1-1-2017

Effects on Practice Frequency and Efficiency of Teaching Practice Strategies to Band Students

Vanessa Leavitt

Follow this and additional works at: https://scholars.fhsu.edu/jaer

Part of the Education Commons

Recommended Citation

Leavitt, Vanessa (2017) "Effects on Practice Frequency and Efficiency of Teaching Practice Strategies to Band Students," Journal of Applied and Educational Research: Vol. 1 : Iss. 1 , Article 3. Available at: https://scholars.fhsu.edu/jaer/vol1/iss1/3

This Article is brought to you for free and open access by FHSU Scholars Repository. It has been accepted for inclusion in Journal of Applied and Educational Research by an authorized editor of FHSU Scholars Repository.
Effects on Practice Frequency and Efficiency of Teaching Practice Strategies to Band Students

Vanessa Leavitt

Abstract

Achieving a high degree of mastery and success on an instrument is often a goal of band students, as well as that of their parents, band directors, and lesson teachers. The ability to practice consistently and to make lasting improvements during practice sessions is essential to this mastery. Teaching practice strategies is important for stimulating desire to practice and ensuring productive individual practice. This study explored the correlation between providing band students in grades 6-8 instruction on how and why to practice, and the frequency and efficiency of their individual practice time. During the instructional phase of this study, students learned and applied various practice strategies. Reporting of practice time, knowledge of practice strategies, and practicing ability data was collected prior to and at the conclusion of instruction on practice strategies. The pre- and post-study data was analyzed, and results supported the hypothesis that an increase in practice frequency occurs following instruction on practice strategies. The data was less conclusive concerning the influence of teaching practice strategies on practice efficiency.

Band directors and band lesson teachers work hard to teach students during rehearsals and lessons. However, if band students do not practice their instruments individually, they will not make considerable improvements or develop a strong degree of proficiency on their instrument. Individual practice is needed to work on fundamentals as well as specific music. Unfortunately, students often do not understand the importance of practicing outside of the school day. As shown in the research cited throughout this paper, various factors often contribute to lack of practice time and efficiency. These factors include, but are not limited to: lack of available time, discouragement about lack of improvement, and the idea that practicing is a boring chore. Multiple school and activity commitments, mobile technology, and video games are a few of the many activities that sometimes keep students from practicing their instruments. These individual barriers to increased practice frequency and efficiency are examples among the research compiled from the following sources.

If band directors cannot find ways to make practicing fun and engaging, students will not make time to practice (Pike, 2014). Teaching students presents a unique challenge in that children and young adults tend to require instant gratification and find many repetitive practice techniques of the past boring and time-consuming. Relating music practice to modern themes, such as video games, and helping students find some quick success are essential components of reaching these students (Crappell, 2013).

Dedicating time during rehearsals or lessons to teach students to practice efficiently and effectively can be time-consuming, but can also offer countless benefits. It has been found that time spent teaching a band student self-evaluation and self-improvement skills can have a positive impact on overall learning (Hewitt, 2011). A positive correlation between students’ knowledge and focus on practice strategies and those students’ time spent practicing indicates that skill in this area has many benefits (Mikzsa, 2012).

If a student experiences success using a practice strategy during a lesson, he or she will be more likely to practice in the future and to try that strategy during their individual practice at home (Crappell, 2013). As Prichard (2012) states, the value of devoting rehearsal time to teaching practice strategies is strong, not only because it gives students the tools to practice more effectively at home, but also because it allows for intense practice of the band repertoire. A study conducted with college students likewise supported long-term advantages of teaching music practice strategies (Sikes, 2013). When students gain experience not only over time, but also through instruction on practice strategies, they are better equipped to use practice time to make noticeable improvements no matter which practice strategy they choose to use.
Reframing Practice

While band directors have good intentions when requiring students to fill out practice charts or perform playing tests, these methods of increasing practice time can be detrimental to a student’s love of music (Smeltz, 2012). Smeltz (2012) states that reframing practice into an experience that is personally satisfying for the student can help make practicing a healthful lifetime endeavor. As Kageyama (2012) asserts, band directors must teach students to make time spent practicing deliberate and focused: “Deliberate practice...is goal-directed, problem-solving, solution-focused practice...It involves taking the time to stop, analyze what went wrong, why it happened, and how one can correct the error permanently” (p. 5). Positive correlations have been found relating use of practice strategies to increased performance achievement, indicating a need for focus on how to practice and not only on time spent practicing (Miksza, 2007).

Analysis of how intermediate level students structure their practice time was done by Miksza, Prichard, & Sorbo (2012) when they observed 30 sixth- through eighth-grade students practicing independently for one 20-minute session. The practice strategies used by students in this study were not highly varied and consisted mostly of repeating material, varying the tempo, and “goofing around.” The researchers observed that students did not spend much time on any one spot and seemed to get bored or unfocused toward the end of the 20-minute practice session. Their conclusion was that the study participants had practice behaviors similar to that of how a typical rehearsal is run, indicating that more instruction and practice on how an individual practice session should be structured was needed (Miksza, Prichard, & Sorbo, 2012).

Another study by Miksza (2006) involved a Likert-scale survey to determine 175 seventh- and eighth-grade students’ intrinsic motivation and attribution of success. That study concluded that there was a correlation between students’ time spent practicing and how efficiently they felt they practiced. This indicates that students may think the time spent practicing is most important for success. Also found in that study was a positive correlation between the willingness to spend time practicing and the intrinsic motivation for improvement that students felt (Miksza, 2006).

Characteristics of Individual Practice

Practice is not merely time spent playing an instrument. Colvin and Tkaczyk (2008) assert that practice must be deliberate and focus on stretching individual ability by working on skills that are just beyond current abilities. Repetition of these challenging activities is what helps solidify deliberate practice and provide true growth (Colvin & Tkaczyk, 2008).

The concept of deliberate practice using challenging activities and strategies can be intimidating for students. This is a topic addressed by Pike (2014), who states it is important to break the process down so students can understand what is required and feel they can achieve the goals. Focusing on small musical objectives will help students practice more efficiently and will result in more rapid progress overall. Students may not succeed the first time they attempt these small objectives, but the failure will be small enough to be tolerated as opposed to discouraging them. These low-stakes failures can allow students to learn from their mistakes while still being motivated to achieve the next practice objective (Pike, 2014).

According to Duke, Simmons, & Cash (2009), students need to understand that the goal in their musical career is not necessarily to avoid making any errors. People in all areas make mistakes, and musicians, no matter their skill level, are no exception. What has been found to determine the difference between novice and skillful players is the ability to identify errors and use problem-solving to fix these errors (Duke, Simmons, & Cash, 2009).

The Role of Parents

Another strategy for promoting successful practice, while also providing positive motivation for students, is to include student’s parents in the process. If parents can create positive and fun practice experiences for children, these students will gain self-motivation (Tsioulcas, 2012). Parents can help make
practice rewarding for their son/daughter by encouraging them to reach daily musical goals. Reaching these goals can lead to increased motivation, which encourages more effort during practice and more pride in accomplishments (Cutietta, n.d.). Parental support at home is especially important for beginning band students who are just starting instruction on their instruments. McPherson and Davidson (2002) related music practice to learning other skills such as reading; something we would not expect a young child to learn on his or her own without individual support. Since band directors cannot be with students during all of their individual practice, enlisting parents to help at home is a key factor in establishing effective practice.

**Practice Strategies**

Educating students and parents on specific practice strategies is essential. According to Smeltz (2012), many students practice with a “fix and continue” method, where they identify a problem they just made, fix the problem once, and then immediately move on through the music. Practice strategies that can help students to better attack problem areas are needed. The number of practice strategies used by a student can often be a better predictor of musical achievement than practice time alone (Smeltz, 2012).

This goal of teaching students to approach practice analytically was substantiated in research by Rohwer and Jeremy (2006), where it was found that students practicing more analytically improved significantly more than those who approached their practice holistically. That study involved 65 eighth-grade students who sight-read a 24-measure exercise, were asked to improve their skills on the exercise for 5 minutes, and then played the exercise again. Those rating the performances found that students who applied a greater number of practice strategies had the largest increase in playing ability. Rohwer and Jeremy (2006) also propose that reflective modeling by the teacher can be a great tool in teaching students how to be analytic about their practice. Kostka (2004) refers to this strategy as “Practice how to practice” (p. 26) and asserts that this has a more lasting effect on students than merely telling them what they have done wrong. Pike (2011) suggests that to be successful, band students must learn to critically analyze the music they make and develop as independent learners.

Many authors have put together lists of practice strategies that will help students in this deliberate and analytic practicing. Smeltz (2012) offers 19 strategies to help promote a lifelong joy of music. Kageyama (2012) writes about eight “practice hacks”, including analyzing and planning practice time, which help students to achieve better results in less time. Kostka (2004) also advocates structured practice time with a quiet location, short breaks, and listening to, or playing along with, recordings. Maynard (2005) suggests a “STIIRRR” method (Stop, Think, Identify, Isolate, Remediate, Reinforce, and Re-contextualize) with steps for a successful practice session, along with a list of tips for parents to assist in practice at home. A few of these tips relate to helping the student set and adhere to a consistent practice routine with a conducive environment, leaving the instrument out, and being a positive motivator. Many practice strategies are also laid out by Oare (2011), along with goal-setting strategies and sample practice logs. Teaching students how to set realistic and attainable goals will help them structure their practice time and implement the strategies they have learned, according to Oare (2011).

**Practice Charts**

Several authors, including Johnson (2009) and Pike (2014), have discussed how well-designed practice charts can benefit students by guiding them toward practicing efficiently. Detailed practice charts include specific strategies and goals that allow students to visualize and achieve small successes during their practice sessions. Johnson (2009) uses practice charts to help students divide their practice time into work on fundamentals, etudes, and literature. With specific practice goals, the focus turns to quality, not quantity (Johnson, 2009). Pike (2014) also proposes using detailed charts during practice, in which the teacher has outlined specific passages of music to be worked on throughout the week. Pike’s practice assignments included specific sections within repertoire to be worked on and specific steps students were asked to follow to evaluate their performance (Pike, 2014).
After reviewing available research, this researcher determined that one of the most promising methods of increasing practice time and efficiency is instruction on how to practice. By teaching practice strategies and helping students set and achieve practice goals, the band director can create lasting impact on the students’ practice habits, and in turn, success on his or her instrument. Skills of self-discipline that transfer to personal fulfillment and lifetime success can also be a result of successful practice instruction (Tsioulcas, 2012).

**Purpose Statement**

Previous research and related articles included theories that practice strategies developed and/or implemented in past studies were valuable, but were mostly qualitative. This researcher found a gap in literature relating to determining the tangible, or quantitative, effect of teaching practice strategies to band students. This study addressed this gap in research by conducting a research study with students to determine actual data relating to practice frequency and efficiency. The purpose of this research was to determine what correlation there is between teaching practice strategies to students, the independent variable, and those students’ practice frequency and efficiency, the dependent variables. This researcher expected to find that students’ practice frequency and efficiency increased with instruction on practice strategies.

**Methods**

**Participants**

The participants for this research included this researcher’s trumpet and French horn band lesson students. The researcher was the lesson teacher for this group of students, and had the support of the students’ two full-time band directors. Lessons with these students occurred individually or in groups of two to three students for 13-20 minutes, once per week. This was a group of 37 students in grades 6 (n=10), 7 (n=16), and 8 (n=11) who had, for the most part, been playing their instruments since fifth grade. Among the participants were 22 females and 15 males, 84% of which were white Caucasian. The socio-economic status of these students was not known by the present author, but the community they represented was classified as upper-middle-class. The participants covered a wide range of ability, knowledge, and skill, which represented a group of typical middle school students. All of the researcher’s students who participated in this study received the full treatment and were not divided into groups. The students did not receive any incentive to participate in this study in addition to personal betterment.

**Materials**

The primary materials used to conduct this study were practice time logs, questionnaires, and practice strategies compiled by this researcher. A basic practice log allowed students to report how many minutes they practiced in a week. Students recorded which days they practiced, how many minutes on those days, and then totaled these numbers at the bottom.

A questionnaire was designed by this researcher as another way to assess student practice time and also knowledge of practice strategies. This nine-question survey included eight questions that required a number answer (i.e. number of minutes spent practicing, number of practice strategies known and used, Likert-scale rating, etc.) that could easily be compared and analyzed. The non-numerical question required the participant to list as many practice strategies as they could. Questions related to the students’ current practice routine were divided into two categories: time spent and strategies used. Time spent included the average number of days per week a student practiced individually, as well as the average number of minutes spent per practice session. Strategies used included any routines the students had regarding warm-ups, exercises, materials (e.g. method books, solos, etc.), and methods used to identify and fix mistakes. Specifically, students were asked to list as many practice strategies as they could think of that they had been taught or had used in the past to correct mistakes when practicing. Students were also asked to rate, on a 5-point Likert-scale, their average desire to practice, enjoyment of practicing, and knowledge of how to practice. Students were asked to include their name on the questionnaire so that better comparisons to the pre and post self-evaluations could be made. This also allowed the teacher to tailor instruction to best help each individual student.
Several practice strategies were compiled by the researcher to help in the instruction phase of this study. Some of these materials were focused on encouraging students to want to practice, while others focused on strategies to help with how to practice and strategies to make practice time more efficient.

The Instrument Practice Record was a more advanced practice log designed by this researcher. This log contained not only the amount of time spent practicing, as on traditional practice logs and that used at the beginning of the study, but also strategies used and material worked on during the practice sessions. It also allowed for goal-setting related to the students’ practice time, material covered, and strategies used.

The SmartMusic computer program, with downloads and subscriptions available at www.smartmusic.com, is an apparatus that was used to help determine participants’ actual playing ability on their instruments. SmartMusic can be used on any standard desktop computer and some tablets. In this study, a Dell desktop computer was used, along with an external microphone and external speakers. SmartMusic has the ability to give a computer-analyzed, objective assessment of notes and rhythms played by the student, giving a percentage of what was played correctly. SmartMusic is used by many band directors for assessments and multiple other uses, some of which are laid out by Crochet and Green (2012).

Etudes used on SmartMusic to determine practicing efficiency were taken from the Accent on Achievement method books, which were the books these students worked out of throughout the school year. The etude used for the pre-study test for sixth grade students was from the Accent on Achievement Book One, number 100; for seventh grade students was Accent on Achievement Book Two, number 48; for eighth grade students was Accent on Achievement Book Two, number 88. The etude used for the post-study test for sixth grade students was from the Accent on Achievement Book One, number 117; for seventh grade students was Accent on Achievement Book Two, number 52; for eighth grade students was Accent on Achievement Book Two, number 99 (O’Reilly & Williams, 1997).

Procedure

This research was conducted over a three month period, from the end of January to the end of April. The researcher saw each student once per week for either an individual lesson that was 13 minutes long, or a pair or trio lesson with duration of 20 minutes. All instruction and SmartMusic assessments occurred during these lessons, as did completion of the Student Questionnaire.

During the first two weeks of this study, the researcher asked students to record their weekly practice time on a practice log. Little instruction was given on expectations other than the weekly assignment of turning in the practice log and completing it honestly. During these initial weeks of the study, students also completed a questionnaire, which assessed the students’ current practice routine, in terms of time and strategies, and their attitude toward individual practice.

Also during the first two weeks of this study, a short etude was assigned that was moderately challenging for the students. Students sight-read this etude using the SmartMusic program, and a percentage score of notes and rhythms performed accurately was determined. This computer-generated percentage was compared with the score on the same etude played with SmartMusic one week later, after practice.

As the treatment phase of this study began, students began receiving instruction on how and why to practice, which encompassed most of the students’ weekly 13-20 minute band lesson. Motivational articles and stories were provided to help students understand what they could accomplish with consistent, focused practice on their instrument. The distinction between just “putting in time” on their instrument as opposed to thoughtful, planned practice was made. Students were encouraged to begin, or continue, the journey of using frequent and effective individual practice to improve their skills on their instrument.

During this phase, students were also instructed on practice strategies. A handout was given, which they were asked to keep in their band music binder and to use during every practice session. This handout included a list and brief explanation of numerous strategies students could use to increase the frequency and efficiency of
practice sessions. Students received detailed instruction on these strategies during their 13-20 minute weekly band lessons over the course of six weeks. Many of the strategies were practiced with the teacher to ensure that students knew how to apply them on their own.

At the conclusion of the instruction phase of this study, students were asked to again fill out a weekly practice log for two weeks prior to a band solo contest. They then received instruction on how to fill out the more advanced Instrument Practice Record and completed that for two weeks. The data from these four weeks of practice time was later used to determine the average number of minutes each student practiced per week following instruction on practice strategies.

The SmartMusic assessment process was repeated with different, but similar, etudes following the instruction phase of the study. The statistical variances between the first two (pre-study) scores for each student and the final two (post-study) scores were analyzed to determine if an increase in practice efficiency was found.

Students also completed a post-study questionnaire relating to their practice habits and feelings. These questionnaires were analyzed against the initial questionnaires to determine if attitudes toward practice and knowledge of practice strategies increased.

Data Analysis

Information gathered in this AB research design was analyzed based on two main numerical data sets: time spent practicing and improvement in playing ability following a week of practice. The practice time portion of this study compared data from practice logs and the instrument practice record. Two weeks of practice time data were gathered at the beginning of the study and averaged together. Four weeks of practice time data, two prior to and two following a band solo contest, were gathered at the conclusion of the study and again averaged together. These pre- and post-study averages were analyzed with a dependent samples t-test to determine if practice time increased following the instruction phase of this study. An alpha level of .05 was used to determine the significance of the p value.

Practice efficiency data gathered with the SmartMusic playing tests comprised the second data set analyzed in this study. The variation in scores before and after a week of practice was determined at the beginning and end of the study. This data was analyzed with a dependent samples t-test to determine the statistical change resulting from the instruction of practice strategies. An alpha level of .05 was used to determine the significance of the p value.

Results

This study tested the impact that teaching practice strategies to middle school band students had on practice frequency and efficiency. An AB research design was used and data were analyzed with a dependent samples t-test. The results of these two paired-samples tests supported the researcher’s hypothesis that teaching practice strategies to band students increases practice frequency, but showed little or no evidence of an effect on practice efficiency.

Interpreting practice frequency data, as shown using minutes of practice time reported per week, indicated practice strategy instruction led to increased practice frequency. Practice time reported by students was lower pre-study ($M = 43.57$, $SD = 51.29$) than it was post-study, or after instruction on practice strategies ($M = 67.53$, $SD = 61.72$), $t(36) = -4.371$, $p < .001$. Cohen’s $d$ in this test was $d = 0.719$, indicating a medium-large effect size. The results indicate that a significant increase in practice frequency was shown following the treatment phase of this study.

Interpreting practice efficiency data, as shown using playing evaluations with the SmartMusic computer program, indicated little or no evidence that instruction in practice strategies increased practice efficiency. Practice efficiency as shown by improvement on playing an etude after one week of practice was lower pre-study ($M = 6.432$, $SD = 17.35$) than it was post-study ($M = 11.243$, $SD = 18.66$), $t(36) = -1.200$, $p = 0.238$. The
results indicate an insignificant increase in practice efficiency was shown following the treatment phase of this study.

**Discussion**

The purpose of this study was to determine what relationship there was between teaching practice strategies to band students and those students’ practice frequency and efficiency. This researcher expected to find that students’ practice frequency and efficiency increased with instruction on practice strategies. Data from this study supported the hypothesis that instruction on practice strategies increases practice frequency and generally supported past research and theory.

Data was not as conclusive in support of the hypothesis that instruction on practice strategies increases practice efficiency. While some improvement was shown by individuals in this area, it was not statistically significant for the participant group as a whole. One contributing factor to this could have been that many of the students reported that they did not practice the assigned etude between their pre-test and post-test, particularly in the post-study phase. Since those students did not apply the practice strategies to practicing that etude, the test couldn’t really assess their playing efficiency based on using practice strategies.

The importance of analytical practice, as emphasized by Kageyama (2012) and Rohwer and Jeremy (2006), was discussed and demonstrated with participants in the current study. This instruction helped participants begin to understand why focused practice is important. Students then gained an understanding that, in order to practice efficiently, they needed to learn how to practice (Miksza, Prichard, & Sorbo, 2012) in contrast to simply putting in time on their instrument. As students began to learn about music practice, some of them talked about beginning to appreciate that the difference between novice and skillful players is the ability to practice efficiently, as supported by Duke, Simmons, & Cash (2009).

In analyzing practice and etude performance data from individual students, those who applied the practice strategies taught made the most improvement in the areas of practice frequency and efficiency. This finding supported the assertion by Smeltz (2012) that use of practice strategies is a better indicator of achievement than practice time alone. Kostka (2004) and Pike (2011) also argued that the use of practice tools increases achievement; something supported in this study’s research findings. Another aspect of the current study that influenced student awareness of practice strategies was the use of detailed practice logs. As maintained by Johnson (2009) and Pike (2014), the use of thorough practice charts, such as those used in this researcher’s study, supports increased achievement. The application of these past theories supported student growth in the current study, as evidenced in increased practice frequency and some increase in practice efficiency.

**Limitations**

One limitation with this study was a relatively small sample size. Although the research began with 49 students, nearly 25% of those had to be dropped from the study. This was due to an inability to collect data from students who missed multiple band lessons. The resulting smaller sample size affected the statistical tests, making it more difficult to determine the true effect of practice strategy instruction.

The short length of this study, which was conducted over about three months, also played a role in limiting the findings. Since the researcher only saw these students for 13-20 minutes once per week, the 6-week treatment phase did not provide ample time for practice strategy instruction and rehearsal. If more time had been allotted for going over these strategies multiple times and rehearsing them with the students, participants may have had more success implementing them on their own.

Another limitation in this study was the lack of control and experiment groups for comparison. The researcher had a small sample of students available for this study and wanted to offer all of them the possible advantages of instruction on practice strategies. However, having a control group of students who did not
receive this instruction would have provided more comparison possibilities. This could have helped determine if outside factors affected practice frequency and efficiency in addition to the instruction on practice strategies.

The AB research design of this study offered limitations as well. If students had been given more instruction and testing during this study, results could have varied. With only one set of playing tests pre- and post-study, there was more room for error and discrepancy between students. Providing more playing tests would have diminished the influence of outside variables that may have affected a students’ performance.

A variable control limitation with this study was the practice time available and used for students to practice using the practice strategies they were taught. In order to assess students’ use of practice strategies to increase practice efficiency, this research model made an assumption that students would practice the given etude between playing tests; many did not. Some of these students spoke of not having time to practice due to other time commitments, and others expressed that they practiced more or less based on performances they had to prepare for.

Suggestions for Future Research

A larger beginning sample size in similar future research would allow for a more accurate statistical test. If some students had to be dropped from future research, as in this study, more participants in the beginning pool would limit the effect of those dropped. This would also help account for the range of abilities and motivation present in studies with groups of students.

This researcher would also recommend future research be conducted over a longer period of time than three months. More months spent in the study, or at least more time with students each week, would allow for the researcher to provide more instruction on practice strategies and to utilize these strategies with students. Increased practice using these strategies with the teacher would potentially lead to more efficient use of them by students in their individual practice, thus influencing the data and results of the study.

Future research that includes a control group would provide added comparison opportunities. If circumstances do not allow for students within a class or school to be separated for instruction and control, students from a different school could potentially be used as the control group. Using the same practice frequency reporting tools and practice efficiency testing on the experiment and control group would help determine if increase in practice frequency and efficiency was, in fact, due to practice strategy instruction.

Conducting an ABAB research study would be another recommendation for future research. This researcher would recommend giving students multiple playing tests during both the pre-study and the post-study. These scores could be averaged together to achieve a more statistically accurate analyses of playing ability and practice efficiency.

A final suggestion for future research is to build practice time during the school day into the study. This would give the participants a chance to put the practice strategies to use without having to find time on their own. While this would not be a long-term solution to getting students to practice more, it would allow for them to experience more success with using the strategies taught, particularly if that practice time was with a teacher helping them. This could lead to a more accurate assessment of the influence of practice strategy instruction.

Implications

This study supported the hypothesis that band students benefit, although to varying degrees, from instruction on practice strategies. Practice frequency tends to increase with practice strategy instruction. Students can gain an appreciation for the value of making time to practice when they see it can increase their practice efficiency and skills. Practice efficiency could increase with practice strategy instruction if developed and applied to a higher degree. For these reasons, this research supports the need for band students to continue their study of practice strategies.
Band educators should make teaching practice strategies to students a priority. Increasing student practice frequency and efficiency can lead to increased general playing ability, which can lead to increased ability of the ensemble(s) these students are members of. Increasing student practice frequency and efficiency could also allow for students to work on some of what is currently taught during ensemble and/or lesson time at home, thus allowing the band or lesson teacher to cover more advanced material during class or lessons.

Parents are likely to see an improvement in their son/daughter’s instrumental music skills with increased instruction on practice strategies. Parents may be able to see or hear improvement in their son/daughter’s playing ability with an increase in practice frequency and efficiency. For this reason, parents might feel motivated to support their children in developing strong practice habits at home. Involving parents in the practicing process could be beneficial for increasing practice frequency and efficiency.

References

