

The Effects of Community Drumming on Generalized Anxiety and Academic Performance in Teenagers

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Abstract

Generalized anxiety and academic performance were measured in five middle school students receiving group drumming as music intervention. Participants served as their own controls in the study. Participants received instruction in group drumming for seven weeks. Generalized anxiety was measured using the State-Trait Anxiety Inventory (STAI) using pre-intervention and post-intervention data collection. Academic performance was measured with the Utah Basic Skills Competency Test (UBSCT) math and writing tests. It was hypothesized that group drumming would decrease anxiety and increase academic test scores. Analysis of the data found statistically significant findings with the implementation of group drumming. The author can be reached at tigger.1580@gmail.com