Predicting academic achievement in music in secondary schools: The role of personality and self-theories of musicality

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Short Research Reports

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Hsin-Rui Lin[1] 🆔, Reinhard Kopiez[1],
Daniel Müllensiefen[1,2] and Johannes Hasselhorn[3]
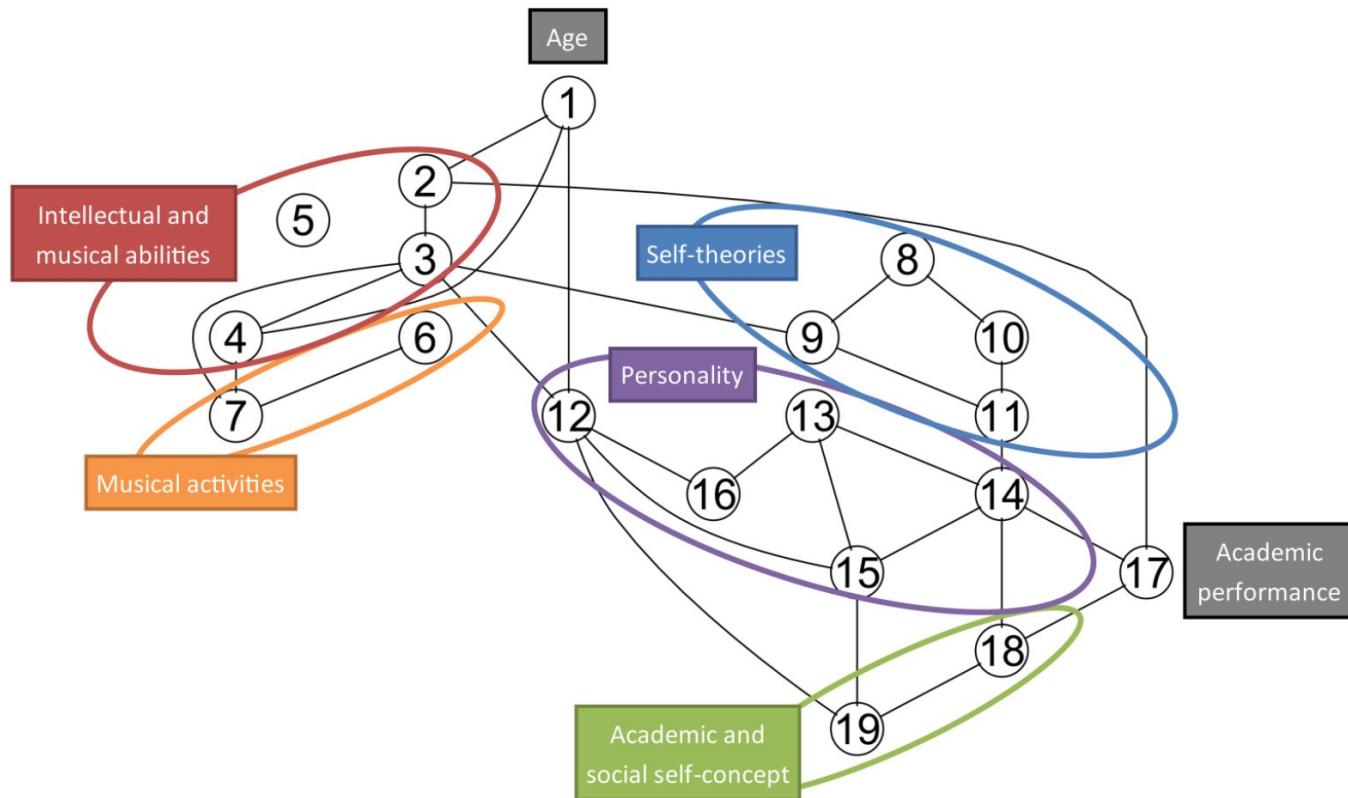
Hintergrund

Academic Level	Rater	Agreeableness	Conscientiousness	Emotional Stability	Extraversion	Openness
Primary	Self	.30	.28	.20	.18	.24
Primary	Other	.09*	.50*	.18	.11*	.43*
Secondary	Self	.05	.21	.01	−.03	.12
Tertiary	Self	.06	.23	−.001	−.001	.07
Sec/Ter	Other	.10	.38*	.018*	.05**	.28***

Poropat (2015)

Hintergrund

Müllensiefen et al, (2015)

Hypothesen

- Gewissenhaftigkeit + → Leistung +

- Dynamische Theorien + → Leistung +

- Stabile Theorien + → Leistung -

Methode - Messinstrumente
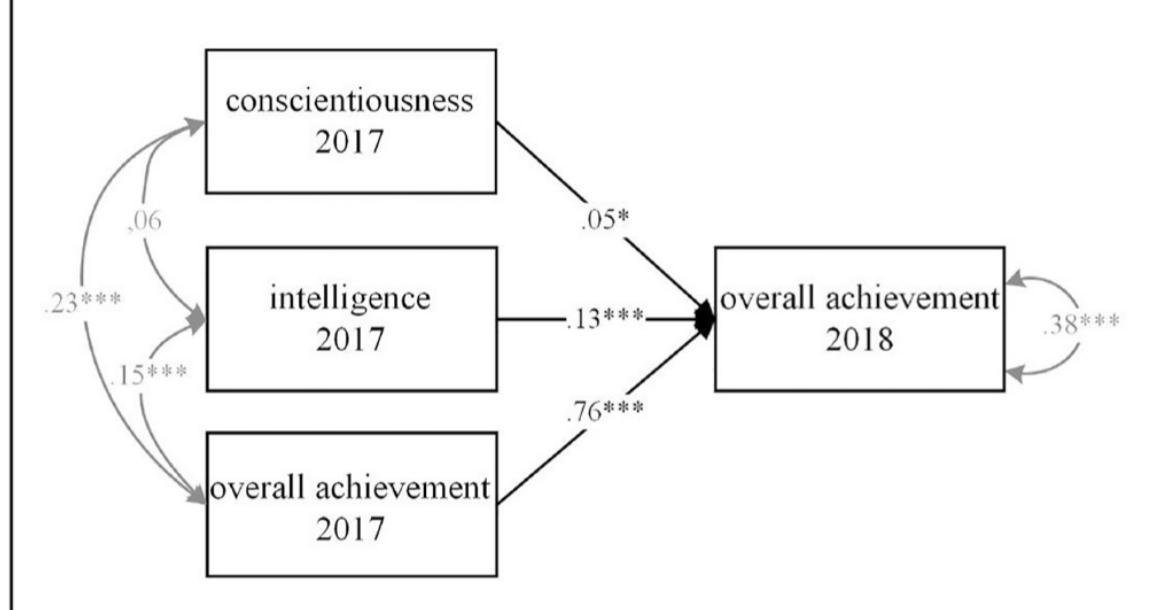
- Persönlichkeitsmerkmale:

  – Ten-Item Personality Inventory

- Subjektive Theorien

  – Implicit Theories of Intelligence Scale for Children

  – Theory of Musicality Scale

- Schulische Leistung

  – Schulnote (Angabe von Lehrer*innen)

Methode - Stichprobe

- 2017 / 2018

- N = 564 (Allgemeine Leistung: Schulnote Durchschnitt)

- N = 317 (Musikalische Leistung: Schulnote Musik)
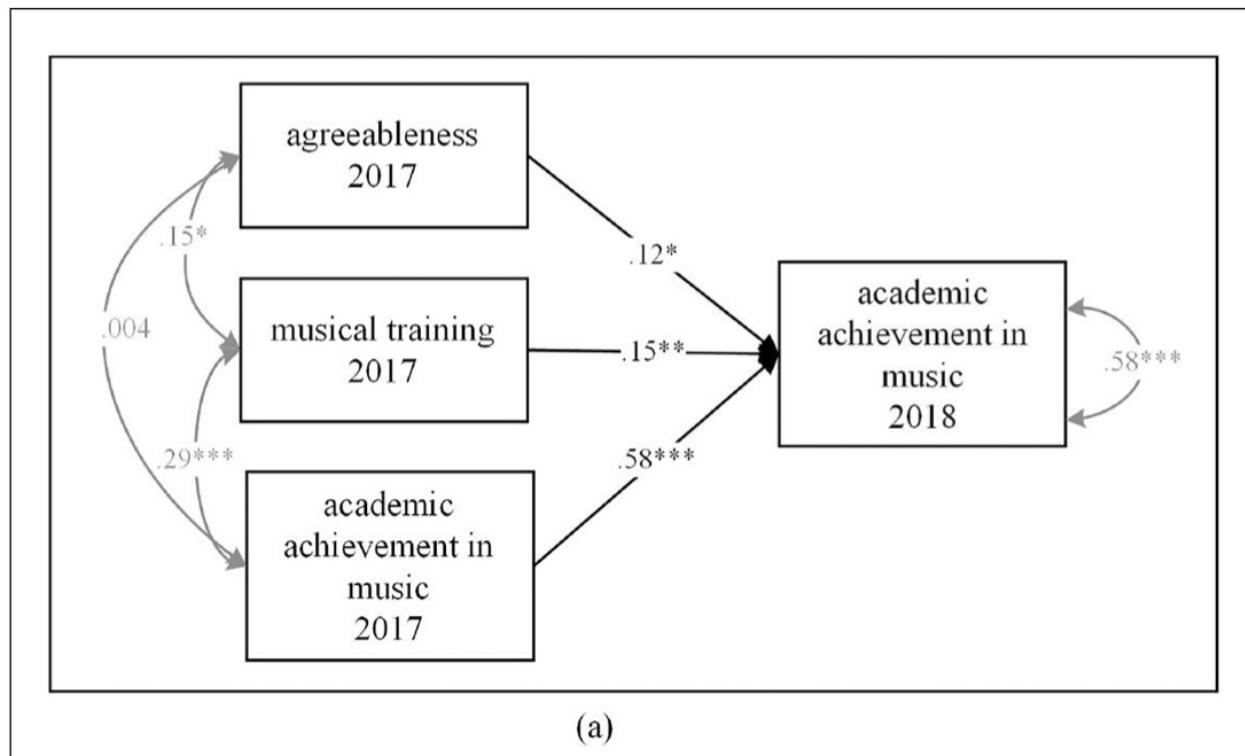
Ergebnisse

(b)
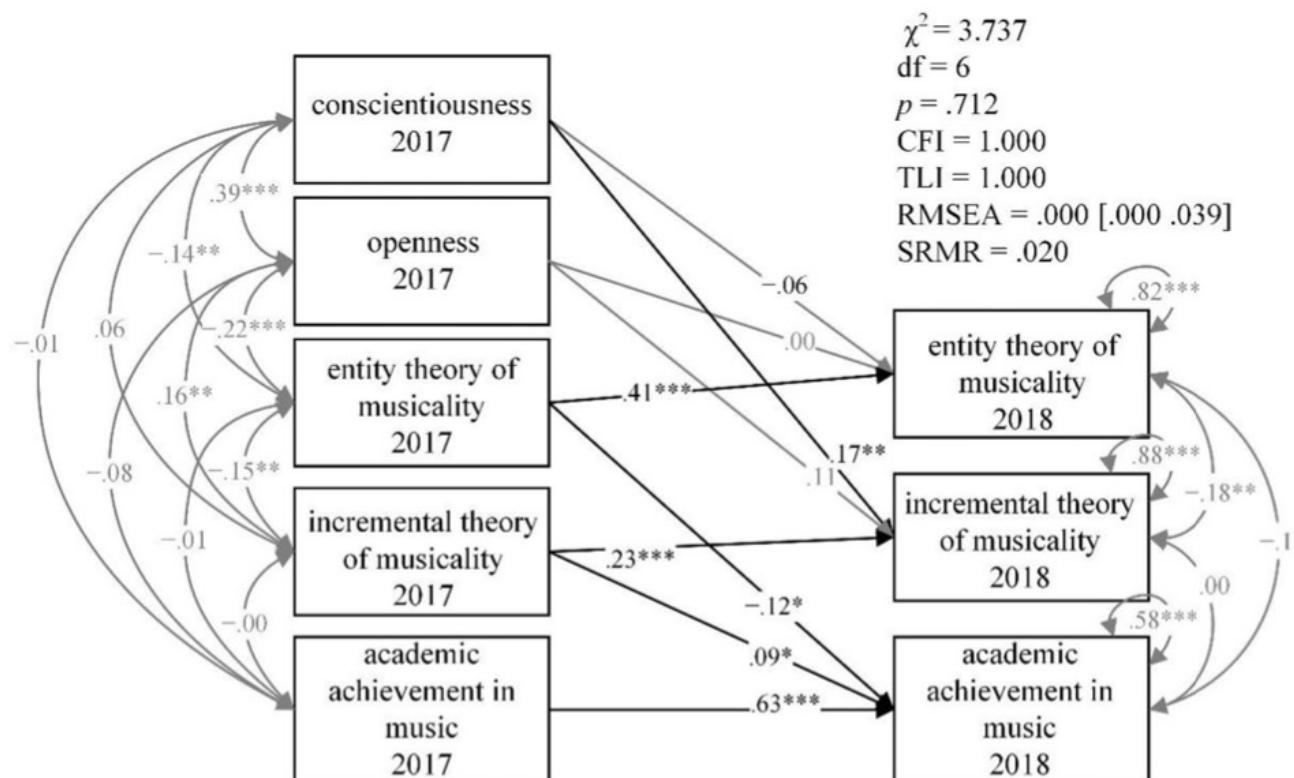
Hypothese bestätigt

Ergebnisse

(a)

Verträglichkeit statt Gewissenhaftigkeit

Ergebnisse

Gewissenhaftigkeit fördert dynamische Theorien

Subjektive Theorien → musikalische Leistung

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