

Liberty University

School of Music

Discovering the Value of Decision-making Through Meaningful Experiences During High School Marching Band

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by

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Abstract

This paper reviews the decision-making skills that can be acquired during a young musician's life while participating in the marching band. Marching band can have a major effect on a person's life, and many things can be connected to the life practices of a civilized adult. Characteristics of good judgment can be exercised when participating in a marching band. There are a lot of decisional practices that can be displayed in the growth of a scholarly musician and their journey to becoming a responsible adult. The purpose of school is to prepare the youth for adulthood choices and marching band can be one of the best methods for preparation.

Keywords: music, education, assessment, worship

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Chapter One: Introduction

Background

Music educators are unique in the delivery of quality music education to students. Music teachers are tasked with an inherent responsibility of preparing students for the challenges that are prevalent in today's world. Students may also benefit from marching bands by establishing a sense of family connections that assists with the social aspects of the college, while also contributing to students' motivation to make better decisions musically and academically.¹ Participating in marching band can assist students to be diverse and disciplined in difficult tasks that they may encounter in their everyday life. Challenging students through marching band can develop critical thinking skills to develop choice making of higher quality.² Accomplishing this momentous task takes patience and guidance in developing youths' judgment for the world of music and areas elsewhere. Marching band brings awareness to the learning styles and possible disabilities of a student.³ The development of young music scholars' judgment is crucial today, and music educators are tasked with developing these students' ability to make good decisions while focusing on academic performance of these youths.

¹ Travis J. Albritton, "Educating Our Own: The Historical Legacy Of HBCUs And Their Relevance For Educating A New Generation Of Leaders," *The Urban Review* 44, no. 3 (2012): 311-331.

² Terrence Wendell Brathwaite, "Carnavalesque Therapeutic Arts and Self-Inquiry: African Holistic Dance and Music as Catalysts for Critical Thinking in Education and Personal Development," *The Journal of Pan African Studies* 10, no. 4 (2017): 65-90.

³ Serkan Demirtas and Hatice Onuray Egilmez, "The Relationship between Learning Styles of Pre-Service Music Teachers and Academic Achievement." *European Journal of Educational Research* 7, no. 3 (2018): 615-629.

Music opens multiple pedagogical areas while an individual is enrolled in marching band.⁴ Researchers believe that students that are involved in musical studies, whether through band, orchestra or in the church choir, have a better memory to recognize previous choice outcomes in the past than the average student. Studies show that students involved in marching band have a greater development of the brain's memory system.⁵ Involving youths in marching band early in life provides greater opportunities for a young scholar's personal growth and academic performance. Through the marching band experience, "they learn to value people, respect their peers, and not make judgments on the superficial."⁶ Self-awareness is critical for youths to understand the values developed by participating in marching band. Students will embark and bring a sense of awareness through participating in marching band and music appreciation.

Before a discussion can begin about the effect marching band has on a student's academic performance and development, the relationship between the two dimensions must be understood.⁷ Music is a language of feelings, the nourishment for the soul.⁸ However, can it be an avenue for students to excel academically? Talladega College marching band is unique

⁴ E. Sandoval, "Potential Contributions of Music Education to Peacebuilding: Curricular Concerns." *Journal of Peace Education* 13, no 3 (2016): 238-251.

⁵ Edward Varner, "Holistic Development and Music Education: Research for Educators and Community Stakeholders," *General Music Today* 32, no. 2 (2019): 5-11.

⁶ Miguel A. Bonds, "Strategies for Recruitment, Growth, and Retention Through Marching Band Enrollment at Talladega College (2011-2021)" (DME Dissertation, Liberty University, School of Music, 2021), 54.

⁷ The Path-Goal Theory in a College Marching Band," Sites.Psu.Edu, Last modified 2021, <https://sites.psu.edu/leadership/2013/06/02/the-path-goal-theory-in-a-college-marching-band/>.

⁸ David James Elliott, *Praxial Music Education: Reflections and Dialogues* (New York: Oxford University Press, 2005), 56.

because it is a band that focuses on developing students' minds, souls, and wellness.⁹ Researchers believe that active marching band participants who are engaged in moral lessons and truly playing music instead of just listening to it excel in making choices and self-governing.

Statement of the Problem

Most characterizations of youth decision-making accentuate that it is a progression which lays the groundwork for how a child or adolescent manages the subsequent set of occurrences encountered. Determinations to promote youth development involve calculated practices intended to optimistically augment knowledge, skills, and attitudes in one or more domains of the young mind, whether it is reasoning, physical, linguistic/communiqué, societal, poignant, ethical, or spiritual.¹⁰ Connecting resources that provide services for at-risk youth provide greater opportunities for decision-making skills. Research indicates that young scholars who are coated by a diversity of opportunities for optimistic encounters participate to a lesser extent in risky behavior.¹¹ The marching band ultimately shows greater improvement towards adulthood while scholars make better decisions in school.

Today, young adults are challenged with many obstacles and the opinions of others, rather than being confident in the abilities that they possess, although these individuals are usually better critical thinkers and scholars who are determined to make good choices. The problem is that many youths are not aware or know of the benefits of marching band and

⁹ Miguel A. Bonds, "Strategies for Recruitment, Growth, and Retention Through Marching Band Enrollment at Talladega College (2011-2021)" (DME Dissertation, Liberty University, School of Music, 2021), 55.

¹⁰ Bennett Reimer, *A Philosophy of Music Education: Advancing the Vision*, Third Edition, (Upper Saddle River, N.J: Prentice Hall, 2003) 28.

¹¹ Silke Kruse-Weber and Richard Parncutt, "Error Management for Musicians: An Interdisciplinary Conceptual Framework," *Frontiers in Psychology* 5, (2014): 777-777.

decision-making through meaningful the experience of it. How can music educators bridge the gap between the two, while focusing on music? Youths should be made aware of the distinction between the two, and how it bridges the gap in youth judgment. How can marching band encourage the development of decision-making? Can this be achieved in ensemble-based musical programs like marching band? David Elliott believes enabling students to achieve something in music will contribute to self-esteem and self-identity.¹² Students who participate in marching band are more proficient at completing rigorous assignments, possess better judgment skills than non-marching band students, and continue to gain self-confidence in their duration as a marching band scholar.

Statement of the Purpose

A copiousness of research stipulates solid confirmation that youth development organizations are important agents in helping a student's growth in decision-making. Links such as academic achievement and non-school factors, including poverty, race/ethnicity, family structure, child health, parenting approaches and peer influences have undoubtedly been recognized among marching band students. Further, a more prevailing effect must be created for marching band to be viewed as valuable and necessary for marching band students to make healthy choices. A band director's career gravitates towards a paraxial philosophy that emphasizes music's many roles in society, including communication, therapy, ritual, entertainment, critical thinking, better academics, choice making, and memory development.¹³ According to current and previous research studies, the positive impact of music education and

¹² Elliott, *Praxial Music Education: Reflections and Dialogues*, 42.

¹³ Anita Prest, "Cross-Cultural Understanding: The Role of Rural school-community Music Education Partnerships," *Research Studies in Music Education* 42, no. 2 (2020): 208-230.

how beneficial it is to the development of self-governing should be studied further to gain a greater understanding of the impact it has on a student decision-making skills.

Significance of the Study

Research and preparation in decision-making and marching band determined that positive youth development theory is a foundation for the proposal to make better choices. The dominant perception of the Edwin Gordon theory is that all young people will continuously follow their own development, and they will do so notwithstanding what opportunities the atmosphere presents. Gordon theorized “students’ progress through an eight-stage process that begins with aural and oral experience with music and ends with theoretical understanding; goal is audiation.”¹⁴ The evolved realizations cared most about are the steppingstones to a successful adult life: relationship creation; nurturing a sense of individuality, self-worth, and belonging; and ascertaining consequential securities and building proficiency of them. Positive youth decision-making theories help band directors understand that young people’s choices are the devices that drive their desire and must be boosted to embrace the realities of life.¹⁵

Encouraging students towards marching band would enhance the chance of participants gaining conscious decision-making skills. Bennett Riemer believed music, along with other studies of art, are basic ways that humans understand their being and their world in which they operate.¹⁶ Students participating in marching band will likely be more consciously aware of their social advantages. Additionally, youthful learners who utilize critical thinking in the pursuit of

¹⁴ Edwin E. Gordon, *Learning Sequences in Music: A Contemporary Music Learning Theory*, (Chicago: GIA Publications, Inc., 2012), 67.

¹⁵ Demirtaş and Eğılmez, “The Relationship between Learning Styles of Pre-Service Music Teachers and Academic Achievement.”

¹⁶ Reimer, *A Philosophy of Music Education: Advancing the Vision*, 15-17

their conscious decision-making while participating in marching band provides these students with an opportunity to excel on both levels: students who participate in music are naturally higher achievers.¹⁷ With this knowledge being confirmed, it should be the duty of not just band directors, but all educators to investigate music education areas such as marching bands as a source beneficial for youth self-governing development. Structured marching bands significantly enhance students' cognitive abilities. Even though marching band influences cognitive abilities, many institutions of higher learning are phasing out the necessity for marching band programs.

Research Question and Sub Questions

The proposed research questions for this study are based on the premise of understanding how music education has a bearing on academic performance.

Q1: What values can transfer or be used outside of marching band on a day-to-day basis?

Q2: How does marching band impact learning capabilities or output?

¹⁷ Varner, "*Holistic Development and Music Education*."

Chapter Two: Literature Review

Historical Context

Historians date marching band back to the 13th century documented with the Ottoman Empire's military. The disciplinary teachings of marching band, derived from militia practices, have been passed down for generations with tactics marching bands still use today. Marching band has many attributes that reflected a positive impact on the educational system in previous years. Having reliable and resourceful past research may help bring relative facts that could be relatable to newer discoveries in marching band. Music educator and philosopher David James Elliott proposed music education had been associated with a variety of functional values, reflecting the student's role in social, physical, moral, and decision-making development.¹⁸ Researchers have indicated that there is a correlation between marching band members being responsible scholars. Many researchers have defined music as change; it is nothing more than countless adjustments in its myriad forms and ways. In this respect, it is also a reflection or mirror for some of the most fundamental features of our personal lives and social backgrounds.¹⁹ Joining a marching band may influence students to be academically successful, which can ultimately become beneficial to a music scholar, providing skills that could allow them to make excellent choices.

Older philosophies hint that critical thinking is an attribute that is heavily associated to great decision-making. The purpose for all educators is to teach, support, and propel students to attain more knowledge through critical thinking which will better skills to self-govern their

¹⁸ David James Elliott, *Praxial Music Education: Reflections and Dialogues* (New York: Oxford University Press, 2005), 92.

¹⁹ Bennett Reimer and Jeffery E Wright, *On the Nature of Musical Experience* (Niwot, CO: University Press of Colorado, 1992), 25-28.

judgment.²⁰ Band directors who drive students to be the best version of themselves can help encourage critical thinking to propel healthier decisions. Research indicates actively exercising constructive practices that can develop the mind, and being challenged by a variety of potentially conflicting stimuli during practice creates a state of exhilaration in seeing the connections between meanings or sense of intelligibility from marching band participation.²¹ Allowing a marching band student to engage in free thinking can possibly benefit the student through the freedom of choosing what should be accomplished. Music philosopher Bennett Reimer exclaimed that music, along with many other arts, are basic ways that humans know themselves and their world; they are basic modes of cognition.²² Marching band scholars can only resourcefully use their line of thought as a tool once it has been developed to exercise numerous forms of decision-making. Highly known music philosopher David Elliott suggested “musicianship is not only a rich form of thinking and knowing, but also a unique source of one of the most important kinds of knowledge humans can achieve; self-knowledge.”²³ The agreement of inventive musical philosophers such as Elliott and Reimer indicate how beneficial historical context can be in linking the musical foundations that are fundamental to marching band and the value of decision-making today.

Past research provides information proving that music classes can give methods for students to improve through each other’s assistance and motivation. Teaching in the music

²⁰ Juliet Hess, *Music Education for Social Change: Constructing an Activist Music Education* (London; New York; Routledge, 2019).8-9.

²¹ Reimer and Wright. “*On the Nature of Musial Experience*,” 62.

²² Bennett Reimer, *A Philosophy of Music Education: Advancing the Vision*, Third Edition, (Upper Saddle River, N.J: Prentice Hall, 2003) page number.

²³ Elliott, *Praxial Music Education: Reflections and Dialogues*, 31.

classroom sometimes lacks direction during lectures which can cause insecurities.²⁴ Letting students choose a way of connection can bring a level of confidence to themselves. Students tend to depend on one another to decide things amongst other peers. It is believed that social, in-person interactions with peers and professors were important components of self-governing.²⁵ Letting young adults think critically can create an atmosphere of personal growth amongst musical apprentices. It is imperative for students to learn life lessons like building techniques to apply to daily life. Studies provided by K. Swanwick explain, “music students exploration takes place when: show, discuss, manipulate, imitate, compare, describe, define, inspect, and observe.”²⁶ Finding ways for students to interact could help push the necessity for group interaction and marching band can use group work curriculums daily. Weighing one's options is practiced in the marching and will transpire to everyday behavior outside the classroom. Ryan Shaw believed, “music as creating identity and for personal development is emphasized, and the core of the subject is defined as the act of playing together.”²⁷ The discoveries of Ryan Shaw align with the findings of Lucy Green’s beliefs. Green said, “Performance, composition, and improvisation abilities are acquired, not only individually but crucially, as members of a group, through informal peer learning and group learning both conscious and unconscious.”²⁸

²⁴ Eva Georgii-Hemming and Maria Westvall, “Music Education – a Personal Matter? Examining the Current Discourses of Music Education in Sweden,” *British Journal of Music Education* 27, no. 1 (2010): 21-33.

²⁵ Daniel J. Albert, “Online Versus Traditional Master of Music in Music Education Degree Programs: Students’ Reasons for Choosing,” *Journal of Music Teacher Education* 25, no. 1 (2015): 52-64.

²⁶ Chris Philpott, “A Developing Discourse in Music Education: The Selected Works of Keith Swanwick. by Keith Swanwick,” *British Journal of Educational Studies* 65, no. 3 (2017): 410-412.

²⁷ Eva Georgii-Hemming and Maria Westvall, “Music Education – a Personal Matter? Examining the Current Discourses of Music Education in Sweden,” *British Journal of Music Education* 27, no. 1 (2010): 21-33.

²⁸ Narita, Flávia Motoyama and Universidade de Brasília (UnB), Brazil. "Informal Learning Practices in Distance Music Teacher Education: Technology (De)Humanizing Interactions." *Action, Criticism, & Theory for Music Education* 17, no. 3 (2018): 57-78.

Understanding the connection in studies proves that group efforts can enhance the individual's decision-making skills.

Data collected from previous research mentions teaching and learning methods that develops certain attitudes that still coincide superior decision-making and music marching band practices today. Student musicians have a focused desire to improve individual musical talents.²⁹ Most students that participate in music usually try to be the best they can be. Provided research shows generally negative attitudes towards errors and the tendency to aim for flawless learning in instrumental music education.³⁰ Marching band directors will see variations of different student behaviors and choices to demonstrate the passion given to marching bands. In music, students acquire judgment skills and concepts through doing things that sometimes affect attitudes.³¹ The needs of the members of the ensemble and the director must be decided by the student. Music pupils have an opportunity to learn composure while making decisions. Every student must be respected, learn how to cooperate, and be given the same opportunities to find their identity.³² Music instructors often help students learn to make decisions best for the group. Marching band directors can do as much as possible to help students believe in themselves and make superior choices.

Providing historic evidence of enhancing confidence while participating in music shows there is nothing new about what music can do for scholar individuals' decision-making. The shortcomings of students in past research have communicated areas where uncertainties lay and

²⁹ Pamela Burnard and Tatjana Dragovic, "Collaborative Creativity in Instrumental Group Music Learning as a Site for Enhancing Pupil Wellbeing," *Cambridge Journal of Education* 45, no. 3 (2015): 371-392.

³⁰ Kruse-Weber and Parncutt, "Error Management for Musicians."

³¹ Philpott, "A Developing Discourse in Music Education."

³² Georgii-Hemming and Westvall, "Music Education – a Personal Matter?"

can help a music scholar know who the type of student they are becoming. The mishaps of student's confidence and physical decision-making can be magnified in marching band. Music research influencers believe that making music can raise self-esteem and the ability to appreciate and respect a wide range of music.³³ Having confidence can be a big thing in anyone's life. Fathoming the need for confidence goes far past being in the marching band. Music scholars become fulfilled human beings with self-confidence.³⁴ Self-assurance helps students commit to their more challenging choices. A music student requires self-belief to decide what is right.³⁵ Focusing on what is true to the student can provide a clearer vision for the student to believe in. Music educators can give students short term goals to help them become more confident. David Elliott believes, "Enabling our students to achieve something in music education will also contribute to self-esteem and self-identity."³⁶ Students developing personal maneuvers or tricks that help an individual build self-esteem daily can be a noted factor of marching bands.

Personal tactics of students can be assisted when a scholar participates in marching band. Boom Town Music believes music education teaches students how to strategize and creates better listening skills.³⁷ Listening and comprehending situations is imperative for all scholars and the disciplines in marching band apply these practices. Research says many students' technical learning processes align with an important body of music literature on informal

³³ Narita and Green, "Informal Learning as a Catalyst for Social Justice in Music Education."

³⁴ Georgii-Hemming and Westvall, "Music Education – a Personal Matter?"

³⁵ Burnard and Dragovic "Collaborative Creativity."

³⁶ Elliott, *Praxial Music Education: Reflections and Dialogues*, 12-17.

³⁷ Sidsel Karlsen, "BoomTown Music Education and the Need for Authenticity – Informal Learning Put into Practice in Swedish Post-Compulsory Music Education," *British Journal of Music Education* 27, no. 1 (2010): 35-46.

learning processes and strategies.³⁸ Learning how to use practical techniques can teach a student simple order of operation methods that can be applied to other worldly things. Strategizing is a significant part of decision-making, and its teachings can be implied in marching band.

Group learning is an imperative part of music education that has been beneficial for decision-making for multiple years. Many valuable traits can be taught when peers interact. Discoveries with Boom Town Music suggest reflection is needed to develop as humans.³⁹ Having people around while trying to become knowledgeable can sometimes make learning simpler. Research says, “Music class provides informal learning that takes place alone as well as alongside friends, through self-directed learning, peer-directed learning and group learning.”⁴⁰ Marching band consists of group learning that can help students learn to make decisions together. Accomplishing goals with friends can make everything easier. Why not incorporate peer love into the growth of decision-making as scholars’ transition to adulthood? Students encourage each other in writing fanfares for their instrument to promote comfortability.⁴¹ Students can be shy but enrolling in marching band can help break the fear of being uncomfortable due to the numerous participating members. Ryan Shaw wrote, “music pedagogy in practice will facilitate these aspirations: students can benefit from personal, musical, and social development within compulsory music education.”⁴² Reviewing former research testifies

³⁸ Hess, *Music Education for Social Change*, 16-25.

³⁹ Karlsen, “BoomTown Music Education.”

⁴⁰ Narita and Green, “Informal Learning as a Catalyst for Social Justice in Music Education.”

⁴¹ Burnard and Dragovic “Collaborative Creativity.”

⁴² Georgii-Hemming and Westvall, “Music Education – a Personal Matter?”

roles such as section leader can be a positive role models for students across the marching band. Chinese research agrees saying, “role models are important for the development of moral education through music instructors.”⁴⁷ A marching band members' decisions come from their own beliefs, but it can be influenced by others. People’s belief in music changes over time.⁴⁸ Great music instructors around the world propel students to critical thinking and help motivate scholars to put beliefs and action toward making good decisions. Many findings of marching band and music education in the past and around the world support the concept of overall decision-making development for scholar individuals who choose to participate.

Marching Band

A marching band is an ensemble of instrumentalists who perform while marching, often for entertainment or competition. Marching bands are mostly common in the United States but can be found in other parts of the world. Instrumentation in a marching band usually includes brass, woodwind, and percussion instruments. Marching band shows have evolved into eight-to-twelve-minute performances completed with elaborate props and staging, dancing, and synthesized sounds.⁴⁹ Field shows are one of the most iconic features that come with having a marching band creating different shapes and patterns with thorough maneuvers instructed by marching band directors. Drill design has come to focus on a logical visual progression that is coordinated with the phrases and climaxes of the music; it is no longer movement which simply

⁴⁷ Ho, “Moral Education in China’s Music Education.” 7

⁴⁸ Stauffer, “Another Perspective.”.

⁴⁹ Wayne Bailey, Cormac Cannon, and Brandt Payne, *The Complete Marching Band Resource Manual: Techniques and Materials for Teaching, Drill Design, and Music Arranging*, 3rd ed. (Philadelphia: University of Pennsylvania Press, 2015), 18.

matches the music according to the number of counts available.⁵⁰ Marching bands consist of large groups of students, so it is common for marching band directors to have one or more assistants to help them run the ensemble. Directors now enlist the aid of percussion and auxiliary specialists to assist them in developing and assisting the show.⁵¹ After a director selects a specialist for the band, they select student leaders within the marching band, referred to as drum majors or section leaders. Section leaders are exceptional students that show an astounding gap in playing, discipline, and comprehension amongst their peers playing the same instrument. Drum majors are students who can do all the things section leaders do but have the integrity to instruct and discipline the band under the heading of the and directors' instructions and lead the band in parades and performances. Band leadership dedicates a great deal of time and energy to building interpersonal relationships, growing and developing band member musical skill set, and building teams.⁵² Marching band consists of many significant roles that are correlated to long thought-out decisions based on calculated reasoning.

Scientific and Psychological Connections to Decision-making

Decision-making has been scientifically studied by psychologist throughout time. Over the years, psychologists suggest decision-making in children and the interferences we can draw critically depend on our understanding of how children develop.⁵³ Understanding how a child's opinion can grow or change over time is critical to the progress of a student's reasoning skills.

⁵⁰ Bailey, Cannon, and Payne, *The Complete Marching Band Resource Manual*, 45.

⁵¹ *Ibid*, 14.

⁵² Bonds, "Strategies for Recruitment," 57.

⁵³ Isabelle Brocas and Juan D. Carrillo, "Introduction to Special Issue 'Understanding Cognition and Decision-making by Children,' Studying Decision-Making in Children: Challenges and Opportunities," *Journal of Economic Behavior & Organization* 179, (2020): 777-783.

Some historic psychologists believe that a child's feelings are a source of unwanted bias when making choices.⁵⁴ A child will base their decisions on things they want instead of the things they need. Personal preferences determine the choices of adolescences and must be directed in the right direction.⁵⁵ Music educators must find the balance in helping students academically but also helping student achieve their personal goals. Band directors applying the research learned by world renowned psychologists can benefit the development of a music scholars' decisions to improve individual results.

When weighing options, an individual should think of all the possible outcomes or choices. Decision makers need to consider different possibilities to ensure that they make an accurate decision.⁵⁶ Understanding every option can help a student see all the variables that could possibly take place when ultimately deciding on their preferences. Seeing all options can potentially expand the cognitive suggestions that can lead to an accurate answer.⁵⁷ While every person has an opinion, not all decisions can be based on what is wanted but should consider what is right. Psychologist Daniella Laueriro-Martinez said, "If a decision maker wanted to achieve both a reasonably high level of accuracy and low effort, he or she would have to use a repertoire

⁵⁴ Myeong-Gu Seo and Lisa Feldman Barrett, "Being Emotional during Decision-making: Good Or Bad? an Empirical Investigation," *Academy of Management Journal* 50, no. 4 (2007): 923-940.

⁵⁵ Katarina Baudin, et al., "Decision-Making is in the Making! Aspects of Decision-Making in the Area of Assistive and Welfare Technology-A Qualitative Study," *International Journal of Environmental Research and Public Health* 18, no. 8 (2021): 4028.

⁵⁶ Daniella Laureiro-Martínez and Stefano Brusoni, "Cognitive Flexibility and Adaptive Decision-Making: Evidence from a Laboratory Study of Expert Decision Makers," *Strategic Management Journal* 39, no. 4 (2018): 1031-1058.

⁵⁷ Dean A. Shepherd, Trenton A. Williams, and Holger Patzelt, "Thinking about Entrepreneurial Decision-making: Review and Research Agenda," *Journal of Management* 41, no. 1 (2015): 11-46.

of strategies, with selection contingent upon situational demands.”⁵⁸ Expressing opinions correctly is important to ensure no one diminishes the self-esteem of a scholar’s decisions.

Emotions are a powerful aspect in a youthful scholar’s judgment. An individual’s emotions influence judgment and choices.⁵⁹ Commonly, decisions are made when a scholar is expressing their opinions. Emotionality has been portrayed as the opposite of rationality and/or effectiveness in a managerial setting.⁶⁰ Being reasonable is an excellent trait constantly practiced for youthful scholars in the marching band setting. Psychologists believe the values and beliefs of youths decision-making can be taken within consideration with a student’s involvement.⁶¹ Having control over their emotions is one of the greatest traits a music student can have when practicing judgment skills. Psychologist Myeong-Gu Seo explained that “Cooler heads prevail” were the results of the evident study of feelings and emotions driving youth decisions.⁶² Psychologists say in so many ways that students’ emotions can take over their decisions based on the personal preferences of the adolescent.

Being over emotional is not a good quality to have when being a youthful decision-maker. Decisions can be viewed as a bridge through which emotions guide in everyday attempts.⁶³ Wants and needs help dictate the choices anyone makes, but it is up to music

⁵⁸ Laureiro-Martínez and Brusoni, “Cognitive Flexibility and Adaptive Decision-Making.”

⁵⁹ Valle Coronado-Vázquez, et al., “Interventions to Facilitate Shared Decision-Making using Decision Aids with Patients in Primary Health Care: A Systematic Review,” *Medicine (Baltimore)* 99, no. 32 (2020): e21389-e21389.

⁶⁰ Seo and Feldman Barrett, “Being Emotional during Decision-making.”

⁶¹ Coronado-Vázquez, et al., “Interventions to Facilitate Shared Decision-Making.”

⁶² Seo and Feldman Barrett, “Being Emotional during Decision-making.”

⁶³ Luigi Leone, Marco Perugini, and Richard Bagozzi, “Emotions and Decision-making: Regulatory Focus Moderates the Influence of Anticipated Emotions on Action Evaluations,” *Cognition and Emotion* 19, no. 8 (2005): 1175-1198.

educators to help youthful scholars manage their decision with a good mindset. Cognitive flexibility enables decision-makers to achieve significantly higher decision-making performance.⁶⁴ Students displaying the ability of the decision-making process tend to grow and adjust their judgment for the better. Attempts to conceptualize decision-making try to identify different styles of cognitive processes stemming from someone's tendencies toward certain ways of collecting what an individual wants.⁶⁵ Research proves that mindful assessments on choice making is preceded by their personal preference.

Psychologists insist that personal preference highly contributes to an individual's decisions. All individual preferences are integrated into opinion.⁶⁶ All decisions are based on personal preference, which can taint student judgment. Feelings are an indispensable part of people's individual and organizational lives and, more importantly, are powerful entities that can both benefit and harm choices or decisions.⁶⁷ Sometimes children are timid to make decisions based on what is at stake. Sharon Bessell explained that children prefer to be protected in some situations and to share decision-making in others.⁶⁸ Psychologist Seo seems to share a similar belief to Bessell when comparing scholars' feelings toward decision-making. Seo expressed youthful individuals can experience intense feelings during decision-making while

⁶⁴ Laureiro-Martínez and Brusoni, "Cognitive Flexibility and Adaptive Decision-Making."

⁶⁵ Boban Melović, et al., "Entrepreneurial Decision-Making Perspectives in Transition Economies – Tendencies Towards risky/rational Decision-Making," *International Entrepreneurship and Management Journal* 18, no. 4 (2022): 1739-1773.

⁶⁶ Bingsheng Liu, et al., "Large-Scale Group Decision-making Model Based on Social Network Analysis: Trust Relationship-Based Conflict Detection and Elimination," *European Journal of Operational Research* 275, no. 2 (2019): 737-754.

⁶⁷ Seo and Feldman Barrett, "Being Emotional during Decision-making."

⁶⁸ Sharon Bessell, "Children's Participation in Decision-Making in the Philippines: Understanding the Attitudes of Policy-Makers and Service Providers," *Childhood (Copenhagen, Denmark)* 16, no. 3 (2009): 299-316.

simultaneously regulating the possibilities of a student's choice based on their own feelings.⁶⁹ Both psychologists are saying that scholars usually have a great deal of understanding of what they want, but the timidness of the unknown from making the right choices can be a heavy load on their shoulders. Seo is implying that youthful scholars do have hard decisions to receive what they want while Bessell is implying that children will get their parents or teacher to help them make those hard decisions based off what they want.

Decision makers need to be able to describe the type of problems they face daily to better their choice-making experiences.⁷⁰ Being able to carefully decipher all the probabilities is an asset needed to make a well-balanced decision-maker. Risky decisions are not always justified and do not lead to the best possible outcomes.⁷¹ High risk decisions are usually not good ones and are normally not beneficial. Band directors can help mold students' understanding of the low success rate of risky decisions, reducing how frequently students pursue them, even for things they want. Psychologists believe situational perspectives of children participation to act in the child's best interest and to balance protection with shared decision-making.⁷² An educators' duty is to protect students, even from their own decisions. Predicting the consequence decisions early will reduce conflict of interest and make it less strenuous for a student to live with their choice.⁷³ Maintaining good reasoning is a huge contribution to choosing wisely.

⁶⁹ Seo and Feldman Barrett, "Being Emotional during Decision-making."

⁷⁰ Laureiro-Martínez and Brusoni, "Cognitive Flexibility and Adaptive Decision-Making."

⁷¹ Melović, et al., "Entrepreneurial Decision-Making Perspectives in Transition Economies."

⁷² Bessell, "Children's Participation in Decision-Making in the Philippines".

⁷³ Torben Østergård, Rasmus L. Jensen, and Steffen E. Maagaard, "Building Simulations Supporting Decision-making in Early Design – A Review," *Renewable & Sustainable Energy Reviews* 61, (2016): 187-201.

The individuals' decisions can determine the outcomes of a student's lifestyle. Success and survival strongly depend on the individual's decision-making.⁷⁴ The lack of comprehending and corresponding decisions connect to students' irrational decision when students do not properly. What music educators do and feel depend on how a child processes information to understand their stance.⁷⁵ Proactively visualizing the probable results can assist scholars to fathom their perspective of choice. Planning decisions is generally subject to some level of uncertainty.⁷⁶ When making a choice it is beneficial to feel comfortable with the decision. Psychologists believe the goal of the consensus thought process is to obtain a collective opinion with the highest possible acceptance or satisfaction.⁷⁷ When choosing an agreeable resolution an individual must be able to adjudicate important factors to produce concrete reasoning for why a student feels the way they do. The foundational aspects that help children understanding their own position within a decision and provide a framework for rationality is beneficial for future choice-makers.⁷⁸

Psychologists believe the decision-making process is determine based on information extracted during the unfolding sequence of events, which movements to make and when and how

⁷⁴ Melović, et al., "Entrepreneurial Decision-Making Perspectives in Transition Economies."

⁷⁵ Paula García-Medrano, María Martín-Torres, and Nick Ashton, "Introduction to Special Issue "Humans in Transition: The Occupation of Western Europe, 600–400 Ka," *Journal of Human Evolution* 180, (2023): 103388-103388.

⁷⁶ Vanessa Simard, et al., "Improving the Decision-Making Process by Considering Supply Uncertainty - a Case Study in the Forest Value Chain," *International Journal of Production Research* 62, no. 3 (2024): 665-684.

⁷⁷ Bingsheng, et al., "Large-Scale Group Decision-making Model Based on Social Network Analysis."

⁷⁸ Kannan Govindan, Hamed Soleimani, and Devika Kannan, "Reverse Logistics and Closed-Loop Supply Chain: A Comprehensive Review to Explore the Future," *European Journal of Operational Research* 240, no. 3 (2015): 603-626.

to make them.⁷⁹ Having a strategic way of carrying thought out decisions can lead to better outcomes when comparing all possibilities. Decision-making consists of selecting an action from a set of available options.⁸⁰ When an individual is evaluating all their choices, they must decide their opinions with integrity. An individual's principles can guide all types of decisions, but they do not prescribe specific actions.⁸¹ The integrity of youth decision-makers is sometime determined by the lifestyle of a child. All decision-making requires a set of higher-order cognitive functions by which individuals regulates their actions, thoughts, and emotions according to current psychological or physiological states, goals, and environmental conditions.⁸² Knowing the capable results and possible cause that could taint a decision-maker is useful to an individual before making judgment. Using quality data can be useful to improve the decisions.

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Evaluating the research proves there are many basic reasons why decision-making is so imperative. Research from sociology and beyond challenges notion and highlights the importance of understanding how employers themselves—their emotions, identities, and environments—affect decisions.⁸⁴ This data demonstrates the importance of decision-making in adulthood that is necessary to learn as a scholar. Decision-making is related to the

⁷⁹ Jason P. Gallivan, et al., “Decision-Making in Sensorimotor Control.” *Nature Reviews. Neuroscience* 19, no. 9 (2018): 519-534.

⁸⁰ Paulus, Martin P. “Decision-Making Dysfunctions in Psychiatry--Altered Homeostatic Processing,” *Science (American Association for the Advancement of Science)* 318, no. 5850 (2007): 602-606.

⁸¹ Zhaohui Wu and Mark Pagell, “Balancing Priorities: Decision-Making in Sustainable Supply Chain Management,” *Journal of Operations Management* 29, no. 6 (2011): 577-590.

⁸² Paulus, “Decision-Making Dysfunctions in Psychiatry.”

⁸³ Simard, et al., “Improving the Decision-Making Process by Considering Supply Uncertainty.”

⁸⁴ Lauren A. Rivera, “Employer Decision-making,” *Annual Review of Sociology* 46, no. 1 (2020): 215-232.

development of the brain, a process that starts before birth and continues well into adolescence and early adulthood.⁸⁵ The development of choice-makers connects with how students adjust to the natural practices of making life decision. Decision makers must first engage in cognitive practices and adapt their processes to specific situations.⁸⁶ Challenging the mentality of growing scholars and how they make different type of choices can bring applicable suppleness of how situations are handled. Management studies have determined the relevance of cognitive flexibility as a trait of a brilliant decision-maker.⁸⁷ Giving practical cognitive assignments focusing on decision-making can enforce the betterment of individual performance and self-reflection. Calculating many independent performance objectives and combing the results to support decisions-making helps create less uncertainties and more confident decision-makers.⁸⁸ Utilizing the concepts of the psychologist is essential to the strategies used to elevate the confidence and development of decision-makers.

Decision-making can be a huge burdened on developing youthful scholars. Psychologists believe decision-making is made of three things: analysis of decisions people face, description of their natural responses, and interventions meant to help them do better.⁸⁹ Understanding the value of decision-making is significant to the after-effect of choices made while scholars are still young. The revolution in the science of emotion has emerged in recent decades, with the

⁸⁵ García-Medrano, Martínón-Torres, and Ashton, "Introduction to Special Issue "Humans in Transition""

⁸⁶ Laureiro-Martínez and Brusoni, "Cognitive Flexibility and Adaptive Decision-Making."

⁸⁷ Laureiro-Martínez and Brusoni, "Cognitive Flexibility and Adaptive Decision-Making."

⁸⁸ Østergård, Jensen, and Maagaard, "Building Simulations Supporting Decision-making in Early Design."

⁸⁹ Baruch Fischhoff and Stephen B. Broomell, "Judgment and Decision-making," *Annual Review of Psychology* 71, no. 1 (2020): 331-355.

potential to create a paradigm shift in decision theories.⁹⁰ Valuing the necessity to understand that scholars need the ability to make good choices is imperative to prepare them for adulthood and being member of the marching band can be beneficial to the cause.

Informative Benefits Learned from Marching Band

The field of marching band is an area where disciplined scholars proficiently create art visually, physically, and mentally.⁹¹ Marching band can be used as a tool to sharpen the mind and to learn discipline deviating from bad decisions. According to researchers, there is a recognized value of music education for improving cognitive, academic, and social benefits of marching band members.⁹² Searching for methodologies that allow students to trust their instincts has always been a struggle; however, allowing scholars the option to participate in marching band after school is an alternative way to motivate learning by allowing them to make self-conscious decisions. “The opportunity to exchange and apply new concepts is impossible without healthy relationships between the Band Director, Band Members, Music Majors, Music Instructors, Sports Coaches, and the Community at-large.”⁹³ Being an active marching band member helps build a system of continuance for a music scholar to absorb choice-making strategies from their peers. Dr. Miguel Bond said, “The Band Director is uniquely responsible for and capable of building these kinds of ‘learning communities’ and ‘cementing these important

⁹⁰ Leone, Perugini, and Bagozzi, “Emotions and Decision-making.”

⁹¹ Ayuba Issaka and Liza Hopkins, “Engagement with Music Education in a Pediatric Hospital,” *International Journal of Educational Research* 83, (2017):142-153.

⁹² Varner, “Holistic Development and Music Education.”

⁹³ Bonds, “Strategies for Recruitment,” 61.

relationships.”⁹⁴ Dr. Bonds beliefs correlate with researchers advocating music education as an effective tool for encouraging learning.⁹⁵ Bennett Riemer recommended that educators and youth have a philosophy of their own for overall effectiveness and served as a method of conscience for music education; every time a choice is made, a belief is implied.⁹⁶ Students must have their beliefs and effective learning groups to help them develop well thought-out decisions. Encouraging a student to know themselves and make characteristic choices will allow a student to grow mentally to make excellent instinctive choices.

Marching band can enlighten students with techniques that may help them create bodily and psychologically sound decisions. Learning music as a pupil, one usually acquires a commanding state of presence as a quality performer when they instinctively make great decisions. Making music explores the physical and mental demands faced by marching band members as they practice and perform.⁹⁷ Expanding the direction of marching band in the educational system is imperative for students, and communities must recognize its value along with the positive disciplines it can have on a youth’s instinctive behaviors.

When music scholars participate in a marching band, they usually try to be the best they can be. Individuals that take part in marching band tend to set high standards for themselves. Most music students only acquire the ability to manage errors implicitly.⁹⁸ Students in marching band can decipher the little things they do wrong and try to correct them whether they are on the

⁹⁴ Ibid., 20.

⁹⁵ Issaka and Hopkins, “Engagement with Music Education in a Pediatric Hospital.”

⁹⁶ Reimer, *A Philosophy of Music Education: Advancing the Vision*, 33.

⁹⁷ Liliana S. Araújo, et al., “Fit to Perform: An Investigation of Higher Education Music Students’ Perceptions, Attitudes, and Behaviors Toward Health,” *Frontiers in Psychology* 8, (2017): 1558.

⁹⁸ Kruse-Weber and Parncutt, “Error Management for Musicians.”

field, the stands, or in parade formation. Research says, “Student musicians have the ability to: understand and express music creativity; analyze, critique and comment on musical values; convey musical thoughts with freedom; and appearance and apply the concept in this to daily life.”⁹⁹ Students in marching band who can consciously evaluate situations have a significant advantage for the self-betterment of their decision-making. A music scholars’ involvement in marching band requires reflection, questioning of the knowledge of the music, how the music experience, and how the pleasure can impacted choices.¹⁰⁰ Helping youthful music lovers find a methodology that is more enjoyable to help the overall goal of getting students to make better judgment by engaging in self-governing can be monumental during the marching band experience for them to be the best they can be.

Music instructors also deal with people from multiple different backgrounds. Nantida Candransu believes, “Nationalist-ideolog and the idea of a singularized Thai culture has shaped the people’s values, lifestyle, and behavior; The significance of this research thus directed at teaching a group with culturally diverse background through multicultural music education.”¹⁰¹ Understanding the different processing methods will allow the students to learn patience and see other students may receive information differently before making decisions. Marching band is a supportive intervention to initiate and enhance active engagement in decision-making and to maintain or rebuild relationships.¹⁰² Assisting young adult scholars by creating a nonjudgmental

⁹⁹ Nantida Chandransu, “Integrating Multicultural Music Education into the Public Elementary School Curricula in Thailand,” *International Journal of Music Education* 37, no. 4 (2019): 547-560.

¹⁰⁰ Sandoval, “Potential Contributions of Music Education to Peacebuilding.”

¹⁰¹ Chandransu, “Integrating Multicultural Music Education.”

¹⁰² Issaka and Hopkins, “Engagement with Music Education in a Pediatric Hospital.”

atmosphere builds character and reassurance that they will be able to decide on their own so they can calculate their own choices.

All educators must find a way to build on the learning disabilities connected to decision-making of the students worldwide. Understanding how individuals ‘intake information is key in developing sense of things.¹⁰³ Piecing the learning gaps together is done simultaneously while instructing the marching band. Marching band forces students to constantly decipher things in multiple objectives every rehearsal. Music teachers’ practice needs to emphasize the importance of students interpreting their options and student feedback.¹⁰⁴ Allowing students to challenge their own or the instructor’s reasoning brings a level of transparency of a student to find out exactly what is needed for them to characterize choices. Research provides “when these ways of reflection are encouraged through music education, it allows that education to become pluriversal.”¹⁰⁵ Pluriversal implies the existence of a lot of words or things that somehow associate with one another. To fathom the way a scholar learns is truly the right thing to do and it can be easier for a band director to assist students in making justifiable decisions.

Students can make mistakes in marching band and are allowed work on making thought-out decisions and performing better at whatever the presented struggle is. Discoveries unfolded experimentation and trial and error were frequently used to describe the process of learning music.¹⁰⁶ Allowing students to experience an atmosphere where than can make as any errors as

¹⁰³ Demirtaş and Eğılmez, “The Relationship between Learning Styles of Pre-Service Music Teachers and Academic Achievement.”

¹⁰⁴ Jennifer Robinson, “Inspiring Music Teachers: A Study of what is Important in Practice,” *Australian Journal of Music Education* 52, no. 1 (2018): 51-58.

¹⁰⁵ Sandoval, “Potential Contributions of Music Education to Peacebuilding.”

¹⁰⁶ Daniel S. Isbell, “Apprehensive and Excited: Music Education Students’ Experience Vernacular Musicianship,” *Journal of Music Teacher Education* 25, no. 3 (2016): 27-38.

needed to correct bad habits in decision-making is crucial for students being able to construe valid choices from the unreasonable. Young adults will have to acquire some form of resilience to meet a marching band member's criterion. A lot of being a member of a marching band or an ensemble has to do with personal practice time with the aim to better oneself. The function and use of playing music include a skilled process with its foundation built upon practice.¹⁰⁷ A tough mind set is demanded in a marching band ensemble but can be developed over time. Studies provide information claiming music training can promote metacognition skills that lead to better performance skills.¹⁰⁸ It is imperative for a student develop a method of understanding and marching band can provide that knowledge in a plethora of ways. Music teachers provide opportunities to enable their students to be empowered.¹⁰⁹ Knowledge is power, and band directors find ways to help scholars locate that inner power to sustain a scholar's confidence.

When citizens of society are expected to live under legitimate laws and disciplines. Scholarly musicians usually acquire multiple disciplines required to efficiently partake in marching band. Research defends by stating standard musical students could: understand and express music creativity; analyze critique and comment on musical values; convey musical thoughts with freedom; and appreciate and apply the concept of this into daily life.¹¹⁰

Participants in marching band receive the advantage of having a large class where there are multiple people to socialize with. Marching band helps develop social skills and personal

¹⁰⁷ Georgii-Hemming and Westvall, "Music Education – a Personal Matter?"

¹⁰⁸ Kruse-Weber and Parncutt, "Error Management for Musicians."

¹⁰⁹ Robinson, "Inspiring Music Teachers."

¹¹⁰ Chandransu, "Integrating Multicultural Music Education."

ideas.¹¹¹ Enabling young adults to put their perspective into consideration can help build the perception of great decision makers in marching band students around campus. Marching band encourages youth to trust their own voices and assert these voices in their communities.¹¹² Finding methods to close the gap between a young adult marching band scholar to a grown-up will eliminate uncertainties of the true necessity of marching band and its correlation to making good choices.

Learning balance and equilibrium are mental and physical human traits that can be mastered while taking part in a marching band. Interfering with a child's beliefs require balancing, challenging, and skill to achieve musical focus and self-growth in youthful learners.¹¹³ Knowing how to manage time is an imperative part of being an adult. It is important to use time wisely when deciding what priorities are most important as a marching band scholar.¹¹⁴ Students grasping how to converse during sectional practices can help develop self-decisional foundations of what is important between the student/ts in marching band. Student interactions promote fun satisfaction for student enjoyment and professional choice development while practicing with the ensemble.¹¹⁵ David Elliott discussed the topic of balance in his books. Elliott wrote, "One of the most important categories of musical values is created when there is a balance or a match between our musicianship and the wide range of cognitive-affective challenges in vowed in

¹¹¹ Georgii-Hemming and Westvall, "Music Education – a Personal Matter?"

¹¹² Hess, *Music Education for Social Change*, 53.

¹¹³ Elliott, *Praxial Music Education: Reflections and Dialogues*, 41.

¹¹⁴ Karlsen, "BoomTown Music Education."

¹¹⁵ Albert, "Online Versus Traditional Master of Music in Music Education Degree Programs."

listening to our making music.”¹¹⁶ The journey from being a teenager to adulthood can be more effortless if a child learns the disciplines of balance through marching bands and applies them to daily life.

The marching band should always have one scholar that can accompany the students that need more guidance to lead them to making better choices. In an article about marching band, Daniel J. Albert said, “perception influences decision.”¹¹⁷ Marching band members follow the drum major. The drum major will lead with the integrity of the marching band director when on the field and in practice even if the band director is busy elsewhere. Most marching bands utilize tiered student leadership models, providing students the opportunity to lead and learn by example. Newcomers to marching band learn by watching peer role models.¹¹⁸ Having an example to follow can help lead unfamiliar students to make better decisions in marching band.

Most students who choose the path of enrolling in marching band have a set mind set. The desire to make music usually is already present within a student when they enroll.¹¹⁹ Marching band directors are available to help guide students in better understanding scholars’ decisions for their passion, but it may be tricky. Understanding the amount of passion music educators deal with is important when considering how a music teacher should instruct. Marching band can have qualities that communicate at a deep level for the individual that may be abnormal for their habitual choices.¹²⁰ Participating in marching band can affect one’s emotions

¹¹⁶ Elliott, *Praxial Music Education: Reflections and Dialogues*, 39.

¹¹⁷ Albert, “Online Versus Traditional Master of Music in Music Education Degree Programs.”

¹¹⁸ Karlsen, “BoomTown Music Education.”

¹¹⁹ Burnard and Dragovic “Collaborative Creativity.”

¹²⁰ Robinson, “Inspiring Music Teachers.”

and emotions affect decisions. Some music explorers like Jennifer Robinson believe music is attitude. Robison assumes, “student choice development is in many cases marked by some periods of relatively intense practice.”¹²¹ The marching band is to be taken seriously when examining and evaluating the students' choices during practices. Marching band provides a constant constructivism learning approach that pays more attention to the decisions made by everyone.¹²² It is the duty of the marching band director to guide passionate scholars to learn about proper choice making in a way that will not downplay one's connection to confidence.

Every day, people are exposed to new forms of culture by the smallest things surrounding them. The arts of various groups of people can be introduced within the marching band. Knowing about someone's cultural difference in music helps build an understanding of fellow human beings and the choices they make.¹²³ There are multiple different types of decision-making methods people expect to learn or teach in the marching band. Music researcher Pyng-Na Lee believes, “the study importance of turning indigenous cultural practice in learning pedagogy to revive our sensation of hearing as well as visual- kinesthetic acuity when we are learning indigenous music.”¹²⁴ Marching band can close the opening variables of “what if” when making decisions of being a young adult to adulthood by applying specialized forms of decision-making. Studies display the embodied experience of participating in a musical community opens

¹²¹ Narita and Green, “Informal Learning as a Catalyst for Social Justice in Music Education.”

¹²² Demirtaş and Eğılmez, “The Relationship between Learning Styles of Pre-Service Music Teachers and Academic Achievement.”

¹²³ Chandransu, “Integrating Multicultural Music Education.”

¹²⁴ Pyng-Na Lee, “Cultural Inheritance on Indigenous Music Education: A Paiwanese Music Teacher's Teaching,” *Music Education Research* 22, no. 2 (2020): 159-172.

many pedagogical areas for considering how one experiences relationships to others.¹²⁵ Learning about different people and the cultural backgrounds participants descend from gives students the opportunity to choose better when they are curious. Discoveries show that young people learn how to best to capture and develop the choices made from the curiosity and creativity of diverse student populations through the development of their choices derived from musicianship.¹²⁶ Young adults should focus on choices that will help their mental and societal growth on the pathway to adulthood and marching band can help provide opportunities to practice this. The musicianship curriculum is aimed to develop cultural and intellectual knowledge.¹²⁷ Marching band's goal is to successfully sustain choice making development in every category that can benefit all cultures tremendously.

Decision-making

The decision-making process of a young individual is imperative for a growing scholar to sufficiently understand the foundation and methodology of whatever the student is participating in. Various researchers have philosophies about the importance of music education through participating in different ensembles such as marching band. Music philosopher Chiao-Ting Feng said, "interaction between teacher and student is aid development."¹²⁸ In other words, marching band can teach students how to ask for help making cautious decisions. Studies claim music

¹²⁵ Sandoval, "Potential Contributions of Music Education to Peacebuilding."

¹²⁶ Isbell, "Apprehensive and Excited"

¹²⁷ Chandransu, "Integrating Multicultural Music Education."

¹²⁸ Chiao-Ting Feng, "Exploring Chinese College Chamber Music Education: A Case Study of Students' Conceptions," *British Journal of Music Education* 37, no. 3 (2020): 1-13.

teachers provide educational practices that support each student's potential choices.¹²⁹ All students do not learn the same. Music explorer Chryso H. said, "shifting to group learning can promote an beneficial approach for individual student development."¹³⁰ Grasping the foundation of decision-making is significant and can be absorbed by an individual enrolled in music courses.

Before anyone decides, the first thing a person must do is learn what they are doing. Marching band allows students to learn and practice decision-making skills.¹³¹ Applying the tactics learned in marching band can help students develop good judgement. Research implies music learning and development occur across the life span with childhood being one important period in the development stages of learning one's personal preferences.¹³² Wide ranges of choice development can be established by marching band and can reflect decision-making throughout the rest of a person's life. Scholars' reactive decisions evolve using music making methods during an individual's lifespan. Investigation concurs, "The recognition that music is a conceptual and disciplined reaction as well as a field of esthetic experience is increasingly evident in present research in the materials and methods of teaching music."¹³³ Being a member of the marching band can be effective for learning new ways to go about making choices with an

¹²⁹ Katja Sutela, Marja-Leena Juntunen, and Juha Ojala, "Applying Music-and-Movement to Promote Agency Development in Music Education: A Case Study in a Special School," *British Journal of Music Education* 37, no. 1 (2020): 71-85.

¹³⁰ Chryso Hadjikou, "Experiential Learning in Music Education: Investigating the Cypriot Context," *Music Education Research* (2021): 1-13.

¹³¹ Erin R. Hedemann, et al., "Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms among Urban Youth: Weaving Together Music Education and Social Development," *Administration and Policy in Mental Health and Mental Health Services Research* 44, no. 5 (2017): 756-770.

¹³² Beatriz Ilari, "Longitudinal Research on Music Education and Child Development: Contributions and Challenges," *Music & Science* 3, (2020): 205920432093722.

¹³³ Gordana Lazarevich, "Reports on Research and Development in Music Education," *Current Musicology* no. 4 (2019): 53.

appreciation of its traditional practices of discipline. Studies reveal a concentration on musical activities that develop decision-making skills and reproduction.¹³⁴ Great attributes can be gained by learning how to distinguish possible outcomes in serious situations from the everyday disciplines of marching bands. Discovery demonstrates, “music education can enhance participation, functional abilities, and conflict resolution.”¹³⁵ Music scholars gain the implemented abilities that enhance student judgement by getting involved in marching bands. Music knowledge is learned through exploration and experimenting.¹³⁶ Qualities acquired from being active in marching band are positive attributes displayed an improvement of judgement from being enrolled.

Showing the connections between marching band and decision-making is useful for the development of scholars. Marching band naturally creates cognitive functioning that can be adaptable traits that can be applied to outside subjects.¹³⁷ Being instinctive is a trait thoroughly developed while being active in music classes. Using the formulas gained while participating in marching band can further youth intellect. Decision-making can be gained with many different types of musical preparations. For example, non-verbal intelligence can be developed in

¹³⁴ Georgii-Hemming and Westvall, “Music Education – a Personal Matter?”

¹³⁵ Sutela, Juntunen, and Ojala, “Applying Music-and-Movement to Promote Agency Development in Music Education.”

¹³⁶ Hadjikou, “Experiential Learning in Music Education.”

¹³⁷ A. C. Jaschke, H. Honing, and E. J. A. Scherder, “Longitudinal Analysis of Music Education on Executive Functions in Primary School Children,” *Frontiers in Neuroscience* 12, (2018): 103.

marching band.¹³⁸ Impacting scholars to achieve academically without speaking is just one asset out of many that show the possible capabilities of being enrolled in a music class.

Students actively participating in class may enhance decision-making skills. Music education students actively progress in chamber music education classes.¹³⁹ Improving self-knowledge is a monumental benefit in marching bands and participating in concentrated ensembles could give students a chance to distinguish information more thoroughly. Marching band can help students receive, know, understand, and express elements while being active in practice.¹⁴⁰ Young people can gain a sense of reasoning when keeping an open mind at marching band practice. Music explorer Chioa-Ting Feng said, “students adopt methods of observing and experimentation to understand information.”¹⁴¹ Being able to grasp knowledge can lead to more confident scholars that will lead to decisiveness.

Self-evaluation is critical while discussing marching band and how a scholar may react to the result of individual choice performance. Students that show interest in marching band find self-assurance by building confidence to reduce performance anxiety levels.¹⁴² Fathoming the intense efforts of youthful scholars will help educators understand the possible obstacles a student may face in the educational system. Research shows that music can be categorized as a form of therapy to help students control and decrease stress before exams, also demonstrating

¹³⁸ Amelia Barrientos-Fernández, et al., “Measurement of Different Types of Intelligence (General, Verbal Vs. Non-Verbal, Multiple), Academic Performance and Study Habits of Secondary Students at a Music Integrated Centre,” *Data in Brief* 25, (2019): 104124.

¹³⁹ Feng, “Exploring Chinese College Chamber Music Education.”

¹⁴⁰ Sutela, Juntunen, and Ojala, “Applying Music-and-Movement to Promote Agency Development in Music Education.”

¹⁴¹ Feng, “Exploring Chinese College Chamber Music Education.”

¹⁴² Barrientos-Fernández, et al., “Measurement of Different Types of Intelligence.”

improvements in academic skills.¹⁴³ The mental state of an individual participating in school is imperative and affective to other forms of growth in decision-making.

Educators helping the youth make scholarly decisions is significant to raise a student's awareness to make successful choices. Conducted research concluded that children who enrolled in music education show an increase in intelligence scores and judgment skills, demonstrated by higher performance on assignments. Utilizing the marching band and its advantages can possibly provide an enhanced decision-making skillset that can be vital for developing students.

Discoveries from music philosophers claim general students who did not actively take music have lower grade averages than students who did.¹⁴⁴ Other groups of music philosophers that did a similar study on scholars participating in piano classes unfolded the possibilities of potential growth in judgment and concluded that students who participated in piano classes had a slight increase in individual performance.¹⁴⁵ Advantages seem to occur multiple times as philosophers compare the possible outcomes in participating in marching band. Studies prove students who are active in music activities tend to have higher test scores.¹⁴⁶ Perhaps music can help students enhance test taking skills as well as gain other academic advantages through repetitive engagement.

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- ¹⁴³ Sulun, Erkan, Ertem Nalbantoglu, and Emine Kivanc Oztug. "The Effect of Exam Frequency on Academic Success of Undergraduate Music Students and Comparison of Students Performance Anxiety Levels." *Quality & Quantity* 52, no. Suppl 1 (2018): 737-752.

¹⁴⁴ Barrientos-Fernández, et al., "Measurement of Different Types of Intelligence."

¹⁴⁵ Sulun, Erkan, Ertem Nalbantoglu, and Emine Kivanc Oztug., "The Effect of Exam Frequency on Academic Success."

¹⁴⁶ Steven J. Holochwost, et al., "Music Education, Academic Achievement, and Executive Functions," *Psychology of Aesthetics, Creativity, and the Arts* 11, no. 2 (2017): 147-166.

The behavioral disciplines of an individual should be significantly examined for a youth scholar to develop the ability to make good decisions. Research shows marching band is a great vehicle through which to acquire and evolve a scholar's emotional skills.¹⁴⁷ Emotions are powerful aspects of youth behavior which can affect a student choice. Being within an ensemble setting teaches a student how to conduct themselves properly alongside their peers. Marching band students show better study habits than majority general education students¹⁴⁸. The habitual behavior practices in marching band can lead to disciplined patterns for students to use outside the ensemble setting. Research provides information saying marching band confers benefits to cognitive skills such as achievement motivation or self-esteem.¹⁴⁹ Guiding and helping students grasp control over individual emotions can heighten the capability of judgment.

Self-assurance may be one of the best attributes to have in deciphering possibilities. Unfolded discoveries mention music education increases confidence and knowledge and the positive impact on scholars' behaviors and choices.¹⁵⁰ Using marching bands as an aid for scholars to develop authority over emotions could be essential to their decision-making skills. Overcoming emotional uncertainties can be a difficulty for anyone. Research provides information saying, "small groups and cooperative approaches seem to have positive influences

¹⁴⁷ Emilia Campayo-Munoz and Alberto Cabedo-Mas, "How Parents' and Teachers' Emotional Skills Foster Academic Performance in School Music Students," *Victorian Journal of Music Education* 1, (2016): 9-14.

¹⁴⁸ Barrientos-Fernández, et al., "Measurement of Different Types of Intelligence."

¹⁴⁹ Holochwost, et al., "Music Education, Academic Achievement, and Executive Functions."

¹⁵⁰ Margaret S. Barrett, Katie Zhukov, and Graham F. Welch, "Strengthening Music Provision in Early Childhood Education: A Collaborative Self-Development Approach to Music Mentoring for Generalist Teachers," *Music Education Research* 21, no. 5 (2019): 529-548.

on the student's performance through the development of their self-respect and self-esteem."¹⁵¹ A student must get the practices needed for them to develop their confidence. Emotional development can be influenced by the teaching in music education to help students get past fear, anxiety, and competition.¹⁵² Singer and actress Miley Cyrus said, "believe in yourself and anything is possible." Being a musician means building strong characteristics to assure that your choices reflect your ability to decide on important implementations. Music making promotes values of respect, self-esteem, perseverance, teamwork, and compassion.¹⁵³ The utilization of marching band can upgrade a scholar's self-assurance that will complement decision-making skills if the environment is suitable.

Studies containing music education research constantly put forward scenarios where self-control is an apparent development for those who partake in marching band. Music education can have a positive role in children's development in multiple ways.¹⁵⁴ Participating in a marching band can sometimes discipline the decisions a scholar may be emotionally conflicted about outside the music environment. Research supports the fact that music classes give students the opportunity to work on emotional development.¹⁵⁵ Obtaining excellent judgement is possible through the effortful control of personal behaviors, emotions, and thoughts. An example of this can be seen by undergraduate college students who shared intellection about having proper body

¹⁵¹ Hadjikou, "Experiential Learning in Music Education."

¹⁵² Minjian Guo, Hua Su, and Lei Yue, "Ecology-Focused Aesthetic Music Education as a Foundation of the Sustainable Development Culture," *Interdisciplinary Science Reviews* 45, no.4 (2020): 564-580.

¹⁵³ Hedemann, et al., "Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms among Urban Youth."

¹⁵⁴ Ilari, "Longitudinal Research on Music Education and Child Development."

¹⁵⁵ Hedemann, et al., "Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms among Urban Youth."

language gestures and good eye contact while the director was on the podium.¹⁵⁶ Self-control is expected in marching bands globally. Utilizing self-control over personal emotions can be a shared development in marching band that can translate to achieving successful decision-making.

Having an atmosphere that allows scholars to focus is imperative for self-determination. The point of view of a music student's choices results from the educational environment of a music ensemble.¹⁵⁷ Having a musical sanctuary where youthful scholars can comfortably decipher lessons about music and morals is significant to the outcome of a scholar's self-determination skills. Students working in group effort assignments/ensembles like marching band can change the overall disciplines and beliefs of a scholar. The purpose of using control groups in marching band is to raise the peer-to-peer interaction amongst students in an ensemble or class.¹⁵⁸ It is the music educator's job to get students active and involved in making their own decisions with their collages. Chiao-Ting Feng agrees, believing instructors usually regard chamber music education to be effective in teaching student's collaboration and improving student's self-determination.¹⁵⁹ Partaking in marching band requires students attend regularly to obtain the skills that contribute to making disciplined choices for themselves. While enrolled, students gain strength determining their alternatives through repetition of actions in class.¹⁶⁰ Self-determination can be gained through doing things repeatedly, and it makes it more appealing to students when scholars have peers to converse alternatives with.

¹⁵⁶ Silvey and Major, "Undergraduate Music Education Majors' Perceptions of their Development as Conductors."

¹⁵⁷ Feng, "Exploring Chinese College Chamber Music Education."

¹⁵⁸ Ilari, "Longitudinal Research on Music Education and Child Development."

¹⁵⁹ Feng, "Exploring Chinese College Chamber Music Education."

¹⁶⁰ Stauffer, "Another Perspective."

Reevaluating failures and successes can help the growing mind of a developing decision maker. In the rites of passage of becoming an adult, it is likely that self-monitoring will become a necessity. Studied research implies self-mentoring is reflection on action and reflection in action of one's own behaviors displayed in the classroom setting.¹⁶¹ Scholars that hold the respect of being called marching band members are obligated to take credit when decisions are made correctly or incorrectly. Research confirms music education teaches people to be responsible over various things at once.¹⁶² With such high responsibility, students are expected to comply with the instructions given by the band director along with other things an individual might have to get done. In conducting courses students would video tape themselves to avoid personal dissatisfaction.¹⁶³ Giving students the opportunity to clearly evaluate themselves gives them a chance to see the decisions they made from comprehensible point of view. Music investigator G. Welch says, "Mentoring of novice music teachers might include introduction into music teaching strategies and classroom routines, lesson planning and assessment, classroom management, pacing, thus leading to the development of new views of self."¹⁶⁴ Becoming responsible influences scholars to oversee their decisions through marching band which helps develop the need reexamine their own choices.

To gain excellent decision-making skills, a student must overcome obstacles that may stop a student from reaching goals. Provided studies demonstrate that scholars are faced with

¹⁶¹ Barrett, Zhukov, and Welch, "Strengthening Music Provision in Early Childhood Education."

¹⁶² Lazarevich, "Reports on Research and Development in Music Education."

¹⁶³ Silvey and Major, "Undergraduate Music Education Majors' Perceptions of their Development as Conductors."

¹⁶⁴ Gary McPherson and Graham Welch, *The Oxford Handbook of Music Education* (New York: Oxford University Press, 2012), 14.

challenging aspects including competitiveness, performance anxiety, and extreme perfectionism which can promote positive choices.¹⁶⁵ The applied experiences in marching band can be used to sharpen the mind of an academic achiever's decisions to help reach personal aims. Letting students know about the achievement goal orientation and the effects of those goals on the instruction and development may help students with the achievement of their goal orientations towards the desired direction.¹⁶⁶ Using the additional methods to aid youthful minds may be beneficiary to the outcome of the student. Music education studies display ancillary benefits to children's development.¹⁶⁷ By means of music, naturally boost the abilities of students may be vital to decision-making. Marching band makes children smarter and has a positive influence on youth motor development, social skills, and even improves their chances of success in society.¹⁶⁸ The overall goal of educators is to support and help students reach individual goals, and marching band may help influence a student's possible greatness.

The decision's a student makes are one of the best ways to evaluate their intelligence. Understanding the importance of making choices it is critical to examine if marching band should be established as a more important subject, a main course. According to the students in British Columbia, high schoolers who participate in music courses may score higher in academic

¹⁶⁵ Campayo-Munoz and Cabedo-Mas, "How Parents' and Teachers' Emotional Skills Foster Academic Performance."

¹⁶⁶ Aylin Mentiş Köksoy and Mehtap Aydın Uygun, "Examining the Achievement Goal Orientation Levels of Turkish Pre-Service Music Teachers," *International Journal of Music Education* 36, no. 3 (2018): 313-333.

¹⁶⁷ Holochwost, et al., "Music Education, Academic Achievement, and Executive Functions."

¹⁶⁸ Michel Hogenes, et al., "The Effects of Music Composition as a Classroom Activity on Engagement in Music Education and Academic and Music Achievement: A Quasi-Experimental Study." *International Journal of Music Education* 34, no. 1 (2016): 32-48.

subject compared to general education students.¹⁶⁹ Viewing the effects of students actively and previously participating in marching band may help verify the authenticity of the connection between music and decision-making that can have a positive effect on academic achievement. Chinese Hong Kong parents justify the imperativeness of music education by supporting the belief that their children’s music training enhances their academic performance.¹⁷⁰ The result of music education looks familiar across the globe. Studies in the Middle East (Turkey) indicate music students had an increase in learning orientation.¹⁷¹ The utilization of world studies provide evidence for music instruction to be taken more seriously. Marching band is one of the best avenues, for it may save an academically incompetent youth from making bad discernments.

Students may need marching band to influence individual academic achievement. Studies from music analyst Susan Maury said, “Music engagement increases learning proficiency and academic performance.”¹⁷² Having access to marching band disciplines should not be taken for granted by students or educators. On another note, an analysis done by a group of music research discovered music groups had a significant increase in test scores compared to students who did not participate in music classes.¹⁷³ Connecting the methods of decision-making in marching band and connecting it with general education has been revealed by various researchers. Dianne Tai,

¹⁶⁹ Guhn, Martin, Scott D. Emerson, and Peter Gouzouasis. "A Population-Level Analysis of Associations between School Music Participation and Academic Achievement." *Journal of Educational Psychology* 112, no. 2 (2020): 308-328.

¹⁷⁰ Dianne M. Tai, Shane N. Phillipson, and Sivanes Phillipson, “Music Training and the Academic Achievement of Hong Kong Students,” *Research Studies in Music Education* 40, no. 2 (2018): 244-264.

¹⁷¹ Mentiş Köksoy and Aydıner Uygun, “Examining the Achievement Goal Orientation Levels of Turkish Pre-Service Music Teachers.”

¹⁷² Susan Maury and Nikki Rickard, “Wellbeing in the Classroom: How an Evolutionary Perspective on Human Musicality can Inform Music Education,” *Australian Journal of Music Education* 50, no. 1 (2016): 3-15.

¹⁷³ Jaschke, Honing, and Scherder, “Longitudinal Analysis of Music Education on Executive Functions in Primary School Children.”

who specialized in Chinese music education studies wrote, “there are direct and indirect links between music education and general academic achievement.”¹⁷⁴ Connecting the dots of a marching bands influence can be authoritative in good judgement for students seeking alternative ways to develop academically.

Enhancements of music students’ academic performance are a cause directly associated with the decision-making developed naturally by participating in music education.¹⁷⁵ Marching bands can teach student’s lifelong lessons that may be applied to their everyday school life. Studies demonstrate that music gives students positive influences of long-term cognitive abilities such as inhibition and planning.¹⁷⁶ Students that participate in marching band may value preparation for big performance and study of huge exams. Constantly preparing a student for big moments and thinking quickly on their feet also can be directly related to marching bands.

Critical thinking is a skill set that is applied in every marching band. Marching band implements problem solving challenges all throughout the football and parade season.¹⁷⁷ Inspiring students to critical thinking can challenge individuals to better their decisions daily at school during marching band rehearsals. Critical thinking can have music scholars to interact

¹⁷⁴ Tai, Phillipson, and Phillipson, “Music Training and the Academic Achievement of Hong Kong Students.”

¹⁷⁵ Hogenes, et al., “The Effects of Music Composition.”

¹⁷⁶ Jaschke, Honing, and Scherder, “Longitudinal Analysis of Music Education on Executive Functions in Primary School Children.”

¹⁷⁷ Hedemann, et al., “Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms among Urban Youth.”

with music to create new inspirations and questionings.¹⁷⁸ Giving students space to question their decisions can lead to them making extra conscious choices. An individual that looks to better their establishments can be a result of being a member of a marching band.

Scholars resourcefully active in marching band usually obtain belief of self-expectation and self-respect. Having personal goals is critical for a scholar to strive for more due to self-driven motives. A non-profit organization created an afterschool program known as the Miami Music Project (MMP); MMP uses music as an instrument for social transformation, empowering children to acquire values and achieve their full potential, positively affecting their society through the study and performance of music.¹⁷⁹ After school music programs such as MMP or the marching band enhance music students' abilities to become self-assertive in making respectable decisions. Empowering youthful scholars to absorb the assurance and satisfaction of accomplishing personal goals is an available exercise offered simultaneously while participating in the disciplines of the marching band. Challenging students during music education practices and lectures can strengthen performance and passion of being successful.¹⁸⁰ Music educators can pinpoint the disabilities of student's pivotal choices to guide scholars to make better decisions toward their success.

Meaningful Experiences During High School Marching Band

This section includes the personal experience of the researcher and is being shared for expanded researcher. Marching band is viewed by some as the geeky group of kids that support

¹⁷⁸ Guo, Su, and Yue, "Ecology-Focused Aesthetic Music Education as a Foundation of the Sustainable Development Culture."

¹⁷⁹ Hedemann, et al., "Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms among Urban Youth."

¹⁸⁰ Ilari, "Longitudinal Research on Music Education and Child Development."

the football team. I looked at myself and my collages as rockstars that were the smartest kids in school. My friends and I thought we were cool and the students outside the band thought we were popular, too. Music naturally creates cognitive functioning that can be applied to outside subjects.¹⁸¹ The disciplines we lived by led us all to make one of the best and biggest high school marching bands in the region of Gwinnett County over a three-to-four-year time frame.

Dekalb County is known for having their big show-style high school bands like Southwest Dekalb High School (SWD), Stephenson High School, and the Redan High School Marching Blue Thunder Band.¹⁸² In middle school, I already had a great relationship with the Redan High School Marching Band since I was a member while attending Redan Middle School. Disappointingly, we moved to a new county due to my mother's job promotion. While the move was beneficial for my family's livelihood, my chances of being in the best marching band in the area came to a halt.

The summer before ninth grade, I was playing football. My mother heard news that a Dekalb County historic band director by the name of Barrett D. Alexander was picking up the position of high school band director at my anticipated school, Shiloh High School. Coming back from a torn ACL injury in middle school, I began to lose my passion for football, so I looked at the cards I was dealt and chose to be in the high school marching band.

In the start of band camp over the summer, I was extremely familiar with being a high school marching band member. In Dekalb, I excelled on saxophone as a regional honor band member in middle school, so I was able to hold my own and play my part. Shiloh was a little

¹⁸¹ Jaschke, Honing, and Scherder, "Longitudinal Analysis of Music Education on Executive Functions in Primary School Children."

¹⁸² James Seda, "A Culture of Excellence and Caring in the Southwest Dekalb High School Band," *School Band and Orchestra* 25, no. 5 (2022): 12-13.

different, though. Redan High School had had a one-hundred eighty-piece band that could compete on a national level. When I arrived at Shiloh, the band consisted of twenty people at best. I had a vision of what our marching band could be, but I had to make the choice to stay an active member.¹⁸³ I was devastated because of the drastic change, but one of Mr. Alexander's favorites quotes was "I'm going to dance with who I came to the party with," so we danced!

By the time I was in ninth grade, I was an established saxophone player for five years with accolades to support my skills set, but I considered switching instruments based on the instrumentation of the marching band. My band director was highly against it knowing my previous accolades, but he gave me a chance to ask my mother and have the final decision. Mr. Alexander exclaimed "students will not play more than one instrument in my ensemble unless they prove mastery of their instrument by being a member of the All-State Band." Knowing we had a little under thirty members with 8 saxophones, I committed to switching to my true love, the baritone-euphonium. Later that week, he announced the best marching saxophone player to be drum major. Due to switching instruments, I may have lost the opportunity to be drum major. However, making this tough decision taught me the values of instrumentation. Marching band applies problem solving challenges like instrumentation all throughout the rehearsals.¹⁸⁴ A week before the school year started there was a surge of new marching band members that grew our band to around forty instrumentalists to go throughout the season.

When marching band members participate consistently for over a year they are promoted to veteran leadership. Being a veteran came with the responsibility of not making the mistakes a

¹⁸³ Albert, "Online Versus Traditional Master of Music in Music Education Degree Programs."

¹⁸⁴ Hedemann, et al., "Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms among Urban Youth."

rookie/first year would. Excitingly for my sophomore year we had more ninth graders come in with only about six graduating seniors. We were bigger with a little more experience but still had a long way to go. We had about sixty musicians, but only an honest twenty were confidently memorizing music or knew how to play the B-flat scale. We weren't that good but were getting bigger! At the end of that school year Mr. Alexander gave us a choice to assist the feeder middle school program to our high school for their concert band large group evaluation. Being young and misunderstanding I did not want to help. My director insisted that helping the middle school could possibly increase our marching band numbers for the fall by retaining the students before they decided their electives for high school.¹⁸⁵ Understanding what was at stake, I influenced all the section leaders and more proficient instrumentalists in the high school band to walk to the middle school with me and help them get ready for evaluations.¹⁸⁶ The middle schoolers had an improvement from the year before receiving superior ratings. The decisions we made as a group helped the rising ninth graders become better players, which could benefit our marching band in the fall.

My junior year had the biggest incoming class of freshman during my time in the high school marching band. Not only was this the biggest incoming class, but these ninth graders could play and were familiar with some of the marching band songs. We were finally a band to be reckoned with about seventy to eighty instrumentalists. By my junior year I was extremely comfortable at my instrument and was the best player in the entire band. I was practically Mr. Alexander's right hand, his sidekick, or simply his second son. Even though I was all these things to my band director, he did not select me to be the euphonium section leader.

¹⁸⁵ Bonds, "Strategies for Recruitment," 72.

¹⁸⁶ Karlsen, "BoomTown Music Education."

I was devastated, felt betrayed, questioned his loyalty, and questioned my hard work. Music choices correlate with elegant mannerisms for it can generate overwhelming emotions toward people through its assertions of chord progressions and patterns.¹⁸⁷ I just could not understand why he did not grant me the honor of being the section leader when I was the best in not only the euphonium section, but the entire band! He appointed my co-member Justin as section leader in brass class and I looked like a fool in front of everyone. Face blue, eyes watery, and hatred in my heart all being controlled and monitored by the disciplines of being a good marching band member within myself. As bad as I wanted to react, my only reaction was no reaction at all.

A few days passed and I finally gathered my emotions and I decided to go sit with my favorite teacher, Mr. Alexander, at lunch. He was also the music technology teacher, so I would hang out with him sometimes while he was in the studio space. As we finished our introductions, he asked me for a big favor. Mr. Alexander asked me to be the drum major of the Shiloh High School Marching Brigade. I could not believe it; it was like a dream or a movie with a plot twist. All I could think to myself was, “wow, is this real? Was he testing me?” Research reinforces music courses give students the opportunity to work on their emotional growth.¹⁸⁸ As much as I was honored to be asked to be the drum major, I respectfully turned it down because of the love of playing my instrument and the necessity to show the possibilities of growth in musicianship for the new and future instrumentalist in the band. I wanted to hold to the mase, but I had set the foundation at the base.

¹⁸⁷ Guo, Su, and Yue, “Ecology-Focused Aesthetic Music Education as a Foundation of the Sustainable Development Culture.”

¹⁸⁸ Hedemann, et al., “Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms among Urban Youth.”

My senior year was one for the record books. I was selected fifth chair for the All-State ensemble and was recognized as one of the best musicians in the entire state of Georgia on euphonium along with finally being appointed as section leader. We had over one hundred members in the marching band and Mr. Alexander only allowed the best ninety-six to touch the field. We had alternates! It was a dream come true, and ironically by the grace of God the Georgia High School Sport Association announced the 2012-2013 football schedule, and our first game was against the one and only Redan High School. I finally had the chance to battle my old school, one of the juggernauts, previous national champ winners of the “Los Angeles Sentinel National Marching Band” competition, Dekalb County marching bands.¹⁸⁹ It was war time!

My band director worked over the summer, so I was granted the choice to hold sectionals twice a week until band camp. Studies suggest music teachers will provide educational practices that support each student’s potential goal.¹⁹⁰ Mr. Alexander knew the significance of this battle and empathetically knew how much this battle meant to me. I held sectionals with my section Monday through Thursday every week over the summer (excused absences were permitted for family vacations). After boasting about my marching band credentials associated with Redan for three years straight, I influenced the band director, assistant directors, band specialist, the dance team, the band managers, and the rest of the band entire marching band to devour Redan High School’s Marching Band. I said everything I could to fire up the Brigade for the battle of a lineage for Shiloh High Marching. It was all or nothing!

¹⁸⁹ Jason Lewis, “Inglewood, Jordan, Dominguez Marching Bands to Compete at Annual Battle,” *Los Angeles Sentinel*, 2007, sec. 72,.

¹⁹⁰ Sutela, Juntunen, and Ojala, “Applying Music-and-Movement to Promote Agency Development in Music Education.”

After having rigorously practiced with my war mates of the Marching Brigade, I was ready to dance with who I came to the party with. As we marched in the stadium on game day, the football teams warmed up, but there was no opposing marching band. We were all puzzled but still ready to perform the national anthem proudly. Once we gracefully played the last chord of the national anthem, we heard a vicious ‘BOOM click click BOOM.’ We all looked around as much as we could while standing in attention, but we saw no one. We march into the bleachers as we heard the other band, but we still cannot see them as their drumline obnoxiously flooded out the intercom announcer. I could feel the tension in the air, the nervousness of my band mates, and Redan getting closer with the vibrations of their percussion section. The second Redan walked in the gate their drum major whistled off a parade cadence and they paraded their way from the home of tracks to their side of the bleachers with their one hundred-plus piece band. Our student section at Shiloh looked at us and started cheering as if we were at a battle of the bands instead of a football game. My band director yelled emotionally, “This is the moment we have been waiting for! We are playing with the big boys now! Are we going to barbecue or are we going to mildew?”

From the pre-game to the fourth quarter, both Redan and Shiloh's band played their hearts out, but one band emerged. Though both bands sounded great, our marching band had more endurance and memorized a plethora of songs more than the other group.¹⁹¹ Even though it is all opinion based, I counted that battle as a win, and I was proud to know that the same twenty-piece marching band I started with as a ninth grade football player could compete with one of the top dogs in the nation.

¹⁹¹ Bailey, Cannon, and Payne, *The Complete Marching Band Resource Manual*, page number.

During my time in marching band, I decided to quit football, commit to a newly constructed program with 90% inexperienced musicians, switched to an instrument I had never played before, and accepted the responsibility as a section leader but denied the responsibility of drum major. Discovering the values of the meaningful decisions I made during high school marching band was essential in the making of my story and who I am today. I am proud to be band mates with the individuals I marched with in high school because we made the decision to “dance with who we can with the party with,” and we cut rug! A marching band scholar will learn how to make impactful decisions through participating in marching band if they are dedicated.

Chapter Three: Methods

Tracking the evolution of youth opinions through surveys indicates a qualitative music research study. Understanding and examining the behaviors displayed by marching band students can also be a study to reference to when comparing decision-making skills.

Design

Liliana S. Araujo's data analysis of several studies indicates that marching band students' perceptions, attitudes, and behaviors toward health and healthy living are less optimal, especially considering the multiple physical and psychological demands daily.¹⁹² Araujo's investigation traced numbers proving music learners are more focused on their academics than fashion and the new trends. Collecting analytical marching band data that may be tracked numerically allows researchers to focus on marching band members' decision-making skills.

Questions and Hypotheses

Seeing the outcomes of exemplary model students who participate in marching band encourages that transferred the values learned from students involvement allow philosophers to look more thoroughly in exploring true results of marching band engagement. Finding the verifiable conclusion that relates marching band to the prosperity of learning individuals may create a noticeable reevaluation of importance of marching band in the education system.

Q1: What values can transfer or be used outside of marching band on a day-to-day basis?

Q2: How does marching band impact learning capabilities or output?

Hypothesis: High School Marching band will prove its value in decision-making.

¹⁹² Araújo, et al., "Fit to Perform."

Participants

Participants must be 18-24, with prior high school marching band experience attending college. Individuals' ineligible for study are minors under 18 along with those that haven't participated in marching band during grade level studies. The prerequisite of these people will give accurate and detailed research on the value of decision-making through meaningful experiences during high school marching band participation.

Setting

Students must first find a location where they can concentrate on the given research survey. Participants can access the survey through their phone, computer, or any smart device that is most comfy for the survey recipient. The surveyor can take the survey wherever they are most happy as long as they are answering truthfully and on their own. It is possible for the surveyor to complete the survey in the same location as they started, but they can move around and complete the survey if necessary.

Instrumentation/Data Collection Method

Google Forms will not be able to give researcher participants names, email addresses, or phone numbers of potential participants due to privacy restrictions required by FERPA, HIPAA, Liberty University Institutional Review Board, etc. The Google Forms link to send by a recruitment email/call potential participants list.

Procedures

First, a survey link from Google Forms will be presented. Next, the survey will have a consent and introduction page for the participant to consider before partaking. Lastly, completing the survey takes approximately 20 minutes.

Researcher Positionality

Hopefully the study will make participants and society more knowledgeable of the possibilities that marching band can bring to the decision-making skills of youthful scholars. It is believed marching band can bring value to a student by helping them make positive decisions through their school career and future adulthood. The decisions of an individual make the foundations of their lifestyle because it is important to value how judgments are made with the assistance of marching band.

Data Analysis

Surveys will be done on Google Forms (a password protected web server for the privacy of the participants). Only the researcher will have access to the answers on Google Forms. Answer selections will be made from their personal computer or mobile device. This will be a qualitative study. First, the researcher will gather feedback from surveys. Next, will code answers from participants. Then, will assure you every answer was accurately given for the purpose of study. Lastly, I will report the analyzed answers within my thesis.

Summary

Marching band challenges students to develop critical thinking skills. Accomplishing this momentous task takes patience and guidance in developing young minds for the world. Marching band brings awareness to the decision-making process and possibly leads to the discipline of

students. The development of young music scholars through marching band is crucial today because it unlocks multiple pedagogical areas. Researchers believe that participating in marching bands have a better memory and superior attention spans than the average student. It is imperative for educators to realize that marching band can be beneficial for a scholar's preferable choices.

Chapter Four: Statistics and Analytical Data

Introduction

Fathoming the value of marching band relates to positive decision-making skills is imperative for a student's judgment and participating in marching band could give students the experience needed to create confident deciders. To find accurate contributions to the assessment, an approved survey by the Institutional Review Board at Liberty University was implemented to discover the value marching bands can bring to student lacking experiences that can make them more confident, strategic, and disciplined. The focus of the study is figuring out “what values can transfer or be used outside of marching band on a day-to-day basis?” and “how does marching band impact learning capabilities or output”? As a previous member who gained many positive attributes from being a marching band member, The researcher colligates marching band students of legal age sharing their own personal experiences would help benefit the study. “The benefit students may receive from marching band participation is influenced by a variety of social and educational factors.”¹⁹³ Understanding the significance of making good choices can bring value to marching bands and music education.

¹⁹³ Jason P. Cumberledge, “The Benefits of College Marching Bands for Students and Universities: A Review of the Literature,” *Update: Applications of Research in Music Education* 36, no. 1 (2017): 44-50.

Data Preparation

As mentioned, an optional data analysis survey was presented to students who wanted to anonymously participate in the study. A study for finding the value of decision-making through a meaningful marching band experience causes for a qualitative analysis. A deep and thorough investigation is needed to have a reliable study, therefore; a “content analysis” examination will be used to scrutinize the collective data like a police detective finding important evidence to help their case. With God’s grace, the survey was able to draw 234 surveyors to help calculate the study's integrity. Identifying key elements from past music education philosophers and the survey participants will help create better substance for the qualitative findings. Using these dependable techniques will help ensure a rational study for all interested parties to ensure the credibility of marching bands being a direct link to making better decisions.

Preparation of the Results

To ensure quality research, the survey initially asks, “Did you participate in high school marching band”? These were the responses:

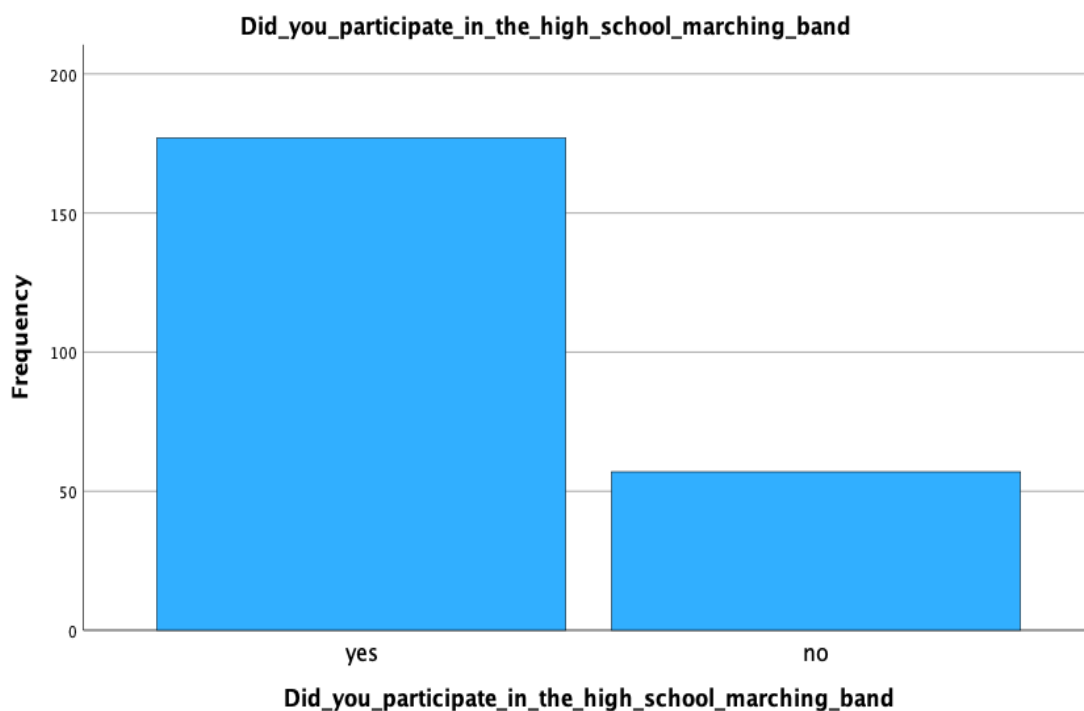


Figure 1. Did you participate in high school marching band?

The survey revealed that close to 80 percent of survey participants were high school marching band members. Knowing that college marching bands can be scholarship opportunities, a portion collegiate musicians may have not participated in high school but were good enough musicians to receive scholarships. Still, with the numbers presented can ensure a reliable study for the students who have not participated in marching band in high school were not included in this study.

Character Building

Marching band philosopher Jason P. Cumberledge believes marching bands may also contribute to students' aesthetic education and has been defined as developing sensitivity to the "area of human growth and development that assists in achieving perception of and insight."¹⁹⁴ Survey participants were asked "can marching band build character?" Here are the responses:

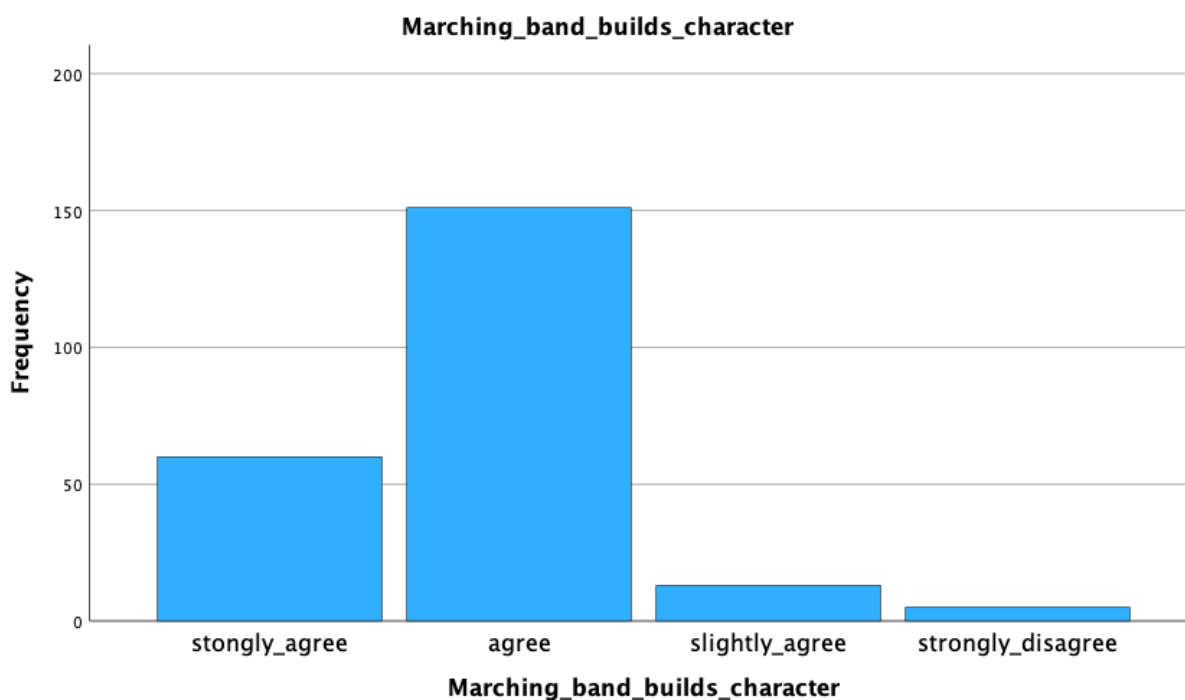


Figure 2. Can marching band build character?

The data shows that 26.2 percent of people strongly agree, and 65.4 percent agree with the statement, which totals to about 91.6 percent of collegiate marching band students concurring that marching band builds confidence.

¹⁹⁴ Cumberledge, "The Benefits of College Marching Bands."

Taking a step further, the survey asked “did marching band increase my confidence level?” These were the responses.

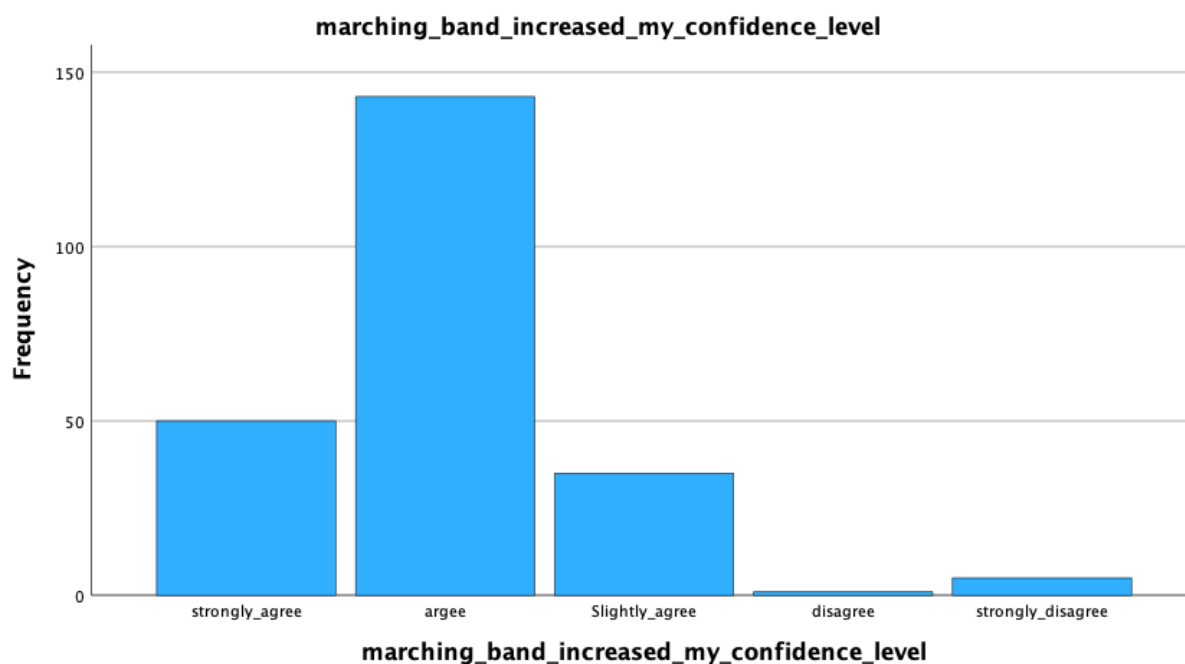


Figure 3. Did marching band increase my confidence level?

Results prove that approximately 21 percent of collegiate musicians strongly agree and 61 percent agree with the general statement. The discovery of 82 percent of collegiate musicians leans toward agreeing with the beliefs of philosopher Cumberland that participating in music education increases a student’s confidence.

Experience

Participants were asked “how many years have you participated in marching band?” These were the responses:

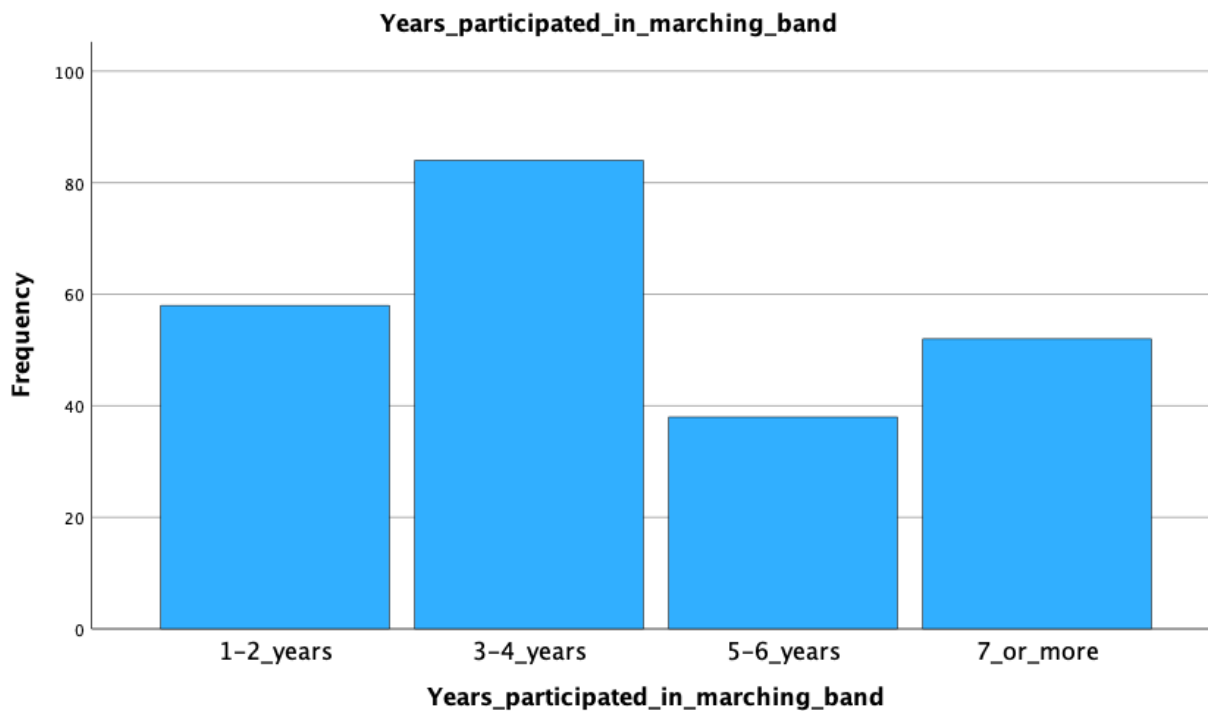


Figure 4. Years participated in marching band

The responses show that approximately 82 percent of students have at least 3 years of experience.

Being able to focus is imperative in act of decision-making. “Jackson and Csikszentmihalyi defined flow as an intrinsically motivating experience for an individual where total absorption in an activity occurs to the point that all other distractions disappear.”¹⁹⁵

Students were asked about marching band helping them focus better academically. These were the responses:

¹⁹⁵ S. A. Jackson and M. Csikszentmihalyi, “Flow in Sports: The Keys to Optimal Experiences and Performances,” *Leeds: Human Kinetics* (1999): 44-50.

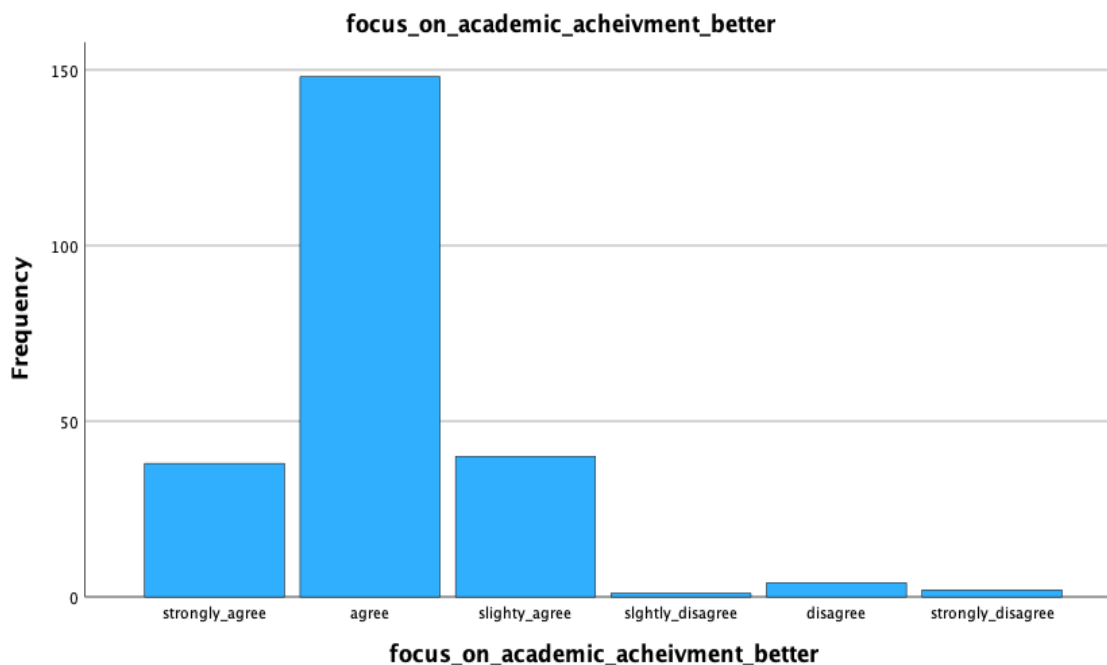


Figure 5. Did marching band help you focus better on academic achievement?

The data shows 16.2 percent strongly agree and 63.2 percent agree. That demonstrates that almost 80 percent of marching band students agree with Jackson and Csikszentmihalyi theory on good-decision lead to better academic performance.

Commitment

Commitment is defined as the ability to stick with one's decision-making process and implement the decisions until accomplished.¹⁹⁶ When students do not stick with the decision-making process, their choices may not be carried through. Here are the survey results to the question “are you committed to the marching band and its success?”

¹⁹⁶ Grant H. Morris, “Civil Commitment Decision-making: A Report on One Decisionmaker’s Experience,” *Southern California Law Review*. 61, no. 2 (1988): 291–351.

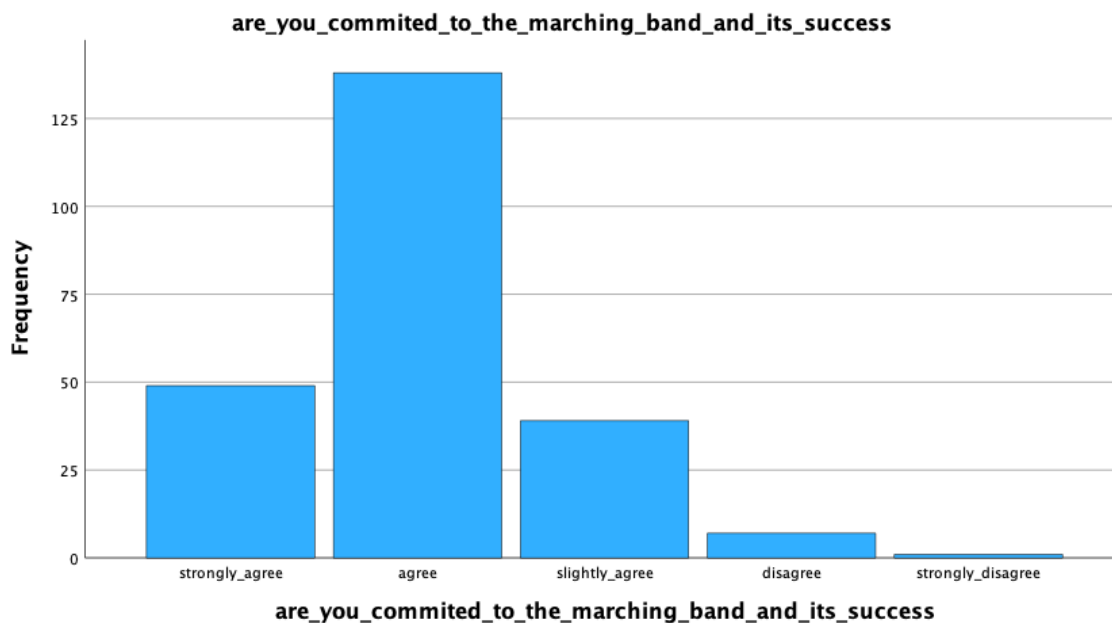


Figure 6. Are you committed to the marching band and its success?

The graph shows 20.9 percent of students strongly agree and 59 percent agree. Practically 80 percent of students exercise commitment daily while being a member of the marching band. Committing to marching band, they are giving students a clear goal to work towards, enhance self-discipline, encourage resilience, and building decision-making skills.

Discussion of Findings

Through carefully analyzing the collected data, it is revealed that a mass majority of collegiate marching band students seem to recognize the connection between marching band and decision-making. Multiple researchers advocate music education as an effective tool for encouraging learning how to have good discernment.¹⁹⁷ Marching band is a solidified form of

¹⁹⁷ Issaka and Hopkins, "Engagement with Music Education in a Pediatric Hospital."

music education that can help music students learn how to navigate through their life decisions by exercising the disciplines learned inside the ensemble.

Evaluating the interrelation between the experienced marching band members and the committed showed similarities in numbers. Close to 80 percent of the college marching band members are experienced, said to have become more focused, and claim to be committed to the success. Between 80 to 90 percent of college musicians believe having high school marching band experience made them more confident. These are all the qualities that make a great decision maker. Furthermore, the discovery that music education adds developmental benefits of enhancing self-esteem, self-confidence, tolerance, and communication skills can lead to good judgment.¹⁹⁸

¹⁹⁸ Ibid.

Chapter Five: Conclusion

Marching band allows scholars to develop much needed decision-making techniques. Teaching in the marching band sometimes lacks direction during practices, which forces students to make choices on the spot.¹⁹⁹ Letting students choose a way of connection can bring a level of confidence to themselves. Students tend to depend on one another to figure things out amongst other peers. It is understood that the social, in-person interactions with colleagues and teachers are important components of their learning.²⁰⁰ Letting young adults critically think can create an atmosphere of personal preferences amongst musical apprentices. It is important to have group reflection for youthful musicians to develop within a marching band setting to see how decisions affect them. Finding ways for students to interact helps push the necessity for group interaction and music ensembles use group work curriculums daily. The lessons learned in marching band will transfer to everyday behavior outside the ensemble, proving great decision-making skills.

Fathoming the concept originated by the ottoman empire in the thirteenth century and the disciplines practiced can be beneficial to scholars and their practice to make decisions. Marching band associates with functional values. Many researchers have defined art as modification; it is nothing more than countless alterations in its numerous forms and ways. In this detail, it is also a replication or echo for some of the most necessary features of our personal lives and social upbringings. Participating in a marching band may inspire students to be scholastically successful, which can eventually become valuable to a music scholar, requiring skills that could allow them to make excellent selections.

¹⁹⁹ Brathwaite, “Carnavalesque Therapeutic Arts and Self-Inquiry.”

²⁰⁰ Demirtaş and Eğilmez, “The Relationship between Learning Styles of Pre-Service Music Teachers and Academic Achievement.”

The disciplinary traditions of marching band have been passed down for centuries with strategies marching bands still use today. Marching band has many qualities that reproduced a positive effect on the educational system in previous years. Having dependable and resourceful past investigations may bring relative facts that could be significant to newer findings in marching band. David James Elliott proposed music education had been related with a variability of functional values, producing the student's role in social, physical, moral, and decision-making development.²⁰¹ Researchers proved that there is a connection between marching band participants being accountable students. Majority investigators do described music as modification; it is nothing more than limitless changes in its numerous formulas and behaviors. Participating in a marching band may influence students to make successful choices, which can eventually become helpful to a music student, offering skills that could permit them to make outstanding selections.

The importance of critical thinking is discovered to help improve the decision making of others. Research designates actively training positive practices that can advance the mind, and being challenged by a variety of hypothetically contradictory incentives during rehearsal creates a state of excitement in seeing the influences between meanings or sense of intellect from marching band participation. Permitting a marching band student to be involve in an unrestricted thinking environment benefits the student through the freedom of deciding what should be proficient. Music philosopher Bennett Reimer exclaimed that music, along with many other arts, are rudimentary ways that people understand themselves and their beliefs; they are essential methods of fathoming. Marching band scholars only cleverly use their line of consideration as a tool once it has been established to use frequent forms of decision-making task.

²⁰¹ Elliott, "Praxial Music Education: Reflections and Dialogues"

Approving scholars to choose a way of correlation can bring a level of self-confidence to themselves. Scholars tend to be contingent on one another to decide options amongst their peers. It is believed that social, in-person connections with peers and instructors were important components of self-governing. Letting young adults think critically can create an atmosphere of personal growth amongst musical apprentices. It is essential for students to learn life lessons like constructing procedures to apply to daily life. Studies provided explain, marching band students' examination takes place when: demonstration, converse, influence, emulate, comparability, escribe, explain, review, and detect. Discovering ways for scholars to cooperate could help push the requirement for group collaboration and marching band can use group work curriculums daily. Challenging one's options is performed in the marching and will lead to everyday performance outside the classroom.

Marching bands are exceptional in the conveyance of valuable lessons learned. Band directors are subjected with an important responsibility of forming students for the decision-making challenges that are frequent in today's world. Inspiring students through marching band can progress critical thinking that can apply to making choices.²⁰² Successfully accomplishing this objective requires persistence and supervision in developing young minds for better decision-making. Marching band brings consciousness when acquiring styles and incapacities of a student.²⁰³ The development of decision-making is vital today, and music educators are tasked with developing these students while focusing on judgment capabilities of the youths. Marching

²⁰² Brathwaite, "Carnavalesque Therapeutic Arts and Self-Inquiry."

²⁰³ Demirtaş and Eğilmez, "The Relationship between Learning Styles of Pre-Service Music Teachers and Academic Achievement."

band opens many instructive viewpoints while a student is enrolled in a musical academia.²⁰⁴ Music philosophers believe that students involved in marching band have an enhanced memory and a bigger attention span than the typical scholar. Research proved students involved in marching band have a better growth of the brain's memory system which can assist toward decision-making.²⁰⁵ Marching band provide outstanding possibilities for a young scholar's personal growth and decision-making. Self-awareness is imperative for young marching band members to gain a comprehension of the world in which they are about to embark and bring about a sense of eagerness towards music education and appreciation. The effects marching band has on a scholar's decision-making and development are critical to the relationship of personal growth. Music is a language of feelings, the nourishment for the soul.²⁰⁶ Researchers believe that students who are engaged in marching band truly benefit from the development advantages marching band must teach.

Most categorizations of youth decision-making emphasize that it is an advancement which lays the basis for how a marching band student handles the successive set of occurrences encountered. Willpower to push youth development in decision-making involves strategic practices envisioned to enthusiastically supply intellect, skillful judgement, and great characteristics in one or more domains of the young mind, whether it is reasoning, physical, linguistic/communiqué, societal, poignant, ethical, or spiritual.²⁰⁷ Joining properties that give assistances for vulnerable youths provide more opportunities. Research suggests that young

²⁰⁴ Sandoval, "Potential Contributions of Music Education to Peacebuilding."

²⁰⁵ Varner, "Holistic Development and Music Education."

²⁰⁶ Elliott, *Praxial Music Education: Reflections and Dialogues*, 32.

²⁰⁷ Reimer, *A Philosophy of Music Education: Advancing the Vision*, 47.

scholars who have less opportunities are more likely to take risky actions.²⁰⁸ Marching band students eventually show better development towards adulthood while achieving decision-making skills in school.

Decision-making has been logically studied by psychologist throughout time gathering decades of information. Psychologists suggest decision-making in teenagers and the obstructions we can draw analytically depend on the fathoming of how scholars mature. Accepting how a scholar's belief can produce or modify over time is serious to the growth of a scholar's personal perceptive skills. Psychologists trust that a scholar's feelings are a foundation of unwanted bias when making decisions. A scholars will base their decisions on things they prefer instead of the things they need. Personal preferences govern the decision of youths and must be focused on going the correct path. Band directors must find an equilibrium between assisting scholars academically and helping scholars accomplish their own goals. Band directors applying the research absorbed by world renowned psychologists can assist the growth of a music scholars' decisions to improve individual outcomes.

Emotions are a commanding aspect in a youthful scholar's decision-making. A scholar's emotions influence decision-making., Decisions are made when a scholar is expressing their opinions. Emotionality represents as the contradictory of rationality and/or efficiency in a marching band setting. Being rational is an outstanding trait continuously practiced for youthful scholars in the marching band ensemble. Psychologists consider the values and opinions of youth's decision-making within consideration of a student's involvement with their emotions. A student having control over their emotions is one of the highest traits a music scholar can develop when committed to the marching band. "Cooler heads prevail" were the outcomes of the

²⁰⁸ Kruse-Weber and Parncutt, "Error Management for Musicians."

apparent study of opinions and emotions driving youth judgements. There are many ways that scholars' desires can take over their decisions based on the individual favorites of the youth scholars.

Many questions were asked to help narrow this study. Questions like "how can music educators bridge the gap between marching band and decision-making while focusing on music?" Young marching band students intend to be made conscious of the differences, and how it retains the best possibilities for making a judgment. Another question was asked, "How can music education encourage youth development and academic achievement in ensemble-based musical programs? Philosopher David Elliott understood permitting the students to accomplish something in music education will contribute to confidence.²⁰⁹ Students who participate in marching band are more competent at finishing laborious assignments, better grounded academically than non-musical education students, make healthier behavior choices, and continue to receive self-confidence during their duration as a marching band member.

Encouraging marching band to students would improve the chance of participants gaining conscious decision-making skills. Music researcher Bennett Reimer believed music along with other studies of art, are basic ways that humans understand their being and their world in which they operate.²¹⁰ Students actively in marching band will probably be more intentionally knowledgeable of the marching bands social benefits. Furthermore, young scholars who apply critical thinking in the interest of their cognizant conclusion making provides marching band students with an opportunity to excel throughout life causes students who participate in music are

²⁰⁹ Elliott, "Praxial Music Education: Reflections and Dialogues," 16

²¹⁰ Reimer, *A Philosophy of Music Education: Advancing the Vision*, 61

naturally higher achievers.²¹¹ With this realization confirmed, it should be the duty of band directors and all educators to consider music education areas such as marching bands as a source valuable for youth self-governing improvement. Organized marching bands meaningfully improve students' cognitive capabilities. Even though marching band influences intellectual aptitudes and decision-making, many institutions of higher learning are phasing out the obligation for marching band programs.

Professionals demand that individual preference exceedingly contributes to personal decisions. Majority personal preferences are integrated into opinion.²¹² Popular belief is decisions are based on personal preference, which can taint student judgment. Thoughts are an essential part of students distinctive and structural lives and, more significantly, are influential entities that can both value and harm choices or decisions.²¹³ Occasionally students are nervous to make decisions based on how significant the decision weighs. Bessell explained that children want to be safeguarded in most situations and to share the ultimate made decision with an adult authorizer.²¹⁴ Psychologist Seo and Bessell shared beliefs when comparing scholars' approach toward decision-making. Seo expressed youthful scholars can experience powerful feelings during decision-making while instantaneously regulating the likelihoods of a student's judgment based on their own mindsets. Both psychologists are saying that individuals usually have an abundant deal of understanding of what they prefer, but the nervousness of the unseen from making the correct decision can be a heavy burden on their hearts. Seo is suggesting that

²¹¹ Varner, "Holistic Development and Music Education."

²¹² Bingsheng Liu, et al., "Large-Scale Group Decision-making" 21

²¹³ Seo and Feldman Barrett, "Being Emotional during Decision-making."

²¹⁴ Sharon Bessell, "Children's Participation in Decision-Making"

youthful scholars do have tough decisions to accept what they need while Bessell is implying that students will get their guardian or mentor to help them with those rigid decisions based off what they want.

Marching band directors helping the music students make scholarly decisions is important to bring a student's attentiveness to make effective choices. Research concluded that adolescents who enrolled in marching band show a rise in intellect scores and judgment skills, established by higher performance on assignments. Applying the marching band and its benefits can possibly deliver a heightened decision-making skillset that can be vital for developing students. Breakthroughs from music philosophers claim general students who did not keenly take music have lower grade averages than students who did.²¹⁵ Other collected information of music philosophers that did a similar study on scholars participating in music classes unfolded the possibilities of potential growth in judgment and concluded that students who participated in music classes had an increase in personal presentation.²¹⁶ Advantages seem to happen several times as philosophers associate the possible conclusions in contributing to marching band. Studies demonstrate students who are active in marching band tend to have higher test scores.¹⁴⁶ Perchance marching band can aid scholars to improve test taking abilities as well as benefit from other academic gains through repetitive practices.

The interactive disciplines of an scholars should be meaningfully inspected for a youth scholar to develop the capability to make good judgements. Investigations displays marching band is a great channel through which to obtain and progress a scholar's emotional skills.²¹⁷

²¹⁵ Barrientos-Fernández, et al., "Measurement of Different Types of Intelligence."

²¹⁶ Sulun, Erkan, Nalbantoglu, and Oztug., "The Effect of Exam Frequency on Academic Success."

²¹⁷ Munoz and Mas, Emotional Skills Foster Academic Performance in School Music Students,"

Reactions are dominant features of youth behavior which can affect a student judgement. An ensemble setting demonstrates a scholar how to conduct themselves appropriately amongst their peers. Marching band scholars show healthier study habits than majority general education students.²¹⁸ The usual behavior practices in marching band can transfer to disciplined patterns for scholars to use outside the group. Research delivers evidence saying marching band gives benefits to cognitive skills such as a boost of motivation or self- esteem.²¹⁹ Supervising and helping students grasp power over their emotions can enhance the competence of judgment.

Young scholars are dared to face many obstacles and the sentiments of others daily. Rather than being confident in the choices that they make, students are usually better critical thinkers and scholars who are learning better judgment. Many students do not know of the benefits of marching band.

Self-assurance may be one of the best qualities to have in interpreting opportunities. Explained findings state marching band spreads self-reliance and knowledge and the optimistic impact on scholars' behaviors and decisions.²²⁰ Using marching bands as an aid for scholars to develop authority over emotions could be vital to a student's decision-making skills. Overpowering emotional indecisions can be a struggle for anyone. Investigation provides data saying, small assemblies and cooperative methodologies seem to have positive effects on the

²¹⁸ Barrientos-Fernández, et al., "Measurement of Different Types of Intelligence."

²¹⁹ Holochwost, et al., "Music Education, Academic Achievement, and Executive Functions."

²²⁰ Margaret S. Barrett, Katie Zhukov, and Graham F. Welch, "Strengthening Music Provision in Early Childhood Education: A Collaborative Self-Development Approach to Music Mentoring for Generalist Teachers," *Music Education Research* 21, no. 5 (2019): 529-548.

student's presentation through the improvement of their self-respect and confidence.²²¹ Scholars' obligation to get the rehearses needed for them to advance their self-assurance. Emotional expansion can be influenced by the instruction in marching band to help scholars get past fear, anxiety, and competition.²²² Fictional nickelodeon singer Hannah Montana said, "believe in yourself and anything is possible." Being a marching band member means constructing sturdy characteristics to guarantee that your selections reflect your capability to decide on important implementations. Marching band encourages values of admiration, confidence, perseverance, teamwork, and compassion.²²³ The use of marching band can uplift a scholar's confidence that will complement judgment if the atmosphere is appropriate.

The choice's a student makes are one of the best ways to assess their intellect. Accepting the significance of constructing decisions is serious to inspect if marching band should be recognized as a more imperative school practice. Concurring to the scholars in England, teenagers who contribute to marching band like ensembles may score higher in academic subject compared to non-music students.²²⁴ Inspecting the properties of scholars actively and beforehand involving themselves in marching band may help verify the legitimacy of the connection between marching band and decision-making that can have a constructive effect on personal achievement. Parents throughout the world validate the determination of music education by

²²¹ Barrett, Zhukov, and Welch, "Strengthening Music Provision in Early Childhood Education"

²²² Hadjickou, "Experiential Learning in Music Education."

²²³ Hedemann, "Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms among Urban Youth."

²²⁴ Guhn, Martin, Scott D. Emerson, and Peter Gouzouasis. "A Population-Level Analysis of Associations between School Music Participation and Academic Achievement." *Journal of Educational Psychology* 112, no. 2 (2020): 308-328.

supporting the certainty that their children's music exercises enhance their academic performance. The outcome of marching band and music classes looks common across the world. Turkey music philosophers even agree music students had an increase in knowledge direction.²²⁵ The use of world studies provide evidence for marching band to be taken more seriously. Marching band is one of the greatest avenues, for it may protect an intellectually incompetent scholar from making bad judgements.

Scholars may need marching band to impact personal academic accomplishment. Readings from music analyst said, marching band engagement upsurges learning competence and academic functioning.²²⁶ Being available to marching band regulations should not be taken for granted by students or educators. Analysis done by a group of music researchers discovered music groups had an important rise in test scores associated to scholars who did not participate in marching band.²²⁷ Joining the approaches of decision-making in marching band and relating it with general education has been discovered by various researchers. There are direct and indirect relations amongst marching band and general education students' decision-making.²²⁸ Uniting the points of a marching bands impact can be convincing in good judgement for scholars seeking alternative ways to develop judgment.

²²⁵ Mentiş and Uygun, "Examining the Achievement Goal Orientation Levels of Turkish Pre-Service Music Teachers."

²²⁶ Susan Maury and Nikki Rickard, "Wellbeing in the Classroom: How an Evolutionary Perspective on Human Musicality can Inform Music Education," *Australian Journal of Music Education* 50, no. 1 (2016): 3-15.

²²⁷ Jaschke, Honing, and Scherder, "Longitudinal Analysis of Music Education on Executive Functions in Primary School Children."

²²⁸ Tai, Phillipson, and Phillipson, "Music Training and the Academic Achievement of Hong Kong Students."

Improvements of marching band students' judgment are a cause directly related with the decision-making developed naturally by partaking in marching band. Marching bands may teach wanting student's lifetime lessons that may be useful to their daily school life. Reports demonstrate that marching band gives students positive inspirations of long-term cognitive capabilities such as inhibition and planning.²²⁹ Students that partake in marching band may value planning for large performance and study of important test. Continuously preparing a scholar for huge moments and thinking quickly on their feet also can be directly connected to marching bands.

Critical thinking is an ability established that is related in every marching band. Marching band implements problematic obstacles all throughout the football and parade season.²³⁰ Inspiring students to critical thinking can test individuals to better their decisions daily at school throughout marching band rehearsals. Critical thinking can help marching band scholars to interact with music to create new stimuluses and cross-examinations.²³¹ Giving scholars room to question their judgement can lead to them creating extra conscious decisions. A scholar that looks to better their organizations can be an outcome of being a member of a marching band.

The significance in decision-making and marching band conclude that constructive youth development is an establishment for the suggestion to make good decisions. The principal

²²⁹ Jaschke, Honing, and Scherder, "Longitudinal Analysis of Music Education on Executive Functions in Primary School Children."

²³⁰ Hedemann, "Leveraging After-School Programs to Minimize Risks for Internalizing Symptoms among Urban Youth."

²³¹ Guo, Su, and Yue, "Ecology-Focused Aesthetic Music Education as a Foundation of the Sustainable Development Culture."

observation of the Edwin Gordon theory is that all young scholars will endlessly monitor their own progress, and they will do so nevertheless what obstacles the atmosphere bestows. Gordon speculated scholars' advancement through an eight-stage procedure that starts with auditory and oral familiarity with music and ends with theoretical understanding; goal is audiation.²³² The progressed comprehensions cared most about are the stages to a successful adult life: relationship creation; nurturing a sense of individuality, self-worth, and belonging; and ascertaining consequential reassurances and building expertise of them. Encouraging student decision-making philosophies help band directors recognize that young scholar's choices are the strategies that drive their craving and must be boosted to contain the realities of life.²³³

Reassuring students to pursue marching band would improve the possibility of members gaining deliberate decision-making skills. Reimer believed music, along with other studies of art, are basic ways that humans understand their being and their world in which they operate.²³⁴ Scholars contributing to marching band will likely be more intentionally aware of their social advantages. Additionally, students who take advantage of critical thinking in the chase of their mindful decision-making while joining the marching band offers these students an opportunity to excel on both levels, because students who participate in music are naturally higher achievers.²³⁵ With this investigation being confirmed, it should be the responsibility of not just band directors,

²³² Edwin E. Gordon, *Learning Sequences in Music: A Contemporary Music Learning Theory*, (Chicago: GIA Publications, Inc., 2012), 67.

²³³ Demirtaş and Eğilmez, "The Relationship between Learning Styles of Pre-Service Music Teachers and Academic Achievement."

²³⁴ Reimer, *A Philosophy of Music Education: Advancing the Vision*, 15-17

²³⁵ Varner, "*Holistic Development and Music Education*."

but all educators to examine music education areas such as marching bands as a foundation beneficial for youth self-governing improvement. Organized marching bands meaningfully enhance students' cognitive abilities.

Having a personal experience with the marching band is the best way to understand the disciplines that can be developed through the duration. In marching band, students learn who and who not to listen to base on rank of leadership, how to memories music within a certain time farm, gain a sense respect for peers, how to conduct themselves privately and publicly, how to be in uniform, and how to listen to direction. All these attributes can turn a teenage youth scholar into an adequately responsible adult. Marching band members are viewed as some of the smartest kid in the school. Music naturally creates cognitive implementations that can be useful to outside subjects.²³⁶ The disciplines actions applied will lead a scholar to make one of the best and biggest decisions in their life by joining the high school marching band. During a student's time in marching band, one must be committed to an organized program musicians that are serious about their organization. Realizing the values of the meaningful decisions made during high school marching band was essential in the making of good judgement. A marching band student will learn how to make big decisions through participating in marching band if they are committed.

Making marching band indispensable would benefit many beliefs of music educators around the world when it comes to a student's decision-making. While a youthful mind is developing, it is necessary that the scholar knows who they are and what they want to be in their confusing passage to adulthood while affiliated with the educational system. Students participating in marching band are expected to do better and want more for themselves. Getting

²³⁶ Jaschke, Honing, and Scherder, "Longitudinal Analysis of Music Education on Executive Functions in Primary School Children."

students to think outside the box and chase limits they dream of, or think are not accomplishable, should be the true goal of the educational system and marching band implants that. Marching band members are the naturally gifted decision makers in the classroom.²³⁷ The constant practice of discipline is instilled in youth musicians from the tradition stylistics of marching band. Utilizing the connection to bring awareness to marching band and the advancement of youth decision-making is imperative to demonstrate worth for adolescents' opinions. Understanding these attributes, it should be prioritized by all educators to investigate marching band as a source beneficial to the betterment of youth judgment.

²³⁷ Ibid

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