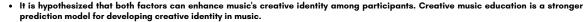# THE RELATIONSHIPS AMONG CREATIVE IDENTITY, MUSICAL EDUCATION PERFORMANCE IN UNIVERSITY STUDENTS

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BACKGROUND

- In Hong Kong, the creative industry is booming. For these industries to thrive, more talented individuals with high creative identities are needed. **The present study used creative music education and real-time performing experience as the two factors to investigate their relationship with creative identity among Hong Kong's young adults aged 18-25.**

- Creative identity is positively related to creativity performance. It is currently the case that Hong Kong puts more resources into music education for students. Thereby, the present study will focus on examining students' Creative identity in music (CIM).

- CIM refers to being able to create original musical products that are appropriate to the musical context in which individuals are performed (Kokotsaki & Newton, 2015).

- **The specific research questions are as follows:**
  1. Can real-time dynamic performing, and creative music education enhance creative identity in music?
  2. Which factor(s) have a stronger impact on creative identity?

- **It is hypothesized that both factors can enhance music's creative identity among participants. Creative music education is a stronger prediction model for developing creative identity in music.**

STUDY DESIGN

- An online survey was conducted among 121 university students aged 18-25. Females (n=94) and Males (n=27). The mean age was 19.16 (SD = 2.2).

- The scales are used as follows:
  - Creative Identity in Music (CIM) (α = .874)
  - Best Practice Standards (α = .862)
  - Performing experience scale (α = .918)

- Correlation was used to examine the relationship between the factors and individuals' creative identity. Multiple linear regression was adopted to estimate the influencing factors related to the creative identity.

RESULTS

- **Only the performing experience variable had a moderate positive relationship with Creative Identity in Music (CIM),** r = **.43,** p < **.01.** However, no significant correlation was found between creative music education and CIM.

- **"Real-time performing scale" significantly improves the predictive power** to predict "Creative Identity in Music" scores ($\Delta R2$ = .263, $F(2,115)$ = 16.384, p < 0.001).

DISSCUSSION & IMPLICATION

Developing creative identity in music

- **Marcia's Identity status model (Kroger & Marcia, 2011)**

		Exploration	
		Low	High
Commitment	High	Foreclosure (Creative music education)	Identity Achievement (performing experience)
	Low	Identity Diffusion	Moratorium

- Participation in music competitions and community performances leads to high commitment and exploration in the identity development process.
- Creative music education is seen as a high commitment but low exploration activity, with students receiving one-way education from teachers.

- **Higgins's Self-Discrepancy theory (Higgins, 1987)**

Actual Self — Ideal Self

- Students with these musical abilities believe they can attain their future self, as the self-discrepancies between their actual and future self are low.
- "Performing experience" training aligns closely with the development of a creative identity in music, including music theory knowledge, performance skills, and song arrangement experience.

Nurturing talent individuals

Gagné (1998) proposed that having corresponding traits (intrapersonal) and a positive social environment (environmental) is essential for the transformation of outstanding natural abilities into talents. Every individual is born with natural abilities including creativity. In this context, CIM may be considered a corresponding trait and performing experiences would offer a great social environment to nurture talents.

Implications for teaching

- Policymakers may consider allocating funds to support performing arts programs in schools and communities.
- Policies could be implemented to integrate real-time performance opportunities into the educational curriculum

Limitations & Further Research

- The use of self-report measures which may have an inherent subjective response bias
- Gender bias study
- Further studies focusing on young children and other creative dimension

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