terms are not interchangeable but are instead related constructs (Astin, 1977, 1984, 1993, 1999; Freeman, Anderman, & Jensen, 2007). These researchers propose that institutional attachment deals solely with feelings about the institution whereas sense of belonging deals with group interactions within the college community and may have an impact on feelings of attachment to the institution at large. Studies have shown that a high sense of belonging can be attributed to having positive group interactions in and out of the classroom (Martin, Spolander, Ali, & Maas, 2014).

High sense of belonging and engagement with others in the college community aids in student persistence, retention, and eventual degree completion (Hausmann, Schofield, & Woods, 2007; O’Keeffe, 2013; Tinto, 1993, 2012a, 2012b; Tinto & Pusser, 2006). A high sense of belonging influences the level of institutional attachment between alumni and the college or university. Alumni who have a higher level of institutional attachment to their former college or university will be more likely to promote the institution for the recruitment of future students (Astin, 1977, 1984, 1993, 1999; Kuh, 1995).

Although these two terms have been used interchangeably by researchers, this study makes use of sense of belonging. This study will focus on the influence of being exposed to hearing ISM has on a student’s sense of belonging. A student who wants to be active on their college campus and in the college community will identify with groups that share interests and beliefs similar to the student’s. The involvement with the group establishes a feeling of belongingness to that group. Student groups and organizations sponsored by a college or university foster relationships between the group and college or university. This relationship allows for attachments to be made by members of the group to the university. Therefore, a strong sense of belonging predicates a strong feeling of institutional attachment (Astin 1977, 1984, 1993, 1999; Barber et al., 2005; Fischer & Theis, 2014).

Institutional attachment and sense of belonging are cultivated by student experiences (Strayhorn, 2012). These experiences may be a combination of extrinsic and intrinsic experiences. Examples of extrinsic experiences include attending athletic events, musical performances, social gatherings, e.g., Greek rush events, homecoming festivities, and tailgating events. Intrinsic experiences may include a feeling of

accomplishment by completing a class research project or receiving a bid to rush a fraternity or sorority (Freeman et al., 2007; Hausmann et al., 2007; Kuh, 1995; O’Keeffe, 2013). These experiences, many of which are rituals and ceremonies, shape the institutional attachment and sense of belonging of students (Manning, 2000).

Different types of rituals and ceremonies occur on college campuses throughout the academic year. Such rituals and ceremonies include, but are not limited to, campus tours, freshmen orientation programs, convocations, and commencement ceremonies. These events are used by universities to further engage students in the college community, which is made up of students, faculty, staff, administration, alumni, and community members who support and promote the traditions and mission of a college or university (Kuh, 1995; Kuh & Whitt, 1988; Manning, 2000; Strayhorn, 2012). The purpose of rituals and ceremonies is to celebrate diverse student populations and foster a sense of belonging between these populations and the institution (Magolda, 2000; Manning, 2000). There are three primary forms of rituals and ceremonies used in higher education: rites of passage, secular ceremonies, and cultural performances (Bell, 1992; Genep, 1960; MacAloon, 1984; Moore & Myerhoff, 1977).

College rituals and ceremonies which allow for cultural experiences within the college community often include music performed by choirs, wind bands, marching bands, orchestras, and chamber ensembles (Manning, 2000). The bringing together of individuals through music elicits a strong feeling of belonging to something outside of oneself (Clarke, Dibben, & Pitts, 2010). Music performed during rituals and ceremonies enhances the outcomes of the rituals and ceremonies which may include: student self-realization, revelation of campus culture and traditions, and community healing during

times of crisis (Manning, 2000). Athletic events, pep rallies, and commencement ceremonies are examples of where a student may hear ISM. Examples of ISM include: school fight songs, school anthems, and alma maters (Studwell, 1995; Studwell & Schueneman, 2013). The emotional reaction to a ritual or ceremony by an attendee can be an indicator of the meaningfulness and success of the ritual or ceremony. A poorly performed ritual or ceremony may cause a decrease in a student's sense of belonging to the college community (Manning, 2000). Understanding factors that can influence sense of belonging can further research on other constructs in higher education. A sense of belonging is an important construct to be studied in order to better understand larger constructs like institutional attachment, student persistence and eventual graduation.

Statement of the Problem

While literature exists regarding sense of belonging, institutional attachment, and students who perform in musical ensembles at colleges and universities, there is limited research pertaining to listening to ISM by college students and sense of belonging (Frith, 1996; MacDonald, Hargreaves, & Miell, 2002; Thorton, 2010). Kokotsaki and Hallam (2007, 2011) examined sense of belonging in undergraduate college students majoring in music and students who did not major in music but performed in musical ensembles sponsored by the university. In Thorton's 2010 study, he examined music and attachment in adults, which included a participant classified as an avid music listener. The purpose of music in Thorton's study was to evoke an attachment to personal life experiences, such as the music selected for a wedding or funeral ceremony rather than to an institution (Thorton, 2010). While Thorton's study did not focus on higher education, it is valuable to this study because it focused on participants listening to music and

attachment made through the act of listening to music. Since studies have shown that listening to music may aid in forming attachments to life experiences, the following study will investigate how ISM influences a student's sense of belonging as it relates to their college or university and the college community.

Purpose of the Study

The purpose of this study was to determine how listening to or hearing ISM while enrolled in a college or university contributes to traditional undergraduate college students' sense of belonging to the institution and college community. Studies looking at sense of belonging and music have primarily focused on students who perform in musical ensembles (Barber et al., 2005; Giles et al., 2009; Kokotsaki & Hallam, 2007, 2011). The act of listening to music elicits a different response in comparison to performing music (Thorton, 2010). Music may be used for individual reflection and bringing together of groups to express common feelings. The bringing together of individuals through music elicits a strong feeling of belonging to something outside of oneself (Clarke et al., 2010; Hallam, 2010).

The results of this study may be used by administrators, recruitment personnel, and professors to examine possible factors that contribute to student retention and eventual degree completion (O'Keeffe, 2013; Strayhorn, 2012; Tinto, 1993, 2012a). Administrators can examine students' level of persistence in academic settings leading to degree completion and social interactions on campus as an outcome of hearing ISM (Astin, 1984, 1993, 1999; Kuh, 1995; Tinto, 2012b). Understanding student response to ISM may help in the recruitment of future students by showing how engaged current students are in the college community. Music professors hired by the college or

university as band, orchestra, and choral directors to teach musical ensembles that perform ISM may use the results of the study to help justify the need for and continued funding of music programs in higher education. Increased sense of belonging or institutional attachment to college or university may also influence alumni relations as students who feel connected to college community are more likely to support the college or university (Astin, 1993, 1999; Kuh & Whitt, 1988; Strange & Banning, 2001).

Methodology

This study employed qualitative methods, particularly phenomenology. Phenomenological inquiry originated from the academic disciplines of philosophy and psychology, and is attributed to Edmund Husserl. Husserl's work focused on the conscious awareness of the experience one has with a phenomena or object, which is called realist phenomenology. German philosopher Martin Heidegger later expanded upon Husserl's work by saying that the observer cannot detach himself from the moment to observe his experience with the phenomena. This belief is called existential phenomenology. The objective of phenomenological inquiry is to generate an enhanced understanding of personal experiences related to specific situations (Creswell, 2013; Merriam, 2014; Merriam & Associates, 2002). The phenomenon of listening to or hearing music specifically written for a college or university and how participants perceive their sense of belonging as it relates to such music will be investigated. The use of a semi structured interview protocol will be used to investigate participant experiences. In qualitative interviewing, the use of open-ended questions are used in order to get a full description of the phenomenon being studied and thematic meaning is deciphered in order to draw comparisons between participants in the study. The sample size is

important to a researcher in order to gain meaning from the experiences described in an interview. Creswell (2013) recommends that the sample size for a phenomenological study be between three and ten participants. A very large sample size for a phenomenological study can make it difficult to derive meaning in the data in order to answer the research questions guiding a study (Creswell, 2013, Meriam, 2014; Merriam & Associates, 2002). A factor in obtaining meaning in qualitative data is the credibility of the data provided by participants.

In qualitative research, there are several techniques used to aid in the credibility of the findings of a study (Creswell, 2013; Merriam, 2009; Wolcott, 2005). Triangulation is the most common way to ensure internal validation of a study (Merriam, 2009). Data triangulation uses collected data from multiple sources (multiple students from the same institution) in order to compare and cross-check findings (Creswell, 2013; Merriam, 2009). The use of interviews with participants of different undergraduate classifications (sophomores, juniors, and seniors), having participants from three different universities, and follow-up interviews (member checks) with participants to ensure accurate meaning of participants' interview data are ways of ensuring credibility of the findings.

Research Questions

This study sought to address the following research questions:

1. How does institution-specific music influence participants' sense of belonging in relation to higher education?
2. How does institution-specific music relate to participants' social involvement in the college community?

3. What kind of effect does hearing institution-specific music have on non-music performing undergraduate college students' sense of belonging?

Conceptual Framework

In order to answer the research questions of this study, a combination of the mere-exposure effect, associative learning, and the construct of sense of belonging comprised the guiding conceptual framework for the study. In social psychology, the mere-exposure effect is the preferential tendency people develop for ideas, objects, or other people based on how familiar they are with those objects. This phenomenon has been tested through the use of various devices such as words, painting, shapes, and sounds (Zajonc, 1968, 1980, 2001). The earliest records of the exposure effect being studied date back to the mid-19th century by Gustav Fechner. However, experiments conducted in the 1960s by Robert Zajonc are credited with the development of the mere-exposure effect (Zajonc, 1968). From his varied experiments, Zajonc posited that simple exposure to a stimulus would increase a person's liking of the stimulus, independent of the person's emotions. Over time, other researchers have tested Zajonc's hypothesis that repeated exposure would affect a person's disposition towards an object (Bornstein, 1989; Silvia, 2006; Zajonc, 2001). Mere-exposure has shown to be successful when the stimulus is presented between 10-20 exposures completed periodically over time. A decrease of interest in the stimulus is shown when multiple exposures occur repeatedly without a break between exposures. For example, a person hearing a song for the first time may enjoy it and will listen to it a couple more times. However, repeatedly listening to the same song can reduce the favorable feelings towards that song (Bornstein, 1989). ISM is played at designated points at athletic events and other ceremonies that use this type of music. This

repeated exposure to ISM relates to Zajonc's mere exposure effect. The frequent exposure to instruction-specific music increases the level of liking it as it happens (Zajonc, 1980, 2001). The exposure to ISM exposes students to both music and behaviors associated with each song.

ISM contains lyrics which may be sung or chanted by spectators who hear this type of music. Also, clapping in time with the music and other arm movements executed in time with the music are learned behaviors that may accompany ISM (Studwell, 1985; Studwell & Schueneman, 2013). The learned behaviors that are associated with hearing ISM are examples of associative learning. Associative learning is a process where a learned behavior is paired with a stimulus that elicits the behavior upon the application of the stimulus (Pavlov & Anrep, 2003). The most noted researcher in classical conditioning is Ivan Pavlov. His research showed that a desired behavior could be elicited when a stimulus is introduced and repeated over time (Brink, 2008). Simultaneous conditioning is where both the conditioned and unconditioned stimuli are introduced and terminated together. For example, when cheerleaders perform the "defense" cheer, they are introducing the chant of "defense" while encouraging the crowd to chant "defense." The desired response eventually replaces the unconditioned stimuli and is elicited when the conditioned stimuli is introduced (Brink, 2008; Pavlov, 1927; Pavlov & Anrep, 2003). Associative learning is when the appropriate response of the recitation of lyrics and cheer movements to ISM is performed. Participating in this type of learned behavior in a group setting can foster a feeling of belongingness to the group.

Sense of belonging is a desirable human need to be a part of a group such as friends, co-workers, sports teams, or student organizations (Fiske, 2004). Students who

choose to be engaged on college campuses will seek out other students and organizations with which they can identify commonalities (Astin 1993; Fiske, 2004; Strayhorn, 2012). Sense of belonging is not a new concept in higher education research. It has, however, only been studied with select student populations (Tovar, 2013). Bollen and Hoyle's (1990) work looked at individual's perceptions of fit in a group setting. Bollen and Hoyle's work was expanded upon into higher education literature by Hurtado and Carter (1997). Sense of belonging also has other characteristics defined as position in a group, feeling of acceptance by the group, and having a purpose within a group. The development of student identity allows for these characteristics to be cultivated and lead to a feeling of belongingness within a group. A student's sense of belonging is perceived to be increased if there is an ongoing interaction with the group motivating the student to behave in a manner that fosters the sense belonging to the group (Baumeister & Leary, 1995; Bollen & Hoyle, 1990; Tovar, 2013). Students will engage with other students and the university when students are provided with ample opportunities (Strayhorn, 2012).

The three elements of the conceptual framework for this study were blended together in order to focus the research questions. Participation in events such as homecoming activities, athletic events, pep rallies, and commencement ceremonies exposes students to ISM. This type of music may have specific behaviors or actions associated with them. These behaviors are not taught in order to be learned, but are picked up by students through experiencing the events over time. When the learned behaviors are performed in a group setting where members share common attributes, a sense of belongingness is developed towards the group and sponsored institution. This study will investigate how hearing ISM contributes to the sense of belonging of

undergraduate college students. Figure 1 illustrates how the three concepts blend together.

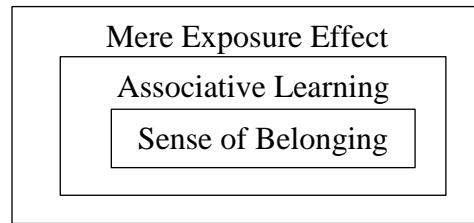


Figure 1. Diagram of the components of conceptual framework

Definitions

The following terms were defined for the purpose of the study:

1. **Institutional Attachment:** Institutional attachment, for the purpose of this study, an emotional connection to one’s college or university that enhances a sense of connectivity to the larger college community (Fischer & Theis, 2014).

2. **Sense of Belonging:** Strayhorn defines sense of belonging as “students’ perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers)” (Strayhorn, 2012 p. 3).

3. **Institution-specific Music:** Institution-specific music is defined as any song or piece of music which is performed by a college or university ensemble such as a marching band, basketball pep band, orchestra, or choir and conveys college/university traditions, arouses enthusiasm and emotions, inspires school spirit, and promotes unity within the college community (Studwell, 1995; Studwell & Schueneman, 2013).

4. Traditional Undergraduate College Students: A traditional undergraduate college student is defined as a student who is enrolled full-time at an institution of higher education and is between the ages of 18 and 24 (National Center for Education Statistics, 2014).

5. Non-music Performing Undergraduate College Students: A non-music performing undergraduate college student is defined as a full-time, undergraduate college student who attends a four-year college or university who does not perform in a college or university sponsored musical ensemble (Kokotsaki & Hallam, 2007, 2011). Non-music performing undergraduate college students can be found at community colleges (Tovar, 2013), but for the purpose of this study, participants in this study will need to be enrolled at the same institution for at least two consecutive years at four-year institutions.

Delimitations

This study was delimited to traditional undergraduate college students between the ages of 18 and 24 who have attended the same four-year college or university for at least two consecutive years and regularly attend athletic events where the likelihood of hearing ISM is high. Participants in this study must have been enrolled at the same college or university for at least two consecutive years because a sense of belonging is based on an ongoing interaction with others until a feeling of acceptance has been acquired (Baumeister & Leary, 1995; Tovar, 2013). While students at community colleges, part-time students, and college freshmen may also experience a sense of belonging to their institutions, these demographics have previously been studied in regards to sense of belonging or institutional attachment (Hausmann et al., 1995; Martin et al., 2014; Tovar, 2013). Also, traditional undergraduate college students have shown

higher feelings of belongingness when engaged in campus activities that extend beyond the classroom in comparison to nontraditional students (Astin, 1993; Braxton, Vesper, & Hossler, 1995; Hausmann et al., 2007). However, nontraditional students have been shown to be more concerned with academic success and other non-collegiate activities, such as raising a family and working a full-time job (Thunborg, Bron, & Edström, 2013). These activities limit the ability of non-traditional students to participate in group activities, such as athletics or music, that have been shown to increase levels of institutional attachment and sense of belonging (Adler & Adler, 1988; Barber et al., 2005).

A factor in the selection of the institutions for this study was the recognizability of the institutions' fight songs. Studwell (1995) compiled an anthology of the top recognized college fight songs that was used by other researchers to determine which colleges and universities had the most recognizable fight song. This was later revised by Studwell and Schueneman (2013). Two separate independent studies were conducted using the same methodology to determine which college or university had the most recognizable fight songs (Daughters, 2011; Luther, 2010). The methodology for ordering institutions according to the recognition of their fight songs was based on originality, history, spirit, appeal, and musicality (Luther, 2010). The institutions selected for this study are: The University of Michigan, Ohio State University, and The University of Alabama. The University of Michigan's fight song, "The Victors," was considered the most recognizable fight song (Daughters, 2011; Luther, 2010). The University of Alabama's fight song, "Yea Alabama," was third in the study by Luther (2010) and fourth in the study by Daughters (2011). Ohio State University's fight song, "Buckeye

Battle Cry,” was second in the study by Daughters (2011). The University of Notre Dame was originally selected as an institution for this study because it placed within the top five of both studies by Luther and Daughters. However, students were not permitted to participate in this study by their administration. Ohio State University was selected as the third institution because it was a public institution that placed within the top five in either study performed by Luther and Daughters.

The above described participants and named institutions were selected for this study. The chosen institutions were selected for having highly attended athletic events, in particular football and basketball. Athletic events such as football and basketball games have the highest occurrence of ISM being performed and heard by a large number of people (Manning, 2000; Studwell, 1995). A combination of the consistent ranking in the Daughters (2011) and Luther (2010) study of most recognizable college fight songs and attendance records of student section at football games also contributed to the selection of these schools compared to other institutions. Additional information used in the selection of the institutions for this study included the undergraduate profile for each institution (Carnegie Foundation, 2015). All three institutions are full-time, four-year institutions, and more selective (FT4/MS) profiles. The University of Alabama and The University of Michigan have low transfer-in classifications (LT), and Ohio State University has a high transfer-in classification (HT) (Carnegie Foundation, 2015). The criteria used in selecting the institutions for this study were chosen to create as homogenous a sample size as possible. Having a low transfer-in rate gives a greater chance that participants will meet most of the criteria to participant in the study which includes being enrolled at the same institutions for at least two consecutive years. Highly attended athletic events,

like football games, by students was also a contributing factor in institution selection. With three selected institutions for this study and a total sample size of 12 participants for this phenomenological study, the representation of participants per institution was five from The University of Alabama, four from Ohio State University, and three from The University of Michigan.

Assumptions

It was assumed that all respondents will have answered questions honestly and with as much detail to the best ability of each participant. Interview questions asked participants to describe their response when hearing ISM. With participants providing truthful and descriptive answers in the interview, the researcher was able to address the guiding research questions to learn more about the effect of listening to ISM on the sense of belonging of non-music performing undergraduate college students. Because the data collected was descriptive and credible, the researcher was able to find commonalities between participants' descriptions of the phenomena (Creswell, 2013; Merriam, 2014).

Summary

The construct of sense of belonging has been studied both in and out of higher education. While it stands alone, studies have shown that sense of belonging can be a contributing factor in the formation of larger constructs such as institutional attachment. Sense of belonging is fostered through the continuous interactions with other people and groups that share similar feelings and beliefs held by a student. One way higher education fosters feelings of belongingness is the use of ISM such as fight songs, hymns, chants, and alma maters. The use of this type of music is utilized in rituals and ceremonies to enhance the meaning of the ritual or ceremony. Another use of ISM by

higher education is to promote the brand of the institution. Music exposure also exposes listeners to specific behaviors that occur at specific points of time. The research on music's influence on feelings of belongingness has primarily focused on music performers. The existing literature shows that students who work toward a common goal such as giving a good performance with like-minded people will foster a sense of belonging. This qualitative study investigated how sense of belonging of undergraduate college students who do not perform in a school sponsored ensemble were influenced by hearing ISM. Participants of this study were enrolled at three institutions whose fight songs are considered the most recognizable.

CHAPTER II – LITERATURE REVIEW

Introduction

The following literature review explains how the individual components of the conceptual framework for this study (mere exposure effect, associative learning, and sense of belonging) work together as a whole to guide the study. The literature used in this chapter was gathered from the areas of rituals, student involvement, institutional attachment and sense of belonging, and music. While this study explored non-music performing students and music, it was necessary to look at what is known about students performing music and sense of belonging. An examination of what these studies found with students in music programs gave a foundation to examine how exposure to listening to institution-specific music (ISM) may influence a student's sense of belonging.

Sense of belonging has been a studied construct in behavioral psychology. A person who developed a familiarity to people or things was a psychological phenomenon known as the mere exposure effect. A person gained more familiarity with repeated exposure to the phenomenon (Zajonc, 1968, 1980, 2001). Gustav Fechner conducted the earliest known research on this effect in 1876, and Edward Titchener also conducted research on the exposure effect. However, the work of scientist Robert Zajonc is the name most associated today with the mere exposure effect. Zajonc theorized the more familiar a person becomes with an object the level of recognition for that object would be higher. A person's attitude towards that object would change the more they thought about it. This contradicted the mere exposure theory at the time because it stated that through exposure one's attitude would positively change the more experience one has with that object (Zajonc, 1968, 1980).

Mere Exposure Effect

Zajonc demonstrated his theory through three different experiments. Participants were shown different stimuli (nonsense, paralog Chinese-type nonsense characters, and photographs of faces) in random order with varying frequency of zero and 25 times. Participants were then asked to rate their level of favorableness. The results showed a higher level of favorableness was had by participants the more they were exposed to the characters even if they did not understand their meaning. Maximum effect was achieved when participants were exposed to an object between 10 and 20 times. After that, overexposure to an object changed the preference towards an object (Zajonc, 1980, 2001).

In higher education, colleges and universities expose students to a multitude of experiences. These experiences include, but are not limited to, advisement, registration, athletic events, freshman orientation, and commencement ceremonies. Some events happen with more frequency than others, and their meaning has a differing effect on students. There are different types of rituals and ceremonies used in and out of higher education as previously mentioned. The three major types of rituals or ceremonies used are: 1) rites of passages; 2) secular ceremony; and 3) cultural performances. They can be formal or informal and take place either on or off campus (Manning, 2000). The use of music in rituals and ceremonies occurs both in higher education and in a non-academic setting, such as weddings, funerals, births, and commencement ceremonies. Each type of ritual has its own characteristics.

Firstly, characteristics of rites of passage are as follows. The status of the performers and/or initiates is changed during the performance of the ritual or ceremony

(Manning, 2000). In higher education, commencement ceremonies, convocations, and presidential investiture ceremonies are examples of rites of passage. Students become graduates after the execution of commencement ceremonies. A non-president administrator becomes the institutional figure head of the institution after the investiture ceremony (Bell, 1992; Gennep, 1960; Manning, 2000; Tomasello, Kruger, & Ratner, 1993).

A second type of ritual or ceremony used in higher education is the secular ceremony. A secular ceremony is not performed on a regular basis, which adds to its meaning when it is performed (Manning, 2000). Secular ceremonies have five main characteristics: repetition, stylized and orderly behavior, self-conscious action of the participant, evocative presentation, and collective dimension (Manning, 2000; Moore & Myerhoff, 1977). Repetition allows established traditions to be passed on to future generations while providing predictability in planning future events, such as the publishing of the school calendar and course catalog (Manning, 2000). Participants in a secular ceremony exhibit stylized and orderly behavior through the willful following of gestures and commands given by the leaders of the ceremony, such as the presentation of the homecoming court at the homecoming football game. The willingness to follow the leaders of the ritual or ceremony is a demonstration of the self-conscious action of the participants. The evocative presentation of a secular ceremony is designed to engender emotional responses in the participants, which in turn is a sign of the successful presentation of the ceremony. Music is an outlet for individual expression as well. Clarke et al. (2010) examined the use of music and how it was programmed for the funeral of Diana Spencer, Princess of Wales. Each piece of music used in the service had

a specific purpose, and the exact placement in the program served a specific purpose. The use of music was used for the individual reflection and bringing together of groups to express common feelings. The bringing together of individuals through music elicits a strong feeling of belonging to something outside of oneself (Clarke et al., 2010). Clarke et al. (2010) discussed how music plays a role in the development of identity with group members. Music allows for individual expression through performance, and it unifies individual listeners to identify with a group.

Stylized order, self-conscious action, and evocative presentation all combine to evoke a deeper meaning and significance to those in attendance of a ceremony (Jenkins, 2014; Manning, 2000; Moore & Myerhoff, 1977). The collective dimension, or the need to gather in small groups or communities, is found in the open invitation to both students and community members to attend secular ceremonies (Manning, 2000).

The third type of rituals and ceremonies, cultural performances, is less formal than rites of passage and secular ceremonies due to loosely scripted actions, informal structure, and staging. However, cultural performances are just as important in celebrating the culture of the college community (Manning, 2000). J. J. MacAloon (1984) defined cultural performances as “Occasions in which as a culture or society, we reflect upon and define ourselves with alternatives, and eventually change in some ways while remaining the same in others” (p. 1). Music can be used as a part of these rituals. The pre-game performance by a marching band contains pieces of ISM such as the fight song, school anthems, and the alma mater. These songs are performed to some capacity throughout the game to get the audience to cheer on the team and elicit a sense of school spirit and sense of belonging. The exposure to this music may elicit listeners to engage in

rhythmic clapping, sing lyrics, and cheer to foster school spirit (Manning, 2000; Studwell, 1995; Studwell & Schueneman, 2013; Zajonc, 1968, 1980, 2001). Parades, tailgating, pep rallies, and community celebrations are types of cultural performances because they celebrate community life and bring about unity and cohesion in a fun informal setting (Bell, 1992; Manning, 2000). For this study, this third ritual type, via associated music, is important to consider.

The campus tour is an example of how higher education uses cultural performances to recruit and develop familiarity among potential students. Peter Magolda's (2000) article, "The Campus Tour: Ritual and Community in Higher Education" looked at rituals used in higher education and community involvement. Rituals, whether formal or informal, take place all the time on campuses. These rituals serve a purpose for higher education such as recruiting, commencement ceremonies, or presidential inaugurations. These rituals have an impact on the college experience and the development of attachment to the college or university. The focus of the article was on the college tour for prospective students at Miami University. Magolda aligned his findings in his article with existing research that showed how rituals in an educational setting are symbolic performances that convey social, behavioral, and political norms. The use of the campus tour by a university is one way to start engaging students and forming attachment to the institution and college community (Magolda, 2000). Students are not only exposed to the rituals and ceremonies, but they are also exposed to the behaviors used in participating in the rituals and ceremonies. Through exposure to these rituals and ceremonies, one learns and associates these particular behaviors with the ritual and/or ceremony. As students sing the lyrics to ISM, they perform any behaviors

associate with the music. For example, learned behaviors that are performed during ISM are the “hook ‘em” horns hand sign of The University of Texas and the “gator chomp” of The University of Florida (Studwell, 1995; Studewell & Schueneman 2013). Such pairing of lyrics with behaviors is a type of associative learning.

Associative Learning

Associative learning as mentioned before is associated with the research Ivan Pavlov. Pavlov’s famous experiment involved eliciting a behavior from a dog when being fed. When the dog was fed, Pavlov observed that the dog would salivate. Pavlov introduced the ringing of a bell each time he fed the dog. Through exposure to both the food and bell, Pavlov was able to get the dog to salivate by hearing the bell without the food. The salivation from hearing the bell became the learned behavior of the dog (Pavlov 1927). His research showed that a desired behavior could be elicited when a stimulus is introduced and repeated over time (Brink, 2008). Simultaneous conditioning is where both the conditioned and unconditioned stimuli are introduced and terminated together. In higher education for example, when cheerleaders perform the “defense” cheer, they are introducing the chant of “defense” while encouraging the crowd to chant “defense.” The desired response eventually replaces the unconditioned stimuli and is elicited when the conditioned stimuli is introduced (Brink, 2008; Pavlov, 1927; Pavlov & Anrep, 2003). This type of learned behavior allows for students to connect with other students in group settings. Another way in which students connect with other students is through music.

An area of interest which has been researched is music and its relationship to group and sense of belonging. The use of music in the context of social behavior and

development is becoming an accepted belief in the research of the psychology of music (North & Hardgreaves, 2008). As a society evolves, so does the use and purpose music plays within the social context. Organizations which sponsor or host the performance of music help in the development in social identity and self-identity as well. A sense of belonging is made with a hosting institution by listeners and performers when a positive experience with music occurs. The connection formed between listeners and performers aid in the development of the sense of belonging to the hosting institution or venue (North & Hardgreaves, 2008). The emotions and feelings of one's self can be influenced by listening to music. The situation in which a person listens to music has an effect on them. People make connections to other people or places based on the music one hears at a particular moment in time. The attachment of the memory with music shows a correlation to music and listening (Clarke et al., 2010; Hudson, 2006; North & Hardgreaves, 2008). Attachments formed from listening to music can influence the identity of the listener depending on the setting of when and where the listening occurs.

Music and identity have been studied in different age groups including college aged students and adolescents. Barber et al. (2005) explored how participation in extracurricular activities helped adolescents shape their identity in group settings. They looked at athletic activities like football, softball, and cheerleading as well performance based activities like band, drama, and dance. Barber et al. (2005) found an implication that positive engagement in activities like band and drama helped students foster a sense of belonging both within the group and with the sheltering institution that sponsored the activity (Barber et al., 2005).

Although this study focused on non-music performing students, the act of performing music, by members of college/university marching bands for example, can be defined as a social experience. People that perform music typically do so with a group and perform for an audience (Giles et al., 2009). Giles et al. (2009) contributed to the existing research that looked at the experience of the performers. The time invested in practicing and performing music helps cultivate an identity with those in the group, because it allowed individuals to work with like-minded performers. Gooding's (2009) research coincided with Giles et al. regarding how students that learn to play music learn interpersonal and social skills (Giles et al., 2009, Gooding, 2009). Students learn creativity and self-expression through playing music, and they learn how to work with others and gain social skills in larger group settings. Students having a positive experience in a group learning situation will feel a part of a larger community setting (Giles et al., 2009; Gooding, 2009).

Kokotsaki and Hallam performed two studies that looked at the relationship between student participation in a musical ensemble and sense of belonging (2007, 2011). Kokotsaki and Hallam's (2007) study focused on those students majoring in music. The results were divided into three categories: music making as a musical act, music making as a social act, and music making influencing the personal development of the participants. The second category showed that students who actively participated in an ensemble setting developed a sense of belonging to the group, because they were with like-minded people (Kokotsaki & Hallam, 2007). In a later study, Kokotsaki and Hallam, (2011) focused on students that were not music majors. This study showed that both music majors and non-music majors showed similar feelings about belongingness in a

group setting. By being in a group of like-minded people working toward the same goal, a sense of belonging was felt by participants (Kokotsaki & Hallam, 2011).

Woody and Parker's (2012) article "Encouraging Participatory Musicianship among University Students" also looked at non music majors performing in musical ensembles. Their study found similar results to that of Kokotsaki and Hallam's (2011) study, which showed that having the outlet of performing music in both formal and informal settings helped students develop both social and self-identity skills. Participants in this study indicated that their involvement in music increased their sense of belonging to the group even though music did not contribute to their chosen professions (Kokotsaki & Hallam, 2011; Woody & Parker, 2012). Even so, exposure to learned behaviors in group settings can lead to a sense of belonging to the group in general.

Sense of Belonging

Sense of belonging within group settings is not a new concept in higher education research. It has, however, only been studied with select student populations such as first year freshmen, African American students, and lesbian, gay, bisexual, and transgender (LGBT) students (Strayhorn, 2012; Tovar, 2013). Bollen and Hoyle's (1990) work looked at individuals' perceptions of fit in a group setting. Bollen and Hoyle's work was expanded upon into higher education literature by Hurtado and Carter (1997). Factors that have been measured within sense of belonging in higher education research include institutional fit, institutional quality, and institutional commitment (Hurtado & Carter, 1997; Nora, Urick, & Quijada Cerecer, 2011). Adler and Adler (1988) looked at organizational loyalty as a form of attachment, bonding an organization or collective group of individuals. The focus of the study was on college athletes and the level of

attachment to the team's university. The intense loyalty of the teammates examined by Adler and Adler showed a level of commitment to the team's success but also a level of commitment to the university to be successful (Adler & Adler, 1988).

A student's sense of belonging is perceived to be increased if there is an ongoing interaction with the group motivating the student to behave in a manner that fosters the sense of belonging to the group (Baumeister & Leary, 1995; Bollen & Hoyle, 1990; Tovar, 2013). A high level of attachment will increase the likelihood of degree completion. Students will engage with other students and the university if students are provided with ample opportunities (Strayhorn, 2012). The success or failure of the institutions in meeting the needs of students can influence student academic success and persistence while in college.

Strange and Banning's (2001) book, *Educating by Design: Creating Campus Learning Environments that Work*, explores how campus environments engage and motivate students. The book first addressed the physical environments of a college campus. It discussed models and concepts of human environments, focusing on their manifestations in the college and university setting. There is an impact on the individual's attachment to a university based on the physical and human environment of a college campus. The second section proposed that educational environments are most powerful when they offer students three fundamental conditions: a sense of security and inclusion, mechanisms for involvement, and an experience of community. Student engagement in higher education goes beyond the classroom. It is the overall college experience that higher education must strive for to fully engage students. The more opportunities available, both in and out of the classroom, for getting involved with the

college community the more likely students are to be successful. Students who feel successful have a stronger sense of belonging to their institution (Strange & Banning, 2001).

When examining the relationship between students and higher education institutions, one must examine the idea of student identity and how the development of identity can influence the level of involvement a student will have in the college community (Chickering, 1969; Chickering & Reissier, 1993; Wetherell, 2010). Kuh and Whitt (1988) defined culture as a set of norms, values, practices, beliefs, and assumptions that cultivate the identity of individuals and groups in a college or university setting. These ideas give a framework and reference point for the actions of individual students or groups. Institutional culture is shaped by the interactions of individuals, and the identities of individual students are cultivated by the interactions that transpire on campus. This shaping of culture and identity create an attachment for the individual to the institution and the institution to the student. The more involved and active one is, the greater the attachment (Kuh & Whitt, 1988).

Identity became a researched topic in the social sciences in the 1950s. Researchers have debated the definition of what identity is over the decades. An area of identity is a sense of belonging or attachment to an idea, other persons, groups, or places. There are many outside factors and variables that can shape one's identity (Wetherell, 2010). Wetherell (2010) explored how the understanding of how a person identifies themselves while interacting in a group setting is one aspect of looking at institutional attachment. Martin et al. (2014) discussed how the formation of student identity to an institution of learning is easier when that student is engaged full time and on campus.

Previous literature stated that students will only develop a strong sense of belonging to an institution the more active they are on campus. Student identity is strengthened through the interaction with traditional college students and faculty members that they engage within the courses in which they enroll (Martin et al., 2014).

Arthur Chickering’s student identity theory examined how the overall identity of students is developed (Chickering, 1969; Chickering & Ressler, 1993). He identified seven vectors, or tasks, that students will encounter during the development of a student’s identity. Table 1 shows the seven vectors of Chickering’s student identity.

Table 1

Chickering’s Seven Vectors of Student Identity

Vector Number	Vector Description
1	Developing Competence
2	Managing Emotions
3	Moving Through Autonomy
4	Developing Mature Interpersonal Relationships
5	Establishing Identity
6	Developing Purpose
7	Developing Integrity

The order and amount of time a person spends in each vector is different for every student (Chickering & Ressler, 1993; Kuh, Kinzie, Schuh, & Whitt, 2010). Only three of the seven vectors are discussed for the purpose of understanding how Astin’s student involvement theory is appropriate for the study: vector one, three, and four.

Vector one focuses on the development of competences of intellect, physical and interpersonal areas. The development of interpersonal competence is of interest. Interpersonal competence gives rise to the development of skills including listening, cooperating, and communicating effectively with others in order to work in a group setting (Chickering & Ressler, 1993). Vector three begins the transition from independence to the importance of interpersonal development. A student's ability to shift from a mindset of independent thinking to one of inclusion of ideas and beliefs outside of the student's is the focus of vector three. The balance of independence and the inclusion into the community around a student is sought. New bonds, friendships, and relationships are expanded in order to feel included in the larger community (Chickering & Ressler, 1993). Vector four focuses on the development of mature relationships with others. Developing mature relationships entails (1) tolerance and appreciation of differences and (2) the capacity for intimacy. Students who witness the performance of The Louisiana State University Tiger Marching Band pregame sequence are exposed to several institution-specific pieces of music. Students learn the performance order of the ISM used and the associated behaviors that accompany each song. For example, during the pregame sequence, the band performs the opening refrain of "First Down Cheer" three times eliciting the chant "Geaux Tigers" from the crowd. Learning through exposure in a group setting like a football game aids in the student's ability to form relationships with others that share similar outlooks. Students align themselves with and involve themselves with groups on campus that share the same beliefs and experiences which fosters a sense of belonging to the fostering institution (Chickering & Ressler,

1993; Kuh et al., 2010). The work on student identity by Chickering helped in the development of the work of student involvement by Alexander Astin.

The development of student involvement theory comes from the workings of Alexander Astin (1984, 1993). Alexander Astin's student involvement theory focuses on what the student brings to the college experience which allows for the formation of a committed relationship with higher education (Astin, 1977, 1984, 1993; Kuh, 1995; Tinto, 1993). Astin presented a theory about student development which looked at the involvement of the student and different variables which would encourage or discourage student involvement with one's studies and college experience (Astin, 1984). Studies illustrate that students who are enrolled full time, live on campus, and experience positive "in-group" interactions feel enhanced belongingness to the college community (Kuh, 1995; Martin et al., 2014; Tinto, 2012a, 2012b). Examples of group interactions where ISM may be heard include attending a pep rally for a big rival football game, attending a parade celebrating a team winning a major title in athletics, and watching friends participate in commencement ceremonies. Other opportunities afforded to full-time students are easier access to campus facilities, faculty and staff, and campus services in comparison to part-time students. The ease of accessibility gives students the impression institutions are more invested in helping students succeed both academically and socially. Students will become more involved on campus if they feel the institution is involved with their overall success (Martin et al., 2014).

Within the classroom, student involvement theory suggests the curriculum used by faculty must engage students sufficiently in order for students to use enough energy and effort to obtain the desired outcome. Exposure to subject matter alone may not be

adequate in getting the students involved in the educational experience (Astin, 1984). Freeman et al. (2007) looked at students' sense of belonging and motivation in performing in a classroom, their sense of belonging with regards to collaborating with their instructors, and their sense of belonging at the university level. The study showed that students' sense of belonging at the classroom level was higher when motivation to succeed was high or students felt the instructor was invested in their success. For example, if an institution offers a freshman orientation class, teachers may elect to expose students to learning the lyrics to ISM such as the fight song. When the researchers looked at students' sense of belonging at the university level, those variables that contributed in the classroom were not as important at the university level. Students' sense of social acceptance contributed more to their sense of belonging at the college level (Freeman, Anderman, & Jense, 2007).

Academic integration happens when students connect on an intellectual level with the institution. Academic engagement allows students to interact with professors as well as other students (Tinto, 1993, 1993, 2012a, 2012b). In their study, Freeman et al. (2007) examined different levels of sense of belonging. These levels are students' sense of belonging and motivation in performing in a classroom, sense of belonging with regards to collaborating with instructors, and sense of belonging at the university level. The study showed that students' sense of belonging at the classroom level was higher when motivation to succeed was high or students felt the instructor was invested in their success. When the researchers looked at students' sense of belonging at the university level, sense of belonging in the classroom was not as important as social interactions at the university level (Freeman et al., 2007).

Ayers (2010) also looked at college experiences on liberal arts campuses. In his article “The Experience of Liberal Education,” Ayers discusses what it means to “experience” things in education. He defines “experience” as being involved either through observation or active participation in events or activities. He continues exploring how students experience or should experience learning. Student engagement fosters a more positive college experience (Ayers, 2010). Exposure to different student groups such as Greek organizations, student government, and religious organizations on campus can foster a diverse experience on a college campus. Exposure to diverse groups and organizations on campus can foster a sense of belonging because students can find other students that share similar beliefs, talents, or goals. Deasy (2002) examined 62 studies from the different art forms: dance, drama music, and visual art. This compilation was done in order to give researchers an idea of studies that have been done in the field of arts education, engagement, and student academic achievement. Deasy concluded that some type of participation in the arts increases student engagement and academic achievement (Deasy, 2002).

Student engagement, both in and out of the classroom, depends on the motivation and involvement of students. Student involvement theory is focused on student actions and how motivated students are to devote one’s time and energy to learning. The subtle shift of focus is from what is being taught by professors to the way students are involved in learning the subject matter. When the idea of involvement is examined through the shifted focus, the idea takes on parameters of motivation as a psychological construct, but Astin believes involvement is more than a psychological state (Astin, 1984; Chickering, 1969). Musical ensembles are an example of this type of collaborative learning. Thus,

the effectiveness of the performance is dependent not only on the teacher's instruction, but also on each member's individual work and ability to collaborate within the ensemble. Students putting on a production of a musical collaborate with other students and faculty members. Individually, students learn their lines/lyrics, learn their cues in entering and existing the stage, and design sets and costumes. The individual work is then crafted together in order to put on a performance. The contribution each student brings to the production allows for a collaborative performance where all are involved.

The psychological state of the student involved and its contribution to the positive attachment with the institution is exposed in involvement theory (Astin, 1993, 1999). As illustrated in the example of the ensemble, students' individual and collaborative performance are enhanced by the culmination of individual hard work and ability to collaborate and engage. In his book, *College Students' Sense of Belonging: A Key to Educational Success for All Students*, Strayhorn (2012) provided an overview of the literature that looks into the relationship between academic success and a sense of belonging. A sense of belonging is important to college students, because the more engaged with the university the higher will be their level of attachment. A high level of attachment will increase the likelihood of degree completion. Students will engage with other students and the university if they are provided ample opportunities to engage. In a review of Strayhorn's book, Tillapaugh (2012) provides insight on how Strayhorn's book contributes to the existing literature on college student success and sense of belonging. Tillapaugh acknowledges that through his book Strayhorn makes a compelling argument that a sense of belonging to a university is based on the success of the students. The

more engaged a student is on campus they will feel more attached to the university (Strayhorn, 2012; Tillapaugh, 2013).

In his study, “Out-of-Class Experiences Associated with Student Learning and Personal Development,” Kuh (1995) explored and identified what non-classroom experiences seniors had that helped them to achieve both academic success and personal development. One outcome that was analyzed was called institution ethos. Kuh defined this as, “a belief system widely shared by faculty, students, and administrators that imposes coherence on experience” (p. 142). This belief system relates to institutional attachment, in that through shared experiences, the students will develop a relationship with the institution. Like Kuh (1995) who identified the importance of shared experience and the value of those experiences, Umbach and Kuh found that exposure to diverse experiences during the college experience is also important. Umbach and Kuh (2006) looked at how exposure to diversity on a liberal arts campus compares to that of a traditional college campus. Liberal arts campuses offer programs that emphasize fine arts and the need for taking multiple general education courses is not as important. While traditional campuses offer programs in the fine arts, traditional campuses offer are better-rounded curriculum having students take a number of general education courses from a variety of fields (Kuh, 1995; Umbach & Kuh, 2006). There were three different forms of diversity that were analyzed within their study: structural diversity, diversity related to college sponsored initiatives, and diverse student interactions. Diversity goes beyond the experience of different student populations. Diversity on campus can be the exposure to different campus experiences like attending athletic events, attending concerts or plays, or going to an art gallery exhibit. Exposure to different experiences on a college campus

can possibly enhance the overall college experience for students (Umbach & Kuh, 2006). While Umbach and Kuh's study did not address ISM, the examples of campus experiences are places where the exposure to this type of music may occur.

O'Keeffe (2013) examined possible causes for student attrition in higher education. These factors include: such as first year experience, student teacher interactions, and potential solutions to lower student attrition rates and higher level of sense of belonging. O'Keeffe concluded how the institution and those that work for it are key players in creating an environment that will keep students enrolled and feel like they belong (O'Keeffe, 2013). In both Braxton et al (1995) and O'Keeffe (2013) studies, students were encouraged to leave the institution if the student believed the expectations of the university were not being met (Braxton et al., 1995; O'Keeffe, 2013). Other factors which influence students' level of commitment to one's institution include academic and social integration and the desire to graduate from the institution. A student who is encouraged to help out one's teammates or fellow classmates will show a higher sense of belonging to the larger community (Adler & Adler, 1988; Strayhorn, 2012; Wartman & Savage, 2008). While both academic integration and social integrations are independent of each other, they give a greater meaning to one another when studied together. Students must be involved on both levels of integration to persist in college. The level of integration does not have to be equal on both levels (Tinto, 1993). Active integration can help foster sense of belonging in students.

Hudson (2006) looked at how music helps with the development of attachment to one's country of origin. Different genres of music are discussed on how music helped cultivate identity and a sense of belonging to a specific place. Hudson's article, "Regions

and Place: Music, Identity, and Place,” looked into geographic attachment and music. The article neglected to identify how music can cultivate attachment to a place like a college or university (Hudson, 2006). Both Clarke et al. and Hallam discussed how music plays a role in the development of identity with group members. Music allows for individual expression through performance, and it unifies listeners to identify with a larger population (Clarke et al., 2010; Hudson, 2006). In their book, *Musical Identities*, MacDonald et al. (2002) described music as a powerful channel through which people cultivate their personal and social identities. Frith (1996) argued music and identity are not two separate entities, but they become one when music is performed. Producing and performing music is an esoteric experience, according to the author. The performer becomes one with the group, who becomes a part of the larger institution for which they are playing. Therefore, the individual becomes attached to the institution through performance (Frith, 1996). Music is a form of communication allowing people to express emotions, thoughts, political statements, social relationships, and physical expressions. Music also has the ability to influence one’s sense of belonging and other attributes such as values and beliefs that are pertinent for this proposed study (Frith, 1996; MacDonald et al., 2002).

Studies which have focused on student populations have focused on the performers more than the listeners. O’Neil’s (2005) chapter in *Organized Activities as Contexts of Development: Extracurricular Activities, After School and Community Programs* focus on youth musicians in high school. In the chapter contributed by O’Neil (2005), young people experience music in different ways throughout one’s life. Music can be used by youth to help express themselves and shape their identity. Performing

music in a group setting aids youth in developing a social identity. Performing music with others engages young people in a community environment which can have a positive influence on them (O'Neil, 2005). Hallam (2010) also studied young students and music involvement. Literacy, general attainment, and personal and social development are among the many benefits shown in Hallam's research (Hallam, 2010).

In contrast to O'Neill (2005) and Hallam (2010), Catterall, Chapleau, Inwanga (1999) examined the research of non-arts outcomes of engaged students in the arts. An acknowledgement was made for the value of participation and engagement in the arts. The research gathered was placed into three different sets of observations: 1) involvement in the arts and academic success; 2) music and mathematics achievement; and 3) theatre arts and human development. Sets one and three are related to attachment. Results indicated an increase in student involvement and achievement with students participating in some level of arts educations. Music engages students to want to learn subject material or it engages students to feel a part of a group or organization. Student engagement is not based solely on students performing music, but listening to music can engage students as well (Catterall et al., 1999; Chapleau, & Inwanga, 1999).

Thorton's (2010) dissertation examined three adult learners and the role music played in the level of engagement during different periods of their life. Thornton discussed exposure to music whether through performing or listening can help in self-expression and developing a sense of belonging or attachment to beliefs, groups, or an institution. The participants in his study were identified as a church band leader, a vocalist in a bluegrass band, and an avid music listener. Exposure to events that utilize music may have a greater meaning through the association with the music. A person

engaged in a situation has a more meaningful experience when music is used in that experience, and recalling that experience later in life is easier when that person hears the music associated with that previous situation (Thorton, 2010). While Thorton's study looked at adult learners and music listening, it has not fully explored the relationship with music listening and traditional students. This study, examining non-music performing students, looks to fill that gap in the literature.

Summary

In summary, the literature showed what contributes to sense of belonging, commitment, and institutional attachment, including but not limited to: positive experiences during college, group interactions with other students and faculty, and performing music. The mere exposure to rituals and ceremonies and group interactions with like-minded people allow for greater meaning and a higher sense of belonging (Manning, 2000; Zajonc, 2001). When music is used, certain behaviors become associated with the event; i.e. clapping in time with the music, singing of lyrics, and any type of choreographed movements (Manning, 2000). In addition, music has been found to enhance recall of experiences and promote a positive response to those memories (Thorton, 2013). Listening to music associated with a geographical place and in ritual and ceremonies have been studied (Clarke et al., 2010; Frith, 1986; Hudson, 2006). Music specific to a college or university and its influence on listeners has not been as extensively researched. Being around like-minded individuals engaged in similar activities has been shown to foster a high sense of belonging. Music can encourage the sharing of values, sentiments, and intellectual pursuits that help the performer or listener develop identity and share that identity with one another (Barber et al., 2005; Catterall et

al., 1999; Giles et al., 2009). This study aimed to add to the existing literature of non-music performers responding to music specific to a college or university and sense of belonging to one's college community and institution.

CHAPTER III - METHODOLOGY

Introduction

This study was designed to identify the relationship between hearing institution-specific music (ISM) and sense of belonging of non-music performing undergraduate college students. The specific research questions that guided the study were:

1. How does institution-specific music influence participants' sense of belonging in relation to higher education?
2. How does institution-specific music relate to participants' social involvement in the college community?
3. What kind of effect does hearing institution-specific music have on non-music performing undergraduate college students' sense of belonging?

Strayhorn's (2012) definition of sense of belonging, "Students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers)" (p. 3) was used as the guiding definition of the term. Questions two and three looked at how the use of IMS played into students' involvement in the college environment. Question two looked at the use of ISM and student involvement in and out of the classroom. The works of Astin (1977, 1984, 1993, 1999) and Tinto (1993, 2012a, 2012b) looked at student involvement, persistence, and retention. Question three looked at the role of ISM has on students' sense of belonging in ritual settings like athletic events or commencement ceremonies.

A qualitative design was used to answer the research questions. This study's objective was to gain an understanding about whether hearing ISM by non-music

performing undergraduate college students could be considered a contributing factor to their sense of belonging. The type of qualitative study used for this study was phenomenology (Merriam, 2009). Phenomenology was selected because the phenomenon of listening to ISM and its influence on the sense of belonging of non-music performing undergraduate college students to their institution was studied. ISM only happens at designated times such as the pre-game performances at athletic events, parades, pep rallies, or commencement ceremonies.

Merriam (2009) described the approach of phenomenology as one that explores “affective, emotional and often intense human experiences” (p. 26). This study examined the emotional response in regards to sense of belonging and ISM in a community setting. When a positive experience with music is had by people they connect with all parties involved from other performers to the institution that hosts the venue (North & Hargreaves, 2008). Kokotsaki and Hallam (2007, 2011) used the phenomenological approach in their studies to capture the experience of how music majors and non-music majors performing together played into their sense of belonging within the ensemble. Unlike the studies by Kokotsaki and Hallam (2007, 2011) which focused on student performers (both music and non-music majors) and how performing music as a group influenced their sense of belonging, this study focused on sense of belonging of non-music performing undergraduate college students to ISM. A question asked in their study was what impact did participating in musical ensembles have (Kokotsaki & Hallam, 2007, 2011). This study investigated the experiences of hearing ISM by non-music performing undergraduate college students because studies that have come before this

study have focused on students in performing ensembles or populations outside of higher education (Hudson, 2006; Kokotsaki & Hallam, 2007, 2011; Thorton, 2010).

Selection Criteria for Sample

The researcher acknowledged that the sense of belonging of athletic event attending undergraduate college students may be higher than the general student population. In order to participate in this study, students had to be (a) between the ages of 18 and 24 years old, (b) classified as a sophomore, junior, or senior, (c) enrolled at their institution for at least two consecutive years, and (d) attended at least four home athletic events prior to participating in this study. They could not have (e) majored in music performance or music education, (f) been a member of a school-sponsored music ensemble (marching band, concert band, orchestra, choir, etc.), (g) been a member of any spirit organization/teams (cheerleading, dance team, color guard, etc.), and (h) been a member of a school sponsored athletic team (football, basketball, baseball, etc.).

The demographic chosen for this study was full-time, traditional, undergraduate college students between the ages of 18 and 24 years old. This group has been shown to have higher feelings of belongingness when engaged in campus activities that extend beyond the classroom settings compared to non-traditional students (Astin, 1993; Braxton, Vesper, & Hossler, 1995; Hausmann et al., 2007). Because a sense of belonging is cultivated by an ongoing interaction with other students (at least a year), students had to be enrolled at the same institution for at least two years (Baumeister & Leary, 1995; Tovar, 2013). Participants were undergraduate college students enrolled at The University of Michigan, Ohio State University, and The University of Alabama. The chosen institutions were selected for having highly-attended athletic events, in particular

football. The average general and student attendance for football games were 110,468 of which 17,533 were students for The University of Michigan, 101,821 general and 16,291 for students at The University of Alabama, and 107,278 general and 17,164 for students at Ohio State University (NCAA Football Attendance, 2017). The University of Michigan was undefeated at home winning all eight home football games. The University of Alabama and Ohio State University had seven home football games, and both teams were undefeated at home (Ohio State University, 2017; University of Alabama, 2017; University of Michigan, 2017). Students who regularly attended athletic events where the likelihood of hearing ISM was high have shown a greater connection to the university (Schurr, Wittig, Ruble, & Henriksen 1993; Wann, Brame, Clarkson, Brooks, & Waddill, 2008; Wann & Robinson, 2002). Because of the high win ratios of each institution, the likelihood of hearing ISM, specifically the fight song, at the home football games of the chosen institutions was high.

A factor in the selection of the institutions for this study was the recognition of the institutions' fight songs, and was based on Studwell's (1995) compilation of an anthology of the top recognized college fight songs. Studwell's anthology has been used by other researchers to determine which fight songs of colleges and universities were the most recognizable. This was later revised by Studwell and Schueneman (2013). In the selecting of the institutions for this study, the researcher looked at two separate independent studies that looked at the recognizability of college fight songs (Daughters, 2011; Luther, 2010). The methodology used by both Daughters and Luther in determining recognizability of the fight songs of each university was originality, history, spirit, appeal, and musicality (Luther, 2010). The University of Michigan's fight song,

“The Victors,” was considered the most recognizable fight song (Daughters, 2011; Luther, 2010). The University of Alabama’s fight song, “Yea Alabama,” and fourth in a study conducted by Daughters (2011). Ohio State University’s fight song, “Buckeye Battle Cry,” was second in the study by Daughters (2011). The University of Notre Dame was originally selected as an institution for this study because it placed within the top five of both studies by Luther and Daughters. However, students were not permitted to participate in this study by their administration. Ohio State University was selected as the third institution because it was a public institution that placed within the top five in at least one of the studies performed by Luther and Daughters. Table 2 shows the results of each study.

Table 2

College Fight Song Recognition Rankings

Rank	Luther 2010 Study	Daughters 2011 Study
1.	University of Michigan	University of Michigan
2.	University of Notre Dame	Ohio State University
3.	University of Alabama	University of Notre Dame
4.	Georgetown University	University of Alabama
5.	United States Military Academy	United States Military Academy
6.	Boston College	Michigan State University
7.	Michigan State University	University of Georgia
8.	Kansas State University	University of Nebraska
9.	Washington State University	Pennsylvania State University
10.	Harvard University	Univeristy of Southern California

Table 2 (continued)

11.	University of Arkansas	United States Naval Academy
12.	Bowling Green State University	University of Oregon
13.	University of Hawaii	Georgia Institute of Technology
14.	University of Maryland	University of Oklahoma
15.	Colombia University	Texas A&M University

Other determining factors for university selection include the undergraduate profile for each institution (Carnegie Foundation, 2015). All three institutions are full-time, four year institutions, and more selective (FT4/MS) profiles. The University of Alabama and The University of Michigan have low transfer-in classifications (LT), and Ohio State University has a high transfer-in classification (HT) Carnegie Foundation, 2015). Using the three selected institutions for this study and the recommended sample size of three to ten participants (Creswell, 2013) for a phenomenological study, a sample size of 12 participants was obtained for this study. There were five students from The University of Alabama, four students from Ohio State University, and three students from the University of Michigan that made up the sample size of this study. While researchers like Creswell (2013) suggest a number for a sample size, the goal of qualitative research is to reach data saturation or redundancy. Data saturation is the point in a study where new points of view or perspective on the experience being studied cannot be obtained (Creswell, 2013).

Data Collection

In order to receive approval from the Institutional Review Board (IRB) from The University of Southern Mississippi, the researcher first contacted the Office of Research

at each institution to inquire if IRB approval from each institution was necessary. Upon the recommendation of the Institutional Review Board at The University of Alabama, the researcher applied for IRB approval from The University of Alabama (Appendix A). Because no one affiliated with each institution (faculty, staff, or student) was engaged in the data collection process, IRB approval from each institution was not necessary. Therefore, IRB approval from The University of Southern Mississippi was sufficient.

The researcher contacted the Dean of Students at The University of Alabama, the Vice President for Student Life at The University of Michigan, and the Vice President of Student Life at Ohio State University to obtain permission to conduct his study. When contacting the selected institutions, the researcher explained the purpose of the study, how the study will be conducted, and any potential benefits and risks involved with participating in the study. The researcher asked to be put in contact with the appropriate person should the aforementioned administrators not be the appropriate person to obtain permission. The researcher asked that each institution provide a signed letter indicating that permission has been granted or will be granted to the researcher once approval from The University of Southern Mississippi Institutional Review Board was obtained. The researcher was put in contact with administrators in the department of research and/or the registrar's office at each institution. While permission was given by each institution, the need to provide a letter of permission was deemed unnecessary because prospective participants were contacted via their publically available e-mail addresses at Ohio State University and The University of Alabama. The researcher worked with the Office of the Registrar at The University of Michigan who sent a cover letter to a sample of students when IRB approval from The University of Southern Mississippi was obtained Appendix

B). Data collection began once IRB approval from The University of Southern Mississippi was granted (Appendix C).

A cover letter (Appendix D) introducing the researcher, the study, criteria for participation in the study, potential risks and benefits for participating in the study, the intended purpose of the study, and researcher contact information was sent out via e-mail to prospective students at Ohio State University and The University of Alabama by the researcher. The cover letter was sent on behalf of the researcher by a representative from the office of the registrar at The University of Michigan to a random sample of students created by their office. This process is standard practice at The University of Michigan when researchers from outside of The University of Michigan want to perform research involving their institution.

Students who wished to participate in the study contacted the researcher either by phone or e-mail to set up a day and time to be interviewed. The researcher sought to interview four students from each institution for a total sample size of 12 participants. An informed consent form formatted to specifically to each institution (Appendix E, F, and G) was sent via e-mail to prospective students who wanted to participate in this study. Interviews did not take place until the consent forms were returned signed and dated. Interviews took place electronically via Skype messaging software. Skype is a video chatting program that allows people to communicate with others who reside far away over the internet (Skype, 2016). This method of interviewing participants was chosen because of visual impairments that limit the travel capabilities of the researcher.

The qualitative design for this study consisted of an interview protocol (Appendix H). Phenomenological interviews are in-depth and descriptive in order to understand the

experience participants have had with the phenomenon (Creswell, 2013; Merriam, 2014). The researcher conducted the interviews from a private office with a strong internet connection in order for audio recordings to pick up and allowed for open communications between the researcher and participants. Likewise, the researcher asked participants to find a place with a strong internet connection where they felt comfortable talking with the researcher to assure privacy and confidentiality. Interviews took no longer than 60 minutes to complete. Every attempt was made to obtain answers from participants that were as descriptive as possible in order to get a detailed description of their experience, but interviews were not forced to last longer than necessary. In order to develop rapport with the participant, the researcher used member checking to show how he was interpreting the \shared experiences given by participants to ensure the researcher understood how participants answered the questions. This affirmation of what was being relayed to the researcher is called member checking.

Member checking, or respondent feedback, is a technique in qualitative studies used by researchers to accurately transfer recorded observation during an interview. Member checking can happen during the interview where the researcher restates or summarizes a portion of information given by an interviewee, or it can occur after once the interview has been transcribed and analyzed (Harper & Cole, 2012). The researcher used member checks to consult with participants to ensure the researcher had accurately represented what the participants disclosed in the initial interview (Merriam, 2009). Member checks are used in a strategy in qualitative research known as triangulation to ensure trustworthiness of data given by participants (Creswell, 2013; Merriam, 2009).

There are four different types of triangulation: data triangulation, investigator triangulation, theoretical triangulation, and methodological triangulation. For the purpose of this study, multiple data source triangulation was used. The comparisons of observed data at different moments in time, different venues, or different perspectives are used in multiple source triangulation (Creswell, 2013; Merriam, 2009). Interviewing students from three different institutions met the venue point; interviewing students of different classifications showed different perspectives, and the follow-up interview to see if participants' feelings have changed about hearing ISM and sense of belonging after the initial interview met the time perspective (Merriam, 2009).

Data Analysis

The goal of this study was to gain a better understanding of the phenomenon created by listening to ISM and its influence on the sense of belonging of non-music performing undergraduate college students. Phenomenological studies attempt to create a better understanding of the essence of an experience of an individual or group at a given moment in time. The examination of data for common themes and important statements was used in order to gain the understanding sought by this study (Creswell, 2013; Merriam, 2014; Taylor, 2013). The phenomenon of hearing ISM and how it related to their sense of belonging was the focus of this study. The researcher used open-ended questions in a semi structured interview to see if this phenomenon had meaning for participants. Open-ended questions allowed participants to describe their experience in as much detail as they wanted. Open-ended questions allowed for the asking of any follow-up questions to obtain a response to get more detail and help answering the guiding research questions of the study.

In order to derive meaning in the data collected in the interviews, coding was used to find thematic material within the transcribed data. Merriam (2009) described coding as the creation of a shorthand designation to elements of data that allows for easy retrieval. Coding can be a single word, phrase, or entire sections of a transcription. These designations are made by the researcher because they help organize the data and better answer the research questions in the study. It is also a strategy used to compare experiences described by participants (Merriam, 2009).

When analyzing the data, all responses given during the interviews were given equal importance. In phenomenological research, this equal treatment of information is called horizontalization. This allows for meaning and themes to come to light to the researcher (Merriam, 2009). By examining the data multiple times, the researcher allowed for conscious freedom to derive meaning from the experience of hearing ISM and its influence on sense of belonging of non-music performing undergraduate college students.

For this qualitative study, the researcher served as the primary data collector and analyst (Merriam, 2009). The interviews were audio recorded using two digital recorders and then transcribed by the researcher. The researcher acknowledged and set aside any personal bias in order to avoid influence on his interpretation of the data once the data was collected and transcribed. This recognition of personal bias is known as epoché. Epoché requires that the researcher acknowledges any bias he has and bracket these biases in order to remind himself to be open-minded while he is the researcher analyzing the experiences of the participants (Creswell, 2013; Merriam, 2009; Merriam &

Associates, 2002). Bracketing means setting aside judgments or assumptions about the quality of the ISM of the chosen institutions the researcher may have.

Positionality

The researcher has a strong belief that music, in general, is a tool that allows for individual expression and can bring people together as a group for a common cause. From personal experience, the researcher believes that ISM has a purpose and meaning that goes beyond that experienced by the members of the ensemble and the music department of an institution. The researcher has seen how ISM is used as a branding tool, used to celebrate and encourage athletes to perform better, and to encourage school spirit among members of a music ensemble and those listening to that ensemble. As a performer, the researcher has seen how ISM influences crowd reaction when played with enthusiasm and when not performed with the same enthusiasm. The response is noticeable, however it has not been extensively researched which is why the researcher wanted to conduct this study. The researcher has a Bachelor's Degree in Instrumental Music Education and a Master's in Music Education. During his time as an undergraduate college student, the researcher performed in ensembles such as marching band that performed ISM.

The researcher worked to set aside his experiences, beliefs, and perceived bias of how ISM in general and ISM can play with an individual's personal life experiences in order for there to be no interference in the interpretation of the data for the study. Prior to conducting the study, the researcher listened to the ISM of the selected institutions. The researcher wrote out his response to each piece. The researcher was unfamiliar with the ISM of the selected universities, and gained a better knowledge and understanding as to

how one can respond to hearing this type of music by listening to recordings he found on the internet.

Summary

Phenomenology is a qualitative approach that examines the meaning essence of the experience of individuals who meet the criteria of a research study (Creswell, 2013; Merriam, 20014; Merriam & Associates, 2002). This study examined the experience of listening to ISM by non-music performing undergraduate college students enrolled at The University of Michigan, The University of Alabama, and Ohio State University. The criteria used for this study in the selection of desired participants and institutions allowed the researcher to get the desired sample size. The sample size selected for this study allowed the researcher to compare the detailed experiences of participants and look for similarities (Creswell, 2013; Merriam, 2014). The use of a semi structured interview protocol containing open-ended questions allowed participants to give descriptive accounts of their experience of hearing ISM and how it influences their sense of belonging. Along with the description of the design of the study, the researcher described the process with which he obtained institutional permission and assistance in reaching out to possible participants at each institution.

CHAPTER IV – RESULTS

Introduction

This study was performed in order to gain a better understanding of the relationship between hearing institution-specific music (ISM) and undergraduate college students' sense of belonging. The purpose of this study was to determine how listening to or hearing ISM while enrolled in a college or university contributes to traditional undergraduate college students' sense of belonging to the institution and college community. This study looked at students from three specific universities: The University of Alabama, The University of Michigan, and Ohio State University. The data collected in this study were used to answer the following research questions:

1. How does institution-specific music relate to participants' sense of belonging in relation to higher education?
2. How does institution-specific music relate to participants' social involvement in the college community?
3. What kind of effect does hearing institution-specific music have on non-music performing undergraduate college students' sense of belonging?

A basic qualitative research design was implemented to answer the aforementioned questions, including a semi structured interview process, the results of which are hereafter discussed.

Research Participant

Participants in this study were undergraduate college students from the following institutions: The University of Alabama, The University of Michigan, and Ohio State University. These institutions were selected based on the recognition of their fight song

in two independent studies (Daughters 2010; Luther 2011). To participate in this study, students had to meet the following criteria: students must be (a) between the ages of 18 and 24 years old, (b) classified as a sophomore, junior, or senior, (c) enrolled at their institution for at least two consecutive years, and (d) attend at least four home athletic events prior to participating in this study. They should not be (e) majoring in music performance or music education, (f) a member of a school-sponsored music ensemble (marching band, concert band, orchestra, choir, etc.), (g) a member of any spirit organization/teams (cheerleading, dance team, color guard, etc.), and (h) a member of a school sponsored athletic team (football, basketball, baseball, etc.).

A total of 12 students from the three universities participated in this study. Table 3 shows the classification and gender make up of participants and from which institution they are enrolled.

Table 3

Demographic Breakdown by Institution

Institution	Gender		Soph	Jr	Sr	Total
	F	M				
Ohio State University	2	2	1	1	2	4
The University of Alabama	4	1	1	2	2	5
The University of Michigan	1	2	1	2	0	3

There were five participants from The University of Alabama. The classification of these students was the following: one sophomore, two juniors, and two seniors. Four of the participants were female (one sophomore, one junior, and two seniors) and one was

male (junior). Not all the participants identified their major during the interviews. Those who chose to identify their major during the interviews were three psychology majors (sophomore and both seniors). It was confirmed with each participant that they were not majoring in music during the interview.

There were four students from Ohio State University. The classification of these students was the following: one sophomore, one junior, and two seniors. Two students were female (one junior and one senior) and two students were male (one sophomore and one senior). The two female participants identified their majors as sports medicine and nursing. However, the male participants chose not to identify their majors during their interviews. In order to make sure they were eligible to participate in the study it was confirmed with each participant that they were not majoring in music.

There were three student participants from The University of Michigan. The classification of these students was the following: one sophomore and two juniors. One participant was female (sophomore) and two were male participants (juniors). None of the participants identified their major during their interviews, but it was confirmed that none of them were majoring in music per the criteria requirement to participate in this study.

Findings

Major Themes

Upon completion of each interview, all 12 interviews were transcribed, coded and analyzed. The following five major themes were identified through the coding process: 1) social involvement, 2) emotional responses, 3) previous knowledge, 4) group dynamics, and 5) ritual dynamics. The interview protocol used for this study originally

had 13 questions developed to answer the three research questions. Descriptions given by the participants allowed for the inclusion of information that was not considered in the original interview protocol. This information dealt with how students responded to ISM while attending a big rivalry game in comparison to how they responded to ISM when attending, as many participants described it, a “cupcake” game. As described by several participants in this study, a “cupcake” game was:

A game in which the opposing team is not as strong as the hosting team compared to the hosting team. There is an expectation to not only be victorious, but to be victorious by a large margin in games of this nature.

Social involvement. The interview protocol sought to get an idea of the level of involvement participants had on their campus. As previously discussed, students engaged on campus are shown to have higher levels of connection to their institution (Astin, 1993; Braxton, Vesper, & Hossler, 1995; Hausmann et al., 2007). Participants from all three institutions had similar responses as to their level of involvement on campus.

Five of the participants (male junior and one female senior participant from The University of Alabama; one male junior participant from the University of Michigan; one male sophomore and one female senior participant from Ohio State University) stated they were in Greek organizations such as fraternities and sororities. Their level of involvement ranged from being a regular member to holding an officer position such as chapter treasurer, secretary, or vice president. Confirmation was sought from these participants as to whether their fraternity or sorority was a music organization or not. There are fraternities and sororities on campus that focus on the advancement of music

such as Kappa Kappa Psi, Tau Beta Sigma, Sigma Alpha Iota, and Phi Mu Alpha Sinfonia. Members in organizations like these could have an apparent bias because of their mission of music advancement. It was important to avoid such biases in this study. All five participants confirmed their organization was not a music organization. Participants explained how they have enjoyed the friendships they made while being a member of their fraternity or sorority and the different activities they participated in with their organization. The female senior participant from Ohio State University shared:

The members of my sorority are both my friends and my sisters. We are a large family, and like most families, we do not always get along with each other, but we work things out. Also, working to raise money for our philanthropy is important because it makes me feel like I am contributing to the community. Working together brings us closer together as sisters. I will love my sisters and sorority for the opportunities to contribute to something larger than myself.

Other activities put on by Greek organizations included tailgating, homecoming activities, and rush recruitment. One male junior participant from The University of Michigan said:

Tailgating before football games is fun because I get to hang out with alumni brothers as well with current members of the fraternity. Some of the alumni are recent graduates that I was friends with while they were here, and I get to connect and meet older alumni that have been gone for 10 years, but they keep coming back because of the brotherhood we share and their love for our school.

In addition to activities put on by Greek organizations, there are other activities that occurred on and around campus by other students groups, and all of these activities created opportunities to interact with other students on campus.

The importance of friendship was one thing all participants shared during their interviews. All participants shared how they enjoyed socializing with their friends on and off campus. Their friendships were further cultivated by being involved on campus either through formal activities such as study groups for classes, involvement with student government or informal leisure activities such as attending football games, helping international students acclimate on campus, or socializing on their campuses' quad.

The quad at each institution is a central point on campus where students' interactions take place. Whether it is students going to class, hanging out with friends, or participating in an organized activity, all the participants shared that the quad was a busy place with, as the male sophomore participant from Ohio State University said:

There are all kinds of activities going on all the time on campus. Greek life groups are always doing activities on campus like rush recruitment. Students are rushing off to class, going to the union to get food, or just hanging out either by themselves or with friends. I like hanging out with my friends around the quad. We toss a football or Frisbee around to pass time. Pep rallies can happen on the quad. The only time the quad is not busy is in the middle of the night or during holiday breaks when students go home.

One such activity at The University of Alabama occurring on the quad is "Elephant Stomp."

The male junior participant at The University of Alabama explained about “Elephant Stomp,” which occurs on game day during football season. This activity is where the band lines up on the steps of the library. The band plays music that includes their fight song to get everyone excited for that day’s game. He explained in his own words:

“Elephant Stomp” begins on the steps of the big library on campus near the quad. This is before the marching band marches down to the stadium. So, the band will line up on the steps of the library and play a variety of tunes like the fight song and other Alabama anthems. This tradition is to get fans all hyped up and excited for the game and to get behind the team to win and beat the other team. I do not go to this all the time, but when I do it is fun. If it is a big game, I will go with some friends. My friends and I get pumped up especially if it is a big rival game.

One of the senior female participants at The University of Alabama explained her feelings about “Elephant Stomp” saying:

“Elephant Stomp” occurs early in the day and can be heard in the nearby dormitory buildings. It is fun to hear, but I like to be able to sleep in when this happens early in the morning.

Participants in this study explained they were socially active off campus as well as on campus. Some participants shared that they belonged to organizations off campus that did different activities on campus. Five student participants (a female sophomore from The University of Michigan, the female sophomore and a male junior from The University of Alabama, and both seniors from Ohio State University) talked about being involved with their church. While their churches were off-campus organizations, they

did different activities on campus as well such as tailgating and campus ministries. They all explained the importance of both spiritual growth and academic growth on an individual and group level. The female senior participant from Ohio State University shared:

Being active in church is as important to me as going to school. My faith keeps me strong and helps me in bad times. So, for me, my spiritual growth is important. I want to have friends that not only can help me academically, but they can help me in my walk with God. The church I am involved with has a presence on campus. We minister in different ways that not only supports our school, but spreads the love of God.

Similarly, the female sophomore participant from The University of Michigan shared:

My relationship with God is very important to me. I will do whatever it takes to make sure I make it to church services both on and off campus. I am also involved in the outreach programs of my church because of how strongly I feel about my faith. I surround myself with friends that will help me both academically and spiritually. I do the same for my friends because I want to be successful in their lives.

All of the participants enjoyed making friends with fellow students who shared the same beliefs as them.

While making friends at their respected institutions was important, some participants expressed the importance they placed on academics. All three sophomore participants placed their studies slightly higher in importance than being involved on campus. The female sophomore participant from The University of Michigan explained:

I want to get good grades and not fall behind in my class work. I use my involvement on campus as a reward for doing my school work. I'll let myself go to the party on Friday night if I do all my homework for the following week.

The male sophomore student from Ohio State explained he used time management skills to arrange his schedule to make sure he had time for his studies and time to do "other things." When asked if he could elaborate on what he meant by "other things," he explained:

If I get my school work out of the way, I can watch television, go out with my friends, and spend time with my girlfriend. I may go to a party on campus, but I am not a big party person. If my friends are there, I will hang for a while, but will excuse myself. I will only do these things after I do my school work. I have some scholarships and loans helping pay for college. So, my priority has to be school first. I will celebrate with a party after I graduate.

The use of music during various functions like tailgating, homecoming activities, or parties at a fraternity or sorority house serves two of purposes. The first is entertainment. Whether it is karaoke at a party or music played at a pep rally, music is used to entertain those in attendance. The second purpose is engagement. Whether it is to get people to dance at a party, get excited about the upcoming football game, or to recognize those students who will be graduating at commencement, music is used to engage students. The music used can be institution-specific or it can be whatever is popular on the radio. It depends on the goal of the activity being put on as to why music is being used.

The female junior student from Ohio State University shared a moving experience about how music engaged and united students at Ohio State. There was a tragic event that occurred on campus where several students, faculty, and staff were injured by an attacker on campus. The participant in this study shared that she knew one of the injured students. She explained:

It's sad what happened that morning on campus. A friend of mine was close by where the incident happened but managed to not get injured. When I heard our alma mater, "Cameron Ohio," after the incident I got real emotional. While only a few students were physically injured, the emotional toll the incident had on all of us was hard. You just knew we had to come together and keep going. We leaned on each other which is what part of Cameron Ohio is about. Plus, it was right after the big game against Michigan. Emotions have just been high and kind of raw.

While music was a tool used to unite students at Ohio State University after a tragic event, music can be used in other means such as to entertain or engage students in various activities on campus. When asked, "Does your level of involvement change when you listen to music," all the participants explained that music did not change their level of involvement. Participants shared their level of involvement on campus, both academically and socially. Half of the participants did explain that if they heard a song with a positive or uplifting message it influenced *how* they got involved but not *how much*. Participants may have more willingness to help others or just have a friendlier disposition after hearing music. The results of this study were used to determine if music was a contributing factor as to why and how participants got involved on campus.

The range of social involvement of participants spanned from limited to being highly involved both on and off campus. A common sentiment shared by all participants was a desire to be around others. None of the participants wanted to totally isolate themselves from campus involvement. Participants did not want to miss out on memorable experiences during college experience because their time as college students would shape their identity in the future. The male senior participant from Ohio State University shared:

I was told that the friendships you make in college are the ones that last a lifetime. I know that in order to make friends I cannot just bury myself in school work. A balance between school work and socializing has to be made. I do not want to look back on my college experience with any regrets.

The interactions experienced by participants at their institution were important to them. Interactions include working on student publications like the university's newspaper and working in the student government enabled participants to work with other students in areas where they hope to gain employment after graduation. These experiences gave them real world opportunities to prepare them for their future.

Emotional responses. When listening to music, the listener's emotional response to the music can cover a wide spectrum. The participants in this study were asked to explain, in their own words, how they felt when they heard ISM and why they thought they felt that way.

The participants had different types of responses to different types of ISM. The two most identified types of ISM by all the participants were their schools' fight song and alma mater. Participants from The University of Michigan identified "Let's Go Blue"

and “Varsity” as other types of ISM. One male junior from The University of Michigan shared:

“Let’s Go Blue!” is a catchy song. It’s fun and short and can really get the crowd excited. I know if the game is tight or if we need a big play this song gets the crowd behind the team. If we make that big play, I go crazy because I want to win. Seeing all the people in the stands get as excited as me makes the game that much more fun.

Participants from Ohio State identified “Script Ohio” as a type of ISM. The male senior participant from Ohio State University described “Script Ohio” as:

“Script Ohio” is really cool. The band marches down the field following the drum major where they spell out “Ohio” in cursive. When they appear to be finished, a tuba player marches behind the drum major almost like he is mocking him. It is funny. The tuba player dots the “i.” in “Ohio.” He then plays by himself while the crowd sings an anthem about our school. It really gets the crowd excited. It isn’t always a band person though that dots that “i.” There are times when an alumnus that has done something special dots the “i,” but it is fun when it is the guy in the band.

In comparison, participants from The University of Alabama identified “Elephant Stomp,” “BAMA Spell Out,” and “Dixieland Delight” as other types of ISM. These pieces are performed for a football game, whether during pregame, halftime, when a team scores or makes a big play, and after the game. Outside athletic events, the fight songs and alma maters of each institution are performed at various ceremonies like freshman

convocation and commencement. Each piece of ISM elicits a different emotional response from participants.

All five participants from The University of Alabama described a feeling of excitement and, as the female junior participant described, “being pumped up” when she heard the school’s fight song, “Yea, Alabama!” The male junior participant explained a feeling of “unity” when hearing the fight song. He went further with his explanation saying:

I feel proud to be a student at Alabama. I feel like I am a part of something bigger than myself. It is like a large family spread out all over the country. Hearing this kind of music makes me want to stick out my chest knowing that I am a part of something that is larger than myself.

“BAMA Spell Out” is another type of ISM shared by participants from The University of Alabama. “BAMA Spell Out” is an anthem that incorporates parts of “Yea, Alabama!” where “BAMA” is spelled out by game attendees. Similar feelings of excitement to their school’s fight song were felt and described by participants when they heard “BAMA Spell Out.” As one female senior student explained:

I get hyped up with those around me when I hear it because I want our team to win. I am not the biggest fan of football, but I like to have fun as best I can. So, if I am around friends that are cheering the team on, I join in. It is fun hearing the fight song and cheering for my school. I get really excited if we are playing someone like Auburn or LSU because they’re our rivals and I definitely want to beat them when we play them at home.

While the fight song is frequently played at football games at The University of Alabama, “Dixieland Delight” is a piece of ISM that is not performed as frequently as “Yea, Alabama!” “Dixieland Delight” is a song that is not played as frequently as it was in years past because fans and students began to take too much liberty with the lyrics associated with the song. “Dixieland Delight” is a song originally performed by the country music band Alabama. A recording of the song would be played over the loud speakers in the stadium at the beginning of the fourth quarter of football games. Students and fans shake red and white pompoms and at various parts of the song chant lyrics like “Roll Tide” and “Beat (insert school they are playing at the time).” One junior (male participant) and the two seniors were familiar with it. They explained that it was used to “pump up the crowd and get behind the team.” One of the female senior participants explained:

“Dixieland Delight” is fun too. They like play a song over the loud speaker, and...throughout the song the crowd says things like “Go Bama!” or “Roll Tide!” and other things. While we do that we shake a pompom. It’s is really cool seeing a packed stadium and those pompoms shaking together. It’s really cool being around a couple hundred people doing the same thing... I feel connected with the people around me when this song was played.

The song was discontinued because game attendees would replace certain words in the chant with expletive language. One female senior participant explained:

I liked “Dixieland Delight” until people around me started getting out of hand with it. I did not understand why some people had to get nasty with a song that was fun. I hate that the actions of a few people ruined a fun tradition.

Attempts have been made by administration to allow the playing of “Dixieland Delight” at games in recent seasons, but the same issue has prevented the song’s return.

Participants explained that “Dixieland Delight” was different than the other ISM they heard which was why they liked hearing it and participating in the chant. One female junior participant explained:

It makes me sad that the actions of a few ruined a good thing for the larger college community. “Dixieland Delight” was different in comparison to the other school music we have. I liked that it was different. I get that everyone wants to have a good time, and things do get out of hand when alcohol is involved because those that were saying the inappropriate stuff were drinking. I guess this song will be a lost tradition because they will not play it if fans refuse to stop being foolish.

The feelings of being hyped, excited, and pumped up described by participants from The University of Alabama were also felt and expressed by the participants from The University of Michigan and Ohio State University. The difference in the described experiences of the participants was the music performed was specific to their institutions. All 12 participants explained these feelings and emotions are higher in an important game or against a rival school. Participants from The University of Michigan and Ohio State University shared there was a big rivalry between their institutions. Participants from The University of Alabama identified Auburn University and Louisiana State University as big rival institutions.

In a rival game scenario, emotions such as excitement and school pride are intense because students want their school’s team to not only win, but as five participants put it,

‘Win big time.’ One of the male junior participants from the University of Michigan shared:

I am on the edge of my seat willing my team to win. I really get into the game if we are playing Ohio State. I want to beat them by at least 30 points. I will even yell at the refs if they start making stupid calls against us. I have lost my voice from screaming so much at a game. I get very excited if we win, and I can get very upset if we lose. I hate losing to someone like Ohio State.

These emotions were not just felt during the game, but they were experienced at activities such as pep rallies and tailgating events leading up to the game. The female junior participant from The University of Alabama explained:

Hearing the band play the fight song at a pep rally before a rival game gets me super excited for the game. It gets me in the mindset to want to cheer for my team. I especially want my team to win if we haven’t beaten them in a long time. I hope that the people I am around are as excited and pumped up about winning the game as I am.

In contrast to a big rival game, the intensity of excitement and other emotions are less when their schools played a “cupcake” team. Participants explained that a “cupcake” team was a team who was not as successful or powerful compared to their team. “A victory is not only expected, but we will beat them by a big score,” explained one of the male junior participants from The University of Michigan. When participants expected to be victorious, they still cheered for their team, but the emotions were not as intense.

The male senior participant from Ohio State University explained:

A “cupcake” game is not very exciting. They typically happen at the beginning of the season or for homecoming. They are not all that exciting, and I lose interest if the score gets out of hand. I usually do not stay for the entire game in these situations unless it is homecoming, but that will depend on what is happening after the homecoming game. The after parties are more fun to be at anyways. Participants from The University of Alabama who remembered “Dixieland Delight” performed at games explained that “Dixieland Delight” was used to try to get spectators interested in the remaining portion of the game. Sometimes it worked but other times it would not. If the game was a “blowout,” people would just leave before the game was over because they had lost interest.

In contrast to the feelings of excitement and being hyped up when hearing their schools’ fight songs, “Script Ohio,” “Go Blue,” and other fast-paced ISM, the alma maters of the three institutions evoked feelings of reflection and nostalgia. “Carmen Ohio,” “Yellow and Blue,” and “Alabama Alma Mater” are the alma maters of the institutions represented in this study. These songs are slower and more melodious in comparison to the previously discussed institution-specific songs. The female junior participant from Ohio State expressed:

The alma mater makes me reflect on my time as a student and all the friends I made. I feel like a part of a really big family of people that have come before me and will come after me. I also think of all the stuff I have done as a student. I hope that I will have made a mark on my campus and be remembered after I leave campus.

In contrast, the sophomore participants did not have a high sense of connection to their alma mater. The limited time being a student at their institutions affected their feelings towards the alma mater. The female sophomore participant from The University of Michigan said:

I haven't been here long enough to fully appreciate it. I still feel like I am getting used to my surroundings. I think the alma mater is pretty, but I don't connect to it that much. I hope that over time I will be able to.

Previous knowledge. In the previous section, several types of ISM were identified by participants. Questions asked in the interviews sought to know how the participants became familiar enough with these pieces of music to be able to identify them. Exposure to and frequency of exposure to this type of music was important to learn about to answer the research questions outlined in this study. This section explores how participants came to know the different types of ISM of their institution.

One of the female senior participants from The University of Alabama was originally from the west coast of the United States. She knew that The University of Alabama had a competitive football program from seeing games played on television. She was not familiar with the different types of ISM for The University of Alabama. She decided to go online and look up videos and recordings of the fight song and other institution-specific songs. That gave her an idea of what they sounded like. Once she started classes and attended a few activities like pep rallies, parades, and football games, she became familiar with the music. In her words, she explained:

I had only seen The University of Alabama on television a handful of times.

When I decided to attend The University of Alabama, I knew it would be in my

best interest to become familiar with some of their school songs because of the football culture of that area. I went online and listened to a couple recordings. I thought the music was fun, but wasn't connecting to it. I thought once I got there things would change. Learning the songs in my freshman orientation class helped me as well.

Similarly, three other participants (female sophomore and male junior participants from The University of Alabama and one male junior participant from The University of Michigan) explained that before they enrolled at their institutions, they had watched games on television or listened to them on the radio. Participants would hear the band in the background playing "something that sounded cool," as one of the male junior participants from The University of Michigan put it. "It had to be related to the school somehow because you hear it whenever they scored." It was not until their freshman year where participants discovered the actual name of the song they heard. This took place in an orientation type class where students had to learn basic information about their school. During that class, participants learned the words to the fight song and alma mater and became more familiar with it by being involved on campus and attending athletic events.

The other eight participants explained they had been fans of their school during their whole lives. They lived relatively close to their school and attended various activities such as tailgating, sporting events and commencement ceremonies with their families. "I always knew I wanted to go to school here," was a shared sentiment of these participants. Attending these activities, watching games on television, and listening to games on the radio exposed participants to ISM prior to enrollment at their institution.

The male junior participant from The University of Alabama shared his previous knowledge of ISM saying:

I've been an Alabama fan for most of my life. My family would go to a few games each season, and we would watch the game on television. So, it was something I just heard the band play throughout the game. The band would play all kinds of stuff, but there were certain songs they played over and over again. I always liked "BAMA Spell Out" because it got the whole stadium involved. For "Dixieland Delight," I hadn't actually heard the song before I came to Alabama and went to my first home game.

The freshman orientation style class was another opportunity to be exposed to ISM. The female sophomore from The University of Alabama explained:

My freshman orientation class helped me learn the words to our fight song. That was the only interesting thing about that class because it made sense of the music I heard at football games. Now, when I go to a game, I know what to say when I hear that song.

The orientation class helped a few of these students become more familiar with the alma mater of their institution.

Group dynamics. The goal of the interview protocol was to obtain a detailed description of the connection participants had to their institution when hearing ISM. Many of the questions looked at the way participants interacted in a group setting. There were questions within the protocol to see whether there was a difference in this connection when participants were not in a group setting.

Participants expressed that when they were in a group setting, there was a specific task for the group. This could include attending a sporting event, completing a community service project, studying for a test, or just hanging out with friends outside the classroom, there was a purpose behind the group gathering. The female junior participant from Ohio State University and the female sophomore participant from The University of Michigan described it as, “An energetic connection between all of us.” Participants were inclined to leave the group setting if they felt disconnected from other members in the group or a loss of interest in what the group was doing.

There was more willingness to respond to hearing institution-specific and performing cheers and chants at sporting events when participants were in a group setting. One of the female senior participants from The University of Alabama explained:

I get excited seeing people around me being excited about what is going on. I like being a part of that excitement. When, for example, “Dixieland Delight” was done a lot of people would shake red and white pompoms together in unison. It’s really cool seeing a packed stadium and those pompoms shaking together. It’s really cool. The connection with everyone doing the same thing is hard to explain. You have to be there to really experience it.

The other female senior participants from The University of Alabama explained how she works with international students to help them adjust to being in a new environment. When students attended an American football game for the first time, they observed how people responded to hearing ISM. In the beginning, the international students were unsure about how to respond to hearing ISM, but became more

comfortable the more they were exposed to ISM and interacting with people around them. When they responded, they felt as though they were a part of something fun and exciting. She explained her feelings of connection to fellow students and the community increased when she observed the interactions of the international students. She went on to explain:

Because I am not from Alabama, I understand and can connect with the international students on a level of being in an unfamiliar place. It takes some time to get used to an environment you may not be used to. It helps having someone you know help you experience new things. Some of the international students can get right into the groove of things at a football game, and others struggle. They may struggle because they have no interest in the sport.

There was a willingness by all participants to engage in group activities if they felt comfortable with those around them. In contrast, the excitement level responding to ISM was not as intense when the participants were alone. Their reaction was less and more reflective when hearing ISM. Participants were more inclined to listen to their institution's alma mater when they were alone because the more up-tempo styles of their school's fight songs were "more enjoyable with people around you." The male sophomore participant from Ohio State University explained:

I don't get as excited when I hear the fight song when I am by myself. I guess I feed off the energy in a group. When I hear it by myself I think to myself, "Yeah I go here and things are cool," but I am not all pumped up yelling cheering like I do at a game. It is more subdued and mellow.

Hearing the alma mater by oneself made participants feel connected to something larger than them without the need of being around people when they heard it. This feeling of connection was experienced when they were with others as well.

Ritual dynamics. Rituals, while predominantly taking place within group settings, have slight differences in the execution of specific behaviors (i.e. standing and sitting at specific moments in time, entering and exiting the space the ritual is being performed, and singing of music), and have purposes that made for a major theme in the analysis of the interviews. As previously discussed in Chapter II, there are different types of formal and informal rituals used in higher education. There were questions asked to participants to see how the use of rituals in higher education, especially those that utilize ISM, influenced participants' sense of belonging.

Five participants were previously identified as being members of Greek organizations such as fraternities or sororities. There are rituals used by Greek organizations such as membership initiation. The intent behind these questions was not to have participants reveal any information deemed secret or sacred to their organization. Each participant acknowledged that their organization did have music that was performed at specified moments in rituals. They even went as far as considering this music institution-specific because they felt their organization was a small institution within the larger university setting, and the music took place with the intent of celebrating the group and unifying its members together as one. The male sophomore participant from Ohio State University shared:

One of the more special things in my fraternity is our initiation ritual where our pledge members become full members. This ritual is like our way of welcoming

them into our family that they have been working for weeks to join. As active members, we set the tone of the ritual because we know what it means to experience it. We want the new members to have that same experience. If we (active members) aren't on the same page, the effect of the ritual can fall flat. The music in it may not be perfectly sung, but the intention behind it is what matters to us.

Regardless of what kind of institution was described by participants in this study, music can be used to unite those participating in the ritual. This unification is accomplished using ISM and learned behaviors that come from participating in these rituals. The timing and execution of the music and learned behaviors are planned for the best results.

Learned behaviors performed in ritualistic settings can aid in fostering a sense of connection with a group or community. Examples described by participants include the recitation of a membership oath, the use of hand gestures, and chants and cheers led by spirit organizations like the cheerleading squad at a football game. One of the male junior participants from The University of Michigan expressed:

When we as a group recite our membership oath it brings the old members together with the new members. There is a unifying bond that happens when we recite it together. It is hard to put into words, but it is something special to experience.

All three participants from The University of Michigan were familiar with two different chants that are performed at Michigan home football games. The first is the spelling of Michigan where the stadium is divided into sections. The student section of the stadium starts off by calling out "M" and the chant proceeds to go around the stadium

until Michigan is spelled out. This chant is repeated twice ending with a loud cheer from Michigan fans.

The second chant is called “Let’s Go Blue.” Participants described the chant as 15 rhythmic claps followed by “Let’s Go Blue.” This chant is done in unison in the stadium and is repeated three to four times. “There are some people who don’t clap but instead they shake gold pompoms in time with the clapping. It’s really cool seeing all those pom-poms shaking at the same time,” expressed the sophomore participant. Performing both chants helped get the participants excited about wanting to win the game, especially if it is a big rival game such as the Ohio State game.

Like the spelling of Michigan, participants from Ohio State University described a chant where the spelling of Ohio goes around the stadium several times. The chant is like Village People’s “Y.M.C.A.” where one uses their body to create each letter, students and fans at Ohio State University have learned how to spell out Ohio using their bodies. Each group takes turns creating a letter when the chant reaches their section. The female junior participants explained that in her freshman orientation class the class was divided into groups of four and had to learn and perform the spelling chant in class. The female senior said that her sorority would make the girls pledging to become members participate in the spell out.

The two senior participants from Ohio State University discussed the song, “Seven Nation Army.” This is both a tune the marching band performs and a chant used by students and fans during football games. Students and fans at the game chant “OH” rhythmically to either a pre-recorded beat played over the loud speakers of the stadium or with the marching band. It is more commonly done with the recording over the loud

speakers. “It’s fun to do to build up the anticipation of the game,” said the male senior participant.

“Roll tide” is a chant that students and fans of The University of Alabama are always excited about. All five participants explained that it is like a secret code that only true fans and students will understand. “Just the way one says, ‘roll tide’ to you and you know exactly what they are saying,” shared the male junior participant. The female junior participant described her meaning of “Roll Tide” as:

“Roll Tide.” is something we (students and fans) say, and the meaning of it depends on how and to whom you say it. If you are connected to The University of Alabama, you just get it. When you say it to another Alabama fan, there is... an immediate connection no matter the age difference. It is a saying that has been engraved into our institution culture.

“Roll tide” is also a stadium chant led by the cheerleading squad wherein the two words are passed between sections of the stadium.

Cheers and chants are ritualistic behaviors performed during athletic events. Other rituals exist in higher education to engage students. Participants were asked, “What purposes do rituals serve in higher education?” Structure, unity, and celebration were common answers shared by participants. Structure establishes routines and provides rules or standards to follow. The structure of a class allowed for students to know how to interact with each other and the professor in class, when assignments were due, and how to manage their time to complete those assignments. “Knowing how to manage my free time outside of class allowed me to be successful in the classroom, and

allowed me to socialize outside the classroom,” explained one of the male junior participants from The University of Michigan.

When people come together for a common purpose, a sense of unity among the group members can form. The coming together can be one of celebration or reflection. “Coming together with other students forms a bond, whether temporary or permanent,” shared the female junior from the University of Alabama. Participants expressed feeling a sense of unity during football games because of the collective desire of the fans for their team to win. Not all moments of unity are exciting. As in the experience of the junior female student from Ohio State University regarding the attack that occurred on their campus, the sense of unity experienced was not celebratory. Students united together as a means of emotional support for each other and feeling safe on their campus.

Celebrations are opportunities for students to come together. End of the year parties, post-game victory parties, homecoming activities are examples of times of celebration described by participants. “I can relax, let loose, and have fun with friends,” explained one female senior participant from The University of Alabama. In more formal settings, commencement is a celebratory ritual for those students completing their degree. “Watching my friends graduate knowing how hard they worked makes me proud to know them,” the female senior participant from Ohio State University explained.

Research Questions

The experiences conveyed by the participants in this study described their experiences of the effects of how ISM had on their sense of belonging to their institution and community and were applied to answer the research questions: 1) how does institution-specific music influence participants’ sense of belonging in relation to higher

education? 2) How does institution-specific music relate to participants' social involvement in the college community? 3) What kind of effect does hearing institution-specific have on non-music performing undergraduate college students' sense of belonging? In regards to the first research question, how does institution-specific music influence participants' sense of belonging in relation to higher education, ISM influenced participants' sense of belonging to higher education by uniting individual students in coming together for specific purposes such as entertainment, celebrations, or memorializing a past event. ISM connects participants emotionally to those around them and the larger community they are involved with.

By understanding the level of social involvement of each participant, the data collected could answer the second research question: How does institution-specific music relate to participants' social involvement in the college community? While not in every situation encountered and described by each participant, ISM was used in certain situations where students were involved socially. When music was involved at events such as a pep rally, football game, or party, participants were more inclined to be involved and engaged in what was going on. ISM did not change the amount of social involvement participants had, but ISM did influence how participants were involved.

The third research question, what kind of effect does hearing institution-specific music have on non-music performing undergraduate college students' sense of belonging, looked specifically at how hearing different types of ISM affected participants' sense of belonging. The data showed slight differences in feelings of belongingness based on the different types of ISM. Fast, more up-tempo songs like the fight song or anthem evoked a more intense sense of belonging for participants when heard in a group setting such as

that of a football game. This feeling of belongingness is not as intense when participants hear these songs alone. The feeling is more of a simple acknowledgement of being a part of that institution. Slower, more melodic pieces such as the alma mater have a reflective feeling on how participants perceive their level of belongingness to their institution. This type of song made participants remember their time at their institution and what they accomplished while there. It also made them feel included in a community that went beyond the physical space of their institution. This feeling became stronger over time for the participants who had been at their institution longer than others. Sophomore participants did not connect as strongly as the juniors and seniors because they had not been in the institutional community as long.

Summary

The data collected in this study was used to answer the three research questions listed at the beginning of this chapter. Data collection came from a semi structured interview protocol and follow-up communication with participants to make sure the interpretation of each interview was accurate about what was discussed by participants during the interviews. After analyzing the data through coding and identifying major thematic material, the findings were delineated in this chapter. There was enough evidence shown by all 12 participants to positively say that a sense of belonging was felt when they heard ISM. Nine of the 12 participants experienced a more intense feeling of belongingness due to how long they had been at their institution. The three participants who did not express a high sense of belonging explained it was because of a lack of experience while attending their institution. Based on the results, it was concluded that when used at the appropriate time, ISM serves a purpose that extends beyond the music

department at an institution of higher education. ISM brings together students and institutional community members, celebrates, and passes along traditions and beliefs of the institution to be preserved for years to come. The findings from this study are further discussed in Chapter V.

CHAPTER V – DISCUSSION

Introduction

The purpose of this study was to determine how listening to or hearing institution-specific music (ISM) while enrolled in a college or university contributes to traditional undergraduate college students' sense of belonging to the institution and college community. The study investigated the relationship between the hearing of ISM by undergraduate college students at three four-year higher education institutions and their sense of belonging to their institution. Those institutions are the following: The University of Alabama, The University of Michigan, and Ohio State University. The conceptual framework that guided this study was comprised of three concepts: the mere exposure effect, associative learning, and sense of belonging. The findings of this study were used to answer the following research questions:

1. How does institution-specific music influence participants' sense of belonging in relation to higher education?
2. How does institution-specific music relate to participants' social involvement in the college community?
3. What kind of effect does hearing institution-specific have on non-music performing undergraduate college students' sense of belonging?

The findings of this study were discussed in depth in Chapter IV and this chapter describes how the results of the study answer the aforementioned research questions, interpretations to the established research, implications, and recommendations for future research. The results of this study show that hearing ISM may contribute to the fostering of feelings of belongingness by study participants.

Research Question 1

Sense of belonging in higher education is cultivated by ongoing interactions between students. Interactions include parties, pep rallies, parades, fraternity/sorority functions, freshman convocation, and commencement ceremonies. A student's sense of belonging is perceived to be increased if there is an ongoing interaction with the group motivating the student to behave in a manner that fosters the sense of belonging to the group (Baumeister & Leary, 1995; Bollen & Hoyle, 1990; Tovar, 2013). Students will engage with other students and the university if students are provided with ample opportunities (Strayhorn, 2012). The success or failure of the institutions in meeting the needs of students can influence student academic success and persistence while in college. The use of ISM in situations like those described above by participants may help continually engage students by fostering feelings of belongingness to the group and the institution. The use of ISM by higher education institutions allowed for study participants to feel a part of something larger than themselves. A senior female participant from Ohio State University shared her feelings about hearing the alma mater:

“Carmen Ohio” is very moving to hear and sing. I love singing it because I feel connected to those around me and to my school. I remember all the good times I have had on campus and the connections I have made over the years. I will miss this place when I graduate.

ISM helped expose them to diverse populations that allowed them to engage and interact with people. A female senior participant from The University of Alabama shared an experience helping international students:

I help new international students adjust to being away from their homes. One thing I do is bring them to a football game. American football is different than what international students know as football. I enjoy helping them learn the different cheers and chants we do at football games. We have fun doing it together and we become friends and they feel a part of something new.

These interactions allowed for the formation of friendships that could last beyond the time spent on campus.

Research Question 2

ISM connects participants emotionally to those around them and the larger community they are involved with. ISM was used in certain social situations by study participants. When ISM was involved at events such as a pep rally, football game, or party, participants were more inclined to be involved and engaged in what was going on.

A male junior participant from The University of Michigan shared:

When I hear music like the fight song I get involved with what is going on around me. It helps me connect to those around me and with my school. It gets me excited about what is going on or with what will happen like at an upcoming football game. If I randomly hear the fight song, the feeling of connection is not as intense, but it is still there.

ISM did not change the amount of social involvement participants had, but ISM did influence how participants were involved. Martin et al. (2014) found that a high sense of belonging can be contributed to having positive group interactions in and out of the classroom. ISM can be used as a tool to help in group interactions. This study found that ISM was a contributing factor in how participants interacted within a group. Examples of

group interactions include participants from The University of Alabama participating in “Dixieland Delight” and the singing of “Carmen Ohio” by participants from Ohio State University after the tragic event that happened on their campus. The themes identified within the study of social involvement, emotional experiences, previous knowledge, group dynamics, and ritual dynamics showed that participants were actively engaged in activities that had them interacting with other students. A male junior participant from The University of Michigan explained, “There is a unifying bond that happens when we are together for a common purpose. It is hard to put into words, but it is something special to experience.”

Research Question 3

Data showed slight differences in feelings of belongingness based on the different types of ISM. Fast, more up-tempo songs such as the fight song or anthem evoked a more intense sense of belonging for participants when heard in a group setting, such as that of a football game, than when heard alone. This feeling of belongingness is not as intense when participants hear these songs alone. The feeling is a simple acknowledgment of belonging to the institution. The alma mater is an example of ISM that is slower and more reflective which created a feeling of reflection for study participants. This type of song made participants remember their time at their institution and what they accomplished while there. It also made them feel included in a community that went beyond the physical space of their institution. This feeling became stronger for the junior and senior participants compared to the sophomore participants. Sophomore participants did not connect as strongly as the juniors and seniors because they had not been in the institutional community as long.

Interpretations

Five major themes emerged from the interviews through the data analysis process. Those themes were: 1) social involvement, 2) emotional responses, 3) previous knowledge, 4) group dynamics, and 5) ritual dynamics. The inclusion of both on and off campus activities by participants was important to them because they felt it gave a better description of their college experience. Therefore, the first theme, social involvement, includes both types of involvement of participants. The analyzed experiences of the participants in this study indicate a similarity to Strayhorn's (2012) idea that the formation of a sense of belonging can occur given multiple opportunities to be involved on campus.

Through open communication about their experiences, participants were able to explain their feelings of the role ISM played in their college experience. Follow-up questions during the interviews and communications with participants after analyzing the interviews allowed for accurate interpretations of their answers. Accurate interpretation of participants' experiences enabled the answering of the guiding research questions.

The data indicated all participants experienced a positive response in their sense of belonging when they heard ISM. The study provided evidence that supported the work of Zajonc about the mere-exposure effect (1968, 1980, 2001). Participants explained that the more they were exposed to ISM, the more they became familiar with it and the more they enjoyed it. According to Bornstein (1989) and Zajonc (1968, 2001), music becomes more enjoyable to the listener the more they are exposed to it. However, overexposure can occur if music is heard too many times without enough time between exposures. A junior male participant from The University of Alabama shared

feelings that expressed this statement explaining, “After hearing the fight song for the 700th time, I turn a deaf ear to it because I don’t want to hear it anymore.” The participant may have exaggerated the actual number of times he heard the fight song, but he was trying to make the point that overexposure to something that was once enjoyable may occur and may actually cause loss of enjoyment. Because The University of Alabama has a successful football program, participants from there heard ISM quite frequently. Therefore, by being overexposed to ISM, this participant experienced loss of enjoyment in hearing ISM.

One way that higher education exposes students to ISM at designated times is through the use of rituals. Whether rituals are formal or informal, the purpose of rituals is to share traditions with students and institutional community members as well as to foster feelings of belongingness (Manning, 2000). Participants in this study shared that the rituals experienced using ISM caused them to feel closer to the institution. The results of the study support the notion that ISM used in rituals can foster positive feelings of belongingness.

Sometimes ISM can have a type of learned behavior that accompanies it. For example, participants explained that they learned the different chants, call and response cheers, and body movements associated with ISM by participating with others around them. The more they performed these behaviors and were able to associate the behaviors with the music, the more comfortable the participants became with the music. The results were that participants were able to identify and associate certain behaviors with certain pieces of music. The learned behavior that is performed with specific pieces of ISM became automatic for participants in this study because as soon as they recognized the

institution-specific song that was being performed, the participants knew which behavior to perform.

Performing learned behaviors within a group fosters a sense of belonging (Astin 1993; Fiske, 2004; & Strayhorn, 2012). The results of this study aligned with the studies of Astin, Fiske, and Strayhorn because participants shared in their interviews that they “feel a part of something outside of myself when around people, sharing the same interest as them.” A finding in two studies conducted by Kokotsaki and Hallam (2007, 2011) was that being in a group of like-minded people working toward the same goal created a sense of belonging in the participants. The findings from this study relate to and share similar findings to those conducted by Kokotsaki and Hallam (2007, 2011). Participants in this study explained how when working together to perform cheers and chants at football games the performance of learned behaviors fostered feelings of excitement and comradery within the group as they were working towards a common goal.

Hurtado and Carter (1997) identified factors that have been measured as a part of sense of belonging in higher education research including institutional fit, institutional quality, and institutional commitment. Hurtado and Carter (1997) concluded that the feelings of belongingness fostered by the music encouraged students to stay at their institution through degree completion. When study participants explained how when they heard ISM, such as their alma mater, they felt like they belonged. There was a sense of family or fit, and they felt that they made the right decision to attend their chosen institution. These feelings of belongingness are similar to the feelings of loyalty studied by Adler and Adler (1988).

The study performed by Adler and Adler (1988) looked specifically at college athletes. Adler and Adler found the team members had intense feelings of loyalty and attachment to both their own team and their institution because they represented their institution on the field. It was important to the athletes that they worked together to win the games. Feelings of intense loyalty similar to those in Adler and Adler (1988) were discovered in the analysis of the interviews of this study. These intense feelings of loyalty and belongingness of participants to their institution were felt when a big rival game occurred and ISM was performed. Two of the institutions represented in this study (The University of Michigan and Ohio State University) are intense rivals. Participants shared that ISM was used in activities leading up to the big football game (i.e. pep rallies and tailgating), and that it was used during the game in order to get students, fans, and other spectators at the game, “excited and pumped up for a win. We not only wanted a win, but we wanted to win by a lot.” Other participants shared, “I would cheer louder and harder for my team because I didn’t want the other team to win. I felt my actions helped them in doing that.” The participants experienced a change in their sense of belonging when hearing ISM in this type of situation. As a senior participant from Ohio State University explained:

The level of excitement is very high. I feed off the excitement of those around me in rival games. We want the same thing for our team. I want to cheer louder or yell at the referees for making a bad call against us. I get anxious when the other team is trying to score. Hearing the music can intensify these feelings during a game. These intense feelings make you feel a part of something outside yourself.

Studies by Baumeister and Leary (1995) and Bollen and Hoyle (1990) proposed that a student's sense of belonging is perceived to have increased if there is an ongoing interaction with the group. Evidence from this study supports findings in studies by Baumeister and Leary (1995) and Bollen and Hoyle (1990). Senior participants felt a higher sense of belonging to their institution compared to the sophomore participants due to the senior participants' ongoing involvement on campus. The ongoing opportunities to engage with other students coincide with Strayhorn (2012) adding that students will engage with other students and the university if students are provided with ample opportunities. The use of ISM aided in their feelings of belongingness. Participants in this study described their involvement on campus and shared that their sense of belonging to the institution and institutional community was higher due to their involvement.

The emotional connection to others or to their institution can be both felt by a person can be influenced by listening to music. The effect music has on this connection can be situational. This connection can be between people or with people to an institution (Clarke et al., 2010; Hudson, 2006; North & Hardgreaves, 2008). The results from this study are in agreement with the above mentioned studies. Participants in this study described how in big rival games the connections to their institutions were high when hearing ISM. All of the senior participants shared how hearing ISM outside of athletic events formed a connection with their institution that was reflective of their experiences over their time as students at their institutions.

Implications

The student experience in higher education happens in the classroom and on campus. The level of involvement of the student is up to them. Higher education

institutions provide students with a variety of opportunities to be involved in the college community. Opportunities that include the use of music to engage students are pep rallies, tailgating parties, pre-game performances by the marching band, cheers and/or chants led by the cheerleading squad, and rituals such as commencement ceremonies. The limited research in higher education on music and sense of belonging has primarily focused on students either majoring in music or students performing in a musical ensemble (Kokotsaki & Hallam, 2007, 2011). This study focused on students who were not connected to a musical ensemble. The results of this study showed an increase in students' sense of belonging when they heard ISM. Higher education administrators may benefit from this study by determining how to utilize ISM in affective ways to engage students so they may feel a part of the college community. Clarke et al. (2010) and this study showed that the bringing together of individuals through music elicits a strong feeling of belonging to something outside of oneself.

Student involvement theory by Alexander Astin's focused on what the student brings to the college experience which allows for the formation of a committed relationship with higher education (Astin, 1977, 1984, 1993). His theory about student involvement looked at the involvement of the students and different variables which would encourage or discourage student involvement with one's studies and college experience (Astin, 1984). This study supports the implication that hearing ISM in a group setting and may benefit higher education administrators by considering ISM as a variable in engaging their students and develop a positive relationship between the student and institution.

This study aimed in its application to identify where students heard ISM. Examples of instances were listed above by study participants. These are not the only places where ISM can be implanted. Higher education administrators may benefit from using this study to consider where they use ISM and determine the influence it has on those hearing it. Also, administrators can identify where the implementation of ISM can have a meaningful influence on those participating in the event. If the use of ISM is not as effective as administrators are hoping for, they may consider better ways to implement the music or, if need be, remove it from the situation in which it was being used.

The results of this study identified ISM as a possible contributing factor of engaging students. This study may benefit higher education administrators by helping with branding and marketing ideas to reach populations such as alumni, prospective students, and community members. Sonic branding brings an audio element to the visual brand colleges and universities have used over time (Ballouli, 2011; Ballouli & Bennett, 2014; Ballouli & Heere, 2014). The goal of branding is to appeal to as many of a person's senses as possible. A brand becomes more distinguishable as it appeals to more senses (Likes, 2013). The promotions of a college or university through both visual and sonic brandings are valuable tools in the recruitment of students, both locally and long distance (Ballouli & Bennett, 2014; Likes, 2013). This study may benefit higher education by providing options on how to promote an institution's brand in order to bring in funds to operate the institutions. These funds can assist higher education institutions in providing opportunities for students and community members to engage with each other, creating a positive community experience.

Recommendations for Future Research

It is recommended that this study be replicated in other venues and with other populations. The recognizability of ISM allows for appropriate responses of learned behaviors associated with that type of music. Participants from this study were able to recall different types of ISM of their institution and explain the associated behavior with each type of song. If the recognizability is low then those hearing it may not be able to connect with their institution. The selection of institutions for this study was based on the consistent rankings of institutions' fight songs recognizability in two independent studies conducted by Daughters (2011) and Luther (2010). It is recommended that this study be replicated using institutions that ranked lower than the chosen institutions in this study to see if the recognizability of the fight song has a similar influence on sense of belonging of undergraduate college students. There are more recent studies that have looked at the recognizability of college fight songs (Siegel, 2014, 2015, 2016). However, the more recent studies by Siegel were not utilized in this study due to the lack of consistent ranking of institutions like the ones conducted by Daughters and Luther.

The chosen institutions for this study are considered predominantly white institutions. Historically black colleges and universities (HBCUs) have a college experience that has been studied by researchers (Hamilton, 2010; Outcalt & Skewes-Cox, 2002). Replicating this study at HBCUs could provide a comparison to predominantly white institutions and student experiences on campuses in order to see if students at HBCUs have similar feelings of belongingness when hearing ISM.

It is recommended when replicating this study in the future that more demographic information of participants be taken. Examples of demographic

information include race/ethnicity, socioeconomic background, and legacy status. A legacy is a familiar lineage of past family members who have attended the same university. It may benefit higher education institutions to see if demographic factors such as the above mentioned ones may also influence sense of belonging of study participants.

It is recommended that this study be replicated during football season. If the study is conducted during football season, the ability to recall the different types of ISM and the learned behaviors associated with each type would be easier to recall for participants. Participants in this study were interviewed between the months of January and April. While participants gave descriptions of their feelings, it is uncertain if there would be a difference had the study been conducted during the 2016 football season. The opportunities to hear hearing ISM are most prevalent during football season. Participants will have more familiarity with hearing ISM during this time. Consideration should be taken of playing ISM during the interview in the event that this study cannot be replicated during this suggested time. The playing of ISM during the interview can serve as a reminder for participants when describing their experiences.

It is recommended that this study be replicated using different populations that go beyond students in the institutional community. One such recommended population would consist of college sporting team fans that have never enrolled as students at the institution they cheer for. There is a sense of belonging and loyalty towards institutions that fans have that was not fostered by the student experience. Athletic events such as football and basketball, parades, and tailgating events are situations identified by participants in this study where they encountered fans of their institutions that did not attend their institution but felt a part of the institutional community. It would benefit

higher education institutions to obtain a better understanding as to why this loyalty exists and how ISM influences those feelings. One way institutions of higher education reach out to the broader community is through branding.

Higher education utilizes visual branding with the use of institution colors, logos, and the use of images of an institution's mascot. The combination of a visual attraction and auditory recognition of a brand allows for branding recognition of an institution (Ballouli, 2011; Ballouli, & Bennett, 2014; Ballouli & Heere, 2014; Ballouli & Hutchinson, 2013). It has been previously discussed how ISM connects students emotionally with their institution. Sonic branding uses music to connect with people aurally and emotionally (Ballouli & Bennett, 2014; Likes, 2013). The uses of sonic branding include live performances and the use of ISM in radio and television advertisements. The use of sonic branding is a way for higher education institutions to connect community members with students in order to building connections in the institution community. A sense of belonging to an institution becomes easier to form when it is easy to identify that institution (Ballouli & Bennett, 2014). This study focused on how sense of belonging of undergraduate college students was influenced when being exposed to ISM. It is recommended that this study also be replicated using branding theory as a guiding theory to see how college sports team fans' sense of belonging is influenced by hearing ISM of the institution they feel connected to.

It is recommended for future research that the effects of ISM on the relationship between alumni and their institutions be studied. This study focused on currently enrolled undergraduate college students. Altering the parameters of the study to use alumni as participants may yield information regarding the positive influences ISM may

have on alumni and how connected they feel to their institution of higher education. Additionally, useful information may be derived from studying how the effects of hearing ISM change after the participant has graduated. The relationship between institutions and their alumni benefits higher education institutions because alumni act as recruiters for future students for institutions (Astin, 1977, 1984, 1993, 1999; Kuh, 1995). The use of institutional-specific music may act as a way of emotionally reconnecting to the institutions allowing alumni to remember their time on campus. Thorton's study (2010) examined how music could be used to form an attachment to a life experience. Results from this study indicated that memories were being formed by participants when hearing ISM such as the alma mater. Further research of this nature could be done to study the effects of hearing ISM on how alumni remember their time as students and connect with current students.

Conclusion and Summary

Music has the ability to emotionally connect people with other people, important moments in their lives, or an institution (Clarke et al., 2010; Hudson, 2006; Thorton, 2010). Exposure to specific types of music, such as ISM, can aid in forming a connection with a specific institution such as a college or university. The desired outcome of this study was to determine if hearing ISM had an effect on undergraduate college students' sense of belonging. The conclusion drawn from this study was that all participants felt their sense of belonging was increased when they heard ISM. It was also concluded that different types of ISM had different effects on participants. Senior participants had a more intense connection to their institution when hearing the alma mater than sophomore participants because the alma mater brought up reflective memories of their time at their

institution. Sophomore participants expressed less intense feelings of connection to the alma mater because of their limited time at the institution. In group settings such as football games, all participants had high feelings of belongingness when hearing ISM such as the fight song. This feeling was intensified when the ISM was experienced during a big rivalry game.

Higher education uses ISM as a form of branding as well as to celebrate institutional traditions and accomplishments of people within its community through both formal and informal rituals. This exposure to ISM allows for a connection to the institution to be made by those that hear it. The results of the study point to an implication that supports the importance of the use of ISM. The appropriate use of ISM should be considered a contributing factor in sense of belonging of undergraduate college students. The purpose of this study was to gain a better understanding of the relationship between ISM and undergraduate college students' sense of belonging. Findings from this study can help administrators examine students' level of social interactions on campus as an outcome of hearing ISM because study participants shared that hearing IM and performing learned behaviors in a group setting fostered a sense of belonging to the institution. Administrators can better determine when the appropriate times and venues to use ISM in order to engage students. This study discovered how study participants responded to hearing ISM, and learned how they felt about the different types of ISM. Results of this study showed that hearing ISM at designated times do have an effect on the participants' sense of belonging.

APPENDIX A – University of Alabama IRB Determination Letter

THE UNIVERSITY OF
ALABAMA[®] | Office of the Vice President for
Research & Economic Development
Office for Research Compliance

September 2, 2016

Jousha Berthelot
College of Education & Psychology
The University of Southern Mississippi
118 College Drive #6909
Hattiesburg, MS 39406

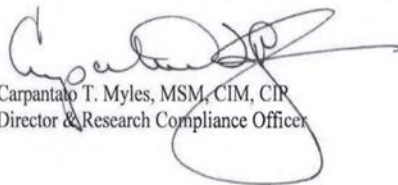
Re: Institution-Specific Music and Sense of Belonging of Undergraduate College Students

Dear Jousha Berthelot:

This letter comes as a response to your communication received August 19, 2016. The Office for Research Compliance has reviewed the involvement of The University of Alabama (UA) in your research activity. It has been determined that UA would be considered *not engaged* in human subjects research in this situation. As a result of UA being considered *not engaged* in human subjects research, your research does not require UA IRB approval and is therefore excluded from review by the UA IRB.

If you have any questions or if I can be of further assistance please do not hesitate to contact me.

Sincerely,



Carpentano T. Myles, MSM, CIM, CIR
Director & Research Compliance Officer

358 Rose Administration Building | Box 870127 | Tuscaloosa, AL 35487-0127
205-348-8461 | Fax 205-348-7189 | Toll Free 1-877-820-3066

APPENDIX B – University of Michigan Registrar’s Letter



Office of the Registrar

September 28, 2016

To whom it may concern:

I have spoken to Mr. Jousha Berthelot regarding his study, Institution-Specific Music and Sense of Belonging of Undergraduate College Students. His protocol is adequate in its protection of student privacy and poses no more than minimal risk to students from our university who may participate. We are willing to send an email to a sample of our students on behalf of Mr. Berthelot in order to facilitate his research, pending IRB approval from The University of Southern Mississippi.

Go Blue!

Thanks,

A handwritten signature in black ink, appearing to read 'Andy Cameron', written over a horizontal line.

Andy Cameron
Associate University Registrar
Office of the Registrar
University of Michigan

APPENDIX C – University of Southern Mississippi IRB Approval Letter



INSTITUTIONAL REVIEW BOARD
118 College Drive #5147 | Hattiesburg, MS 39406-0001
Phone: 601.266.5997 | Fax: 601.266.4377 | www.usm.edu/research/institutional.review.board

NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.
Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: CH16101304
PROJECT TITLE: Institution-Specific Music and Sense of Belonging of Undergraduate College Students
PROJECT TYPE: Change to a Previously Approved Project
RESEARCHER(S): Jousha Berthelot
COLLEGE/DIVISION: College of Education and Psychology
DEPARTMENT: Educational Research and Administration
FUNDING AGENCY/SPONSOR: N/A
IRB COMMITTEE ACTION: Expedited Review Approval
PERIOD OF APPROVAL: 10/28/2016 to 10/27/2017
Lawrence A. Hosman, Ph.D.
Institutional Review Board

APPENDIX D – Cover Letter

Dear Prospective Students,

My name is Jousha Berthelot, and I am conducting dissertation research on institution-specific music (fight song, anthems, alma maters, etc.) and sense of belonging of undergraduate college students to their college or university. Your participation in this study will help me to better understand the issues involved.

The term “institution-specific music” is being defined as any song or piece of music which is performed by a college or university ensemble such as a marching band, basketball pep band, orchestra, or choir and conveys college/university traditions, arouses enthusiasm and emotions, inspires school spirit, and promotes unity within the college community.

The term “sense of belonging” is being defined as students’ perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., campus community) or others on campus.

To participate in this study, the following criteria must be met:

You must be:

- Between the ages of 18 and 24
- A sophomore, junior, or senior
- Have been enrolled at your institution for at least two consecutive years
- Attend at least four home athletic events at your institution prior to participating in this study

However, you must NOT be:

- Majoring in music or music education
- A member of a school sponsored music ensemble (marching band, concert band, orchestra, choir)
- A member of a school sponsored athletic team (football, basketball, softball, etc.)
- A member of any spirit organization/teams (cheerleading, dance team, color guard, etc.)

If you meet the above criteria, and wish to participate in this study, please contact me either by phone or email to set up a time for the interview. You will be asked to do one (1) Skype interview. The interview will take around one hour to complete. The questions asked in the interview relate to your experiences hearing institution-specific music and your sense of belonging to your college or university. The interview will be audio recorded in order to be transcribed for analysis. The transcription of the interview will be done by a person who transcribes and routinely handles personal information as a profession. Every effort will be made to protect participants’ anonymity and

confidentiality. All data collected is not anonymous, however, confidentiality is promised. Following the analysis of the data, all digital forms of data will be erased. As a follow-up, a copy of the analyzed interview will be emailed to you requesting any additional feedback and confirming I have correctly portrayed your experience described in the interview. I greatly appreciate your participation in this study. However, participation is voluntary and you are free to discontinue participation at any point with no penalty or negative repercussions.

Participation in this study will allow each participant to reflect on his or her own experiences hearing institution-specific music performed at designated events such as athletic events, pep rallies, and parades put on by institution and its influence on sense of belonging. The data you provide will be used in order to complete my dissertation study at The University of Southern Mississippi and may be used for a presentation or publication. The Institutional Review Board of The University of Southern Mississippi has approved conduction of this study.

Should you have any questions or wish to participate in this study please contact me by phone at (225) 933-6983 or email jousha.berthelot@usm.edu. This research is being conducted under the supervision of Dr. Eric Platt, Assistant Professor of Higher Education at The University of Southern Mississippi (eric.platt@usm.edu).

By participating in the interview, the respondent gives permission for the confidential data to be used for the purposes described above.

This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research subject should be directed to the chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001, (601) 266-6820. Thank you for your interest.

Jousha Berthelot

APPENDIX E – University of Alabama Informed Consent Form

Study Title: Institution-Specific Music and Sense of Belonging of Undergraduate College Students

Investigator's Name: Jousha Berthelot

Institution if other than or collaborating with UA: The University of Southern Mississippi

This research is not being paid for or funded by a sponsoring organization. There is not a conflict of interest by the investigator.

What is this study about?

Institution-specific music is used to encourage a high level of school spirit from event attendees and motivate athletes to perform at their highest ability (Likes, 2013). When audiences hear institution-specific music at a sporting event, they connect with the people around them and the experience adds a level of belongingness (Ballouli & Bennett, 2014; Likes, 2013). In the area of music research, much has been done to advance the knowledge about the effect music has on both the performer and the listener. How music affects the performer, both as an individual and as a member of a group, has been studied, as have the therapeutic effects of listening to music on chronic pain management (Barber, Stone, Hunt, & Eccles, 2005; Frith, 1996; Giles, Denes, Hamilton, & Hajda, 2009; Magill, 2001; Mitchell, MacDonald, Knussen, & Serpell, 2007; Updike, 1990). However, the effect of listening to music and group interactions outside of the musical ensemble has not been extensively studied (Thorton, 2010). This study proposes to gain a better understanding of how listening to music affects group interactions and contributes to students' sense of belonging on the college campus. Specifically, this study aims to determine how listening to or hearing institution-specific music during the college or university experience contributes to students' connection with their college. This connection between a student and their college or university has been defined by researchers as sense of belonging.

- Institution-specific Music is defined as any song or piece of music which is performed by a college or university ensemble such as a marching band, basketball pep band, orchestra, or choir and conveys college/university traditions, arouses enthusiasm and emotions, inspires school spirit, and promotes unity within the college community.
- Sense of Belonging is defined as students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers).

Why is this study important or useful?

The results of this study may be used by administrators, recruitment personnel, and professors to examine possible factors that contribute to student retention and eventual degree completion (O'Keeffe, 2013; Strayhorn, 2012; Tinto, 1993, 2012a).

Administrators can examine students' level of persistence in academic settings leading to degree completion and social interactions on campus as an outcome of hearing institution-specific music (Astin, 1984, 1993, 1999; Kuh, 1995; Tinto, 2012b). Understanding student response to institution-specific music may help in the recruitment of future students by showing how engaged current students are in the college community. Music professors hired by the college or university as band, orchestra, and choral directors to teach musical ensembles that perform institution-specific music may use the results of the study to help justify the need for and continued funding of music programs in higher education. Increased sense of belonging or institutional attachment to college or university may also influence alumni relations as students who feel connected to college community are more likely to support the college or university (Astin, 1993, 1999; Kuh & Whitt, 1988; Strange & Banning, 2001).

Why have I been asked to be in this study?

You have been asked to be in this study because you responded to the researcher's cover letter announcement email and expressed interest in this study.

How many people will be in this study?

Four students from The University of Alabama will be participating in this study. There will be up to 12 students from three different institutions participating in this study.

What will I be asked to do in this study?

To participate in this study, the following criteria must be met:

You must be:

- Between the ages of 18 and 24
- A sophomore, junior, or senior
- Have been enrolled at your institution for at least two consecutive years
- Attend at least four home athletic events at your institution prior to participating in this study

However, you must NOT be:

- Majoring in music or music education
- A member of a school sponsored music ensemble (marching band, concert band, orchestra, choir)
- A member of a school sponsored athletic team (football, basketball, softball, etc.)
- A member of any spirit organization/teams (cheerleading, dance team, color guard, etc.)

If you do not meet the above criteria, you cannot take part in this study. If you do meet the above criteria and agree to be in this study, you will be asked to do one (1) Skype interview. You and Mr. Berthelot will schedule an interview to be conducted via Skype at your earliest convenience. Mr. Berthelot will be audiotaping the interviews to be transcribed and analyzed to ensure that your shared experiences are captured accurately. Agreement to taping is necessary to participate. Mr. Berthelot will hire a transcriptionist

to transcribe the interviews. The transcriptionist is someone who transcribes and handles personal information as a profession. Every effort will be made to protect participants' anonymity and confidentiality. All data collected is not anonymous, however, confidentiality is promised. Following the analysis of the data, all digital forms of data will be erased. As a follow-up, a copy of the analyzed interview will be emailed to you requesting any additional feedback and confirming I have correctly portrayed your experience described in the interview.

How much time will I spend being this study?

The interview should take around one hour (60 minutes) to complete depending on how much information about your experiences you choose to share.

Will being in this study cost me anything?

The only cost to you from this study is your time to complete each interview. You will not be compensated for being in this study.

Will I be compensated for being in this study?

You will not be compensated for being in this study.

What are the risks (dangers or harms) to me if I am in this study?

Little to no risk is foreseen for participating in this study.

What are the benefits (good things) that may happen if I am in this study?

Although you may not benefit personally from being in the study, you may feel good about thinking on the role music plays in both your personal life and in a group setting. Understanding student response to institution-specific music may help in the recruitment of future students by showing how engaged current students are in the college community.

What are the benefits to science or society?

This study will help administrators, recruitment personnel, and professors to examine possible factors that contribute to student retention and eventual degree completion. Administrators can examine students' level of persistence in academic settings leading to degree completion and social interactions on campus as an outcome of hearing institution-specific music.

How will my privacy be protected?

Interviews will take place online via Skype video chatting software. You will need a computer with a strong internet connection, Skype software, and find a location that will allow you to communicate with the investigator without disturbing others. The investigator will be in a private location and will be the only one conducting the interviews. No identifying will be recorded.

How will my confidentiality be protected?

The only place where your name appears in connection with this study is on this informed consent. The consent forms will be kept in a locked safe in Mr. Berthelot’s private residence which is locked when he is not there. Mr. Berthelot is not using a name-number list so there is no way to link a consent form to an interview. When Mr. Berthelot will record the interview to be transcribed and analyzed. Mr. Berthelot will hire a transcriptionist. The transcription of the interview will be done by a person who transcribes and routinely handles personal confidential information as a profession. Mr. Berthelot will not use your name, so no one will know who you are on the taped interview. When the interviews have been transcribed, the tape recordings will be destroyed. The transcriptions will be stored in the locked file cabinet and retained for a period of one (1) year. After this time period, the transcripts will be shredded.

What are the alternatives to being in this study?

The alternative to being in this study is not to participate.

What are my rights as a participant in this study?

Taking part in this study is voluntary. It is your choice to participate in as much of the study as you want. You can refuse to be in it at all. If you start the study, you can stop at any time. There will be no effect on your relationship with The University of Alabama by not completing the study.

The University of Southern Mississippi and The University of Alabama Institutional Review Board (“the IRB”) is the committee that protects the rights of people in research studies. The IRB may review study records from time to time to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

Who do I call if I have questions or problems?

If you have questions about this study right now, please ask them. If you have questions later on, please call Mr. Jousha Berthelot at 225-933-6983. If you have questions or complaints about your rights as a research participant, call Ms. Tanta Myles, the Research Compliance Officer of the University at 205-348-8461 or toll-free at 1-877-820-3066.

You may also ask questions, make a suggestion, or file complaints and concerns through the IRB Outreach Website at http://osp.ua.edu/site/PRCO_Welcome.html. After you participate, you are encouraged to complete the survey for research participants that is online there. You may also e-mail us at participantoutreach@bama.ua.edu.

I have read this consent form. I have had a chance to ask questions.

Signature of Research Participant	Date
Signature of Investigator	Date

APPENDIX F – University of Michigan Informed Consent Form

Study Title: Institution-Specific Music and Sense of Belonging of Undergraduate College Students

Investigator: Jousha Berthelot EdD Candidate

Institution: The University of Southern Mississippi

You are being asked to take part in a dissertation research study. This study is called Institution-Specific Music and Sense of Belonging of Undergraduate College Students. The study is being done by Mr. Jousha Berthelot, who is an EdD candidate at The University of Southern Mississippi under the supervision of Dr. Eric Platt, Assistant Professor of Higher Education at The University of Southern Mississippi.

This research is not being paid for or funded by a sponsoring organization.

There is not a conflict of interest by the investigator.

This study is being done to determine how listening to or hearing institution-specific music while enrolled in a college or university contributes to traditional undergraduate students' sense of belonging to the institution and college community

- Sense of Belonging is defined as students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers).
- Institution-specific Music is defined as any song or piece of music which is performed by a college or university ensemble such as a marching band, basketball pep band, orchestra, or choir and conveys college/university traditions, arouses enthusiasm and emotions, inspires school spirit, and promotes unity within the college community

The results from this study can benefit administrators, recruitment personnel, and professors to examine possible factors that contribute to student retention and eventual degree completion. Administrators can examine students' level of persistence in academic settings leading to degree completion and social interactions on campus as an outcome of hearing institution-specific music. Understanding student response to institution-specific music may help in the recruitment of future students by showing how engaged current students are in the college community.

You have been asked to be in this study because you responded to the researcher's cover letter email and expressed interest in this study. Four students from The University of Michigan will be participating in this study. There will be up to a total of 12 students from three different institutions participating in this study.

What will I be asked to do in this study?

The criteria to participate in this are:

You must be:

- Between the ages of 18 and 24
- A sophomore, junior, or senior
- Have been enrolled at your institution for at least two consecutive years
- Attend at least four home athletic events at your institution prior to participating in this study

However, you must NOT be:

- Majoring in music or music education
- A member of a school sponsored music ensemble (marching band, concert band, orchestra, choir)
- A member of a school sponsored athletic team (football, basketball, softball etc.)
- A member of any spirit organization/teams (cheerleading, dance team, color guard, etc.)

If you do **NOT** meet the above criteria, you cannot take part in this study. If you do meet the above criteria and agree to be in this study, you will be asked to do one (1) Skype interview. Each interview will take around one hour to complete. As a follow-up, a copy of the analyzed interview will be emailed to you requesting any additional feedback and confirming the researcher has correctly portrayed your experience described in the interview. The only cost to you from this study is your time to complete each interview and the follow up feedback should you choose to provide any feedback. You will not be compensated for being in this study.

Little to no risk is foreseen for participating in this study.

Although you will not benefit personally from being in the study, you may feel good about thinking on the role music plays in both your personal life and in a group setting.

This study will help administrators, recruitment personnel, and professors to examine possible factors that contribute to student retention and eventual degree completion. Administrators can examine students' level of persistence in academic settings leading to degree completion and social interactions on campus as an outcome of hearing institution-specific music. Understanding student response to institution-specific music may help in the recruitment of future students by showing how engaged current students are in the college community.

Interviews will take place online via Skype video chatting software. You will need a computer with a strong internet connection, Skype software, and a location that will allow you to comfortably communicate with the investigator without disturbing others. The investigator will be in a private location and will be the only one conducting the interviews.

Audio recordings of interviews will be kept in a locked file cabinet to ensure confidentiality. After the interviews are transcribed from the recordings, the recordings

will be deleted. The transcription of the interview will be done by a person who transcribes and routinely handles personal information as a profession. Every effort will be made to protect participants' anonymity and confidentiality. The transcriptions will be stored in the locked file cabinet and retained for a period of one (1) year. After this time period, the transcriptions will be shredded. Coded numerical ids will be used for record keeping of transcripts. Electronic records will be password protected.

The alternative to being in this study is not to participate.

Taking part in this study is voluntary. It is your free choice. You can refuse to be in it at all. If you start the study, you can stop at any time. There will be no effect on your relations with The University of Michigan or The University of Southern Mississippi.

Both The University of Southern Mississippi and The University of Michigan Institutional Review Boards ("the IRB") are the committees that protect the rights of people in research studies. The IRB may review study records from time to time to be sure that people in research studies are being treated fairly and that the study is being carried out as planned.

If you have questions, concerns, or complaints about the study right now, please ask them. If you have questions, concerns, or complaints about the study later on, please call Mr. Jousha Berthelot at (225) 933 6983. If you have questions about your rights as a person in a research study, please call Ms. Mary Ramirez, Health Sciences and Behavioral Sciences Institutional Review Board University of Michigan at (734) 936 0933.

I have read this consent form. I have had a chance to ask questions. I agree to take part in it. I will receive a copy of this consent form to keep.

Signature of Research Participant

Date

Signature of Investigator

Date

APPENDIX G –Ohio State University Informed Consent Form

Study Title: Institution-Specific Music and Sense of Belonging of Undergraduate College Students

Researcher: Jousha Berthelot

Sponsor: none

This is a consent form for research participation.

It contains important information about this study and what to expect if you decide to participate. You have been asked to be in this study because you responded to the researcher's cover letter email and expressed interest in this study. Four students from your institution will be participating in this study. There will be up to a total of 12 students from three different institutions participating in this study.

Your participation is voluntary.

Please consider the information carefully. Feel free to ask questions before making your decision whether or not to participate. Taking part in this study is voluntary. It is your free choice. You can refuse to be in it at all. If you start the study, you can stop at any time. If you decide to participate, you will be asked to sign this form and will receive a copy of the form.

Purpose:

This study is being done to determine how listening to or hearing institution-specific music while enrolled in a college or university contributes to traditional undergraduate college students' sense of belonging to the institution and college community.

- Sense of Belonging is defined as students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers).
- Institution-specific Music is defined as any song or piece of music which is performed by a college or university ensemble such as a marching band, basketball pep band, orchestra, or choir and conveys college/university traditions, arouses enthusiasm and emotions, inspires school spirit, and promotes unity within the college community.

The results from this study can benefit administrators, recruitment personnel, and professors to examine possible factors that contribute to student retention and eventual degree completion. Administrators can examine students' level of persistence in academic settings leading to degree completion and social interactions on campus as an outcome of hearing institution-specific music. Understanding student response to institution-specific music may help in the recruitment of future students by showing how engaged current students are in the college community.

Procedures/Tasks:

To participate in this study, the following criteria must be met:

You must be:

- Between the ages of 18 and 24
- A sophomore, junior, or senior
- Have been enrolled at your institution for at least two consecutive years
- Attend at least four home athletic events at your institution prior to participating in this study

However, you must **NOT** be:

- Majoring in music or music education
- A member of a school sponsored music ensemble (marching band, concert band, orchestra, choir)
- A member of a school sponsored athletic team (football, basketball, cheerleading)
- A member of any spirit organization/teams (cheerleading, dance team, color guard, etc.).

If you do not meet the above criteria, you cannot take part in this study. If you do meet the above criteria and agree to be in this study, you will be asked to do one (1) Skype interview. The interview will take around one hour to complete.

Interviews will take place online via Skype video chatting software. You will need a computer with a strong internet connection, Skype software, and find a location of your choosing that will allow you to communicate comfortably with the investigator without disturbing others. The investigator will be in a private location and will be the only one conducting the interviews. As a follow-up, a copy of the analyzed interview will be emailed to you requesting any additional feedback and confirming the researcher has correctly portrayed your experience described in the interview.

Duration:

Interviews should not last longer than one hour complete. The researcher will do his best to obtain answers from participants that are as descriptive as possible in order to get a detailed description of their experience, but will not force an interview to last longer than is necessary. You may leave the study at any time. If you decide to stop participating in the study, there will be no penalty to you, and you will not lose any benefits to which you are otherwise entitled. Your decision will not affect your future relationship with The Ohio State University.

Risk and benefits:

Little to no risk is foreseen for participating in this study. Although you will not benefit personally from being in the study, you may feel good about thinking on the role music plays in both your personal life and in a group setting.

Confidentiality:

Efforts will be made to keep your study-related information confidential. However, there may be circumstances where this information must be released. For example, personal information regarding your participation in this study may be disclosed if required by state law. Also, your records may be reviewed by the following groups (as applicable to the research):

- Office for Human Research Protections or other federal, state, or international regulatory agencies;
- The Ohio State University Institutional Review Board or Office of Responsible Research Practices;
- The sponsor, if any, or agency (including the Food and Drug Administration for FDA-regulated research) supporting the study.

The only place where your name appears in connection with this study is on this informed consent. The consent forms will be kept in a locked safe in Mr. Berthelot's private residence which is locked when he is not there. Mr. Berthelot is not using a name-number list so there is no way to link a consent form to an interview. When Mr. Berthelot will record the interview to be transcribed and analyzed. Mr. Berthelot will hire a transcriptionist. The transcription of the interview will be done by a person who transcribes and routinely handles personal confidential information as a profession. Mr. Berthelot will not use your name, so no one will know who you are on the taped interview. When the interviews have been transcribed, the tape recordings will be destroyed. The transcriptions will be stored in the locked file cabinet and retained for a period of one (1) year. After this time period, the transcripts will be shredded.

Participant Rights:

You may refuse to participate in this study without penalty or loss of benefits to which you are otherwise entitled. If you are a student or employee at Ohio State, your decision will not affect your grades or employment status.

If you choose to participate in the study, you may discontinue participation at any time without penalty or loss of benefits. By signing this form, you do not give up any personal legal rights you may have as a participant in this study.

An Institutional Review Board responsible for human subjects research at The University of Southern Mississippi and Ohio State University have reviewed this research project and found it to be acceptable, according to applicable state and federal regulations and University policies designed to protect the rights and welfare of participants in research.

Contacts and Questions:

For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact Ms. Sandra Meadows in the Office of Responsible Research Practices at 1-800-678-6251.

Signing the Consent Form:

I have read (or someone has read to me) this form and I am aware that I am being asked to participate in a research study. I have had the opportunity to ask questions and have had them answered to my satisfaction. I voluntarily agree to participate in this study.

I am not giving up any legal rights by signing this form. I will be given a copy of this form.

Printed name of subject

Signature of subject

Date and Time

Printed name of person authorized to consent for subject (when applicable)

Signature of person authorized to consent for subject (when applicable)

Relationship to the subject

Date and Time

Investigator/Research Staff

I have explained the research to the participant or his/her representative before requesting the signature(s) above. There are no blanks in this document. A copy of this form has been given to the participant or his/her representative.

Printed name of person obtaining consent

Signature of person obtaining consent

Date and Time

APPENDIX H – Interview Protocol

Institution-Specific Music and Sense of Belonging of Undergraduate College Students

1. Please describe what would be your social involvement on campus
2. Please describe your knowledge of institution-specific music used at your university.
Prompt: Examples of institution-specific music include the fight song, the alma mater, and anthem that is specific to your institution.
3. Please recall how you first learned the institution-specific music?
Prompt: Where were you? When did you learn about it? How did you feel when you heard it?
4. Please describe the feelings you have when you listen to institution-specific music.
5. In what ways do these feelings change when you hear institution-specific music in a group setting?
6. How often do you think colleges and universities use rituals and ceremonies?
7. What purposes do colleges and universities use rituals and ceremonies that involve institution-specific music?
8. How do rituals and ceremonies involving institution-specific music influence your involvement on campus?
9. When participating in a ritual or ceremony, how does your connection to the group change?
10. Some rituals and ceremonies have specific behaviors associated with them. How does performing these behaviors during the ritual or ceremony enhance your connection to the institution?
Prompt: Examples include reciting an oath, certain gestures, or singing of music.
11. Many colleges and universities have a cheer/chant when their marching band performs. Please describe any cheers/chants that are specific to your institution.
12. Please describe your feelings of connection to your institution when you perform these cheers/chants with any associated gestures.

13. Please describe your feelings of connection with your institution when you hear institution-specific music.

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