

# Using the Interest Development Scale to Measure Interest Development in Adolescent Piano Students: a descriptive pilot study

Carla Salas-Ruiz, ABD  
Louisiana State University  
Music Education and Piano Pedagogy

## Background & Context

- Interest is a powerful variable that affects student motivation to learn; one that promotes effort, attention, efficiency, and persistence (Hidi & Renninger, 2006; Luo et al., 2019).
- Educational research has located interest as a foundation for experiencing motivation when activities become more challenging (Thoman et al., 2017).
- In 2006, Hidi and Renninger proposed the “Four-Phase Interest Development Model”. This model states that learners move from a situational level of interest (Phase 1 and 2) to a well-developed individual interest (Phases 3 and 4) in a sequential manner.
- Music teachers need tools to understand adolescent students’ interest and the underlying mechanisms that prompt it or sustain it.

## Method

- This study examines the use of the Interest Development Scale to measure Interest in adolescent piano music students.
- Research questions were: (1) What is the interest level reported by the participants? and (2) Can the Interest Development Scale distinguish between phases of interest amongst adolescent piano students?
- Participants (N=22) completed the scale in one-time occasion.
- Descriptive statistics and a one-way ANOVA with a Scheffe post-hoc test to examine differences according to interest’s level groupings score were run.

## The Interest Development Scale

- Literature review suggests that to date, the Interest Development Scale (Boeder et al., 2020) is the only one that measures interest development in all phases and in any domain.
- Boeder et al., (2020) was created and validated within an adult population.
- The Interest Development scale consists of twenty 7-point Likert-Scale questions and 8 open-ended questions.
- It has five subscales: (1) information seeking, (2) motivation to reengage, (3) persistence, (4) self-regulation, and (5) value.
- Findings suggested that the Interest Development Scale is a valid and reliable instrument to measure adults’ interest development in any domain.

## Results

### Additional demographics

Variable	Mean	SD
Participants' ages	15	1.35
Years of practicing	6.32	2.41

### Interest Development Scale

Variable	Minimum	Maximum	Mean	SD
IDS score	2.42	6.61	4.90	1.05
Information seeking	3.00	6.00	4.25	.90
Motivation to reengage	2.20	6.40	4.70	1.14
Persistence	2.67	7.00	4.60	1.29
Self-regulation	2.25	7.00	5.10	1.23
Value	2.25	7.00	5.63	1.32

## Results continued

### Results for the Scheffe Post-hoc Test

Phase of interest	Phase of interest	Mean difference	Standard Error	Significance
Phase 1 and 2	0	-1.32	.31	.002
Phase 3	1	1.32	.31	.000
Phase 4	2	-.77	.29	.061
Phase 4	2	2.07	.28	.000
Phase 4	1	.77	.29	.061

## Discussion

- Participants reported value in practicing the instrument as the highest sub-scale scored followed by self-regulation, motivation to reengage, persistence, and information seeking.
- Findings suggested that the Interest Development Scale may distinguish from situational interest development to individual interest development in adolescent piano students.

## Conclusions

- The Interest Development Scale can be an effective tool to examine individuals’ interest in music studios or for teachers to identify progress being made over several measurement occasions over time.
- It is also beneficial to use the Interest Development Scale when trying to support interest development because teachers can see where individuals may be lacking on specific aspects of interest development and better structure any provided support.
- Teachers can reflect their role in their students’ learning processes.