

COMPARATIVE ANALYSIS OF 4th, 5th, 6th GRADE PRIMARY SCHOOL STUDENTS' PERCEPTIONS TO SELF CONCEPT IN MUSIC ACCORDING TO VARIOUS VARIABLES

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ABSTRACT

Musical education process, as well any other branch of art, is one of the most fundamental aspects which complement individual development of human being. In this study, the distinctions among 4th, 5th and 6th class primary school students' perceptions to self-concept in music; how self-concept in music change with respect to the following variables - gender, age, class level, school type, having or not having skills to play a musical instrument, having musical training out of school- were investigated. Also relations between the variables were analysed. By education process in music classes, the aim was to present suggestions for improving this process while putting forward student's own assessments about himself in music class. This investigation was performed by descriptive scanning model for determining the situation. 143 students in 2008–2009 educational year, both in private and state schools were involved in study as a medium for gathering data with “The Scale of Self Concept In Music” developed by Kocabaş (1998) consisting of 21 items of Likert type. SPSS 16 program was used for analysing data and standard deviation, one-way variance analysis, tests of t, F and Scheffe were implemented and the relation between Pearson Correlation Coefficient and variables were also discussed. In this study, while a meaningful difference between variables such as levels of perception of students' self-concept in music and age, class level and committing skill development programs was obtained; a meaningful difference between variables such as gender, instructor, playing or not playing a musical instrument and parents' musical education was not obtained. In addition to this, a positive low meaningful relation between gender, age, class-level, school type, music in the family and self concept was obtained. We should increase activities like music and instrument in communities and provide students benefit from these activities. Students and their families must be informed about the effect of music education to individual's general and self-concept creation and importance of this. Basic music education in the family, at the nursery, elementary and secondary levels should be improved gradually.

Key words: Self concept in music, music education

INTRODUCTION

Art is an important subject which improves individual's cognitive, social and personal proficiency (Fisk 1999). Art and every single branch of it complement individual's culture and cognitive activities (Spychiger 1998). According to Fisk, while the educational process of various disciplines was focusing on the development of one single skill or field, art and every kind of it bring multi-faceted skills and provide social and emotional development to individual. In this context, music is not only an aesthetical whole integrating emotions, thoughts and creation according to a particular beauty understanding; but also a common language that provides cooperation, agreement, sharing and meeting between societies by regulating social relations (Uçan 1993). Because individual gains some attitudes with music. With the help of these attitudes, individual interacts more and more. By this interaction, he or she develops multi-faceted behaving patterns like “resting with music”, “walking with music”, “learning with music”, “working with music” and so on (Uçan 1996). According to this, music has an educational character. The educational character in essence of music, its serving to educational purposes and its meeting educational requirements all together tell us about an aspect of education. In particular, Eskioğlu (2003) suggests that music education has an important role on moral training.

The attitudes towards music education and music itself differentiate according to development period characteristics. Mertoğlu (1991 : 30) argues that children between 9-12 use music as an instrument of creating and determining an identity. For this reason, music education in primary period should be taken according to children' ages. To give music education without recognizing child's attitudes and skills towards music may cause him or her to alienate from music, even arts. According to this theory, general experiences, individual's educational experiences may provide him or her with a positive or a negative self-concept perception. Because, self-concept perception consists of perceptions towards ourselves. When it comes to relation between music and self-concept creation, always come to mind the effect of music education to individual's general self-concept creation. In a study investigating relation between the attitude towards music, self-concept creation and social status of 3rd, 4th, 5th and 6th class students, Nolin, Newman and Vonder (1987) suggested a meaningful relation between gender and self-concept creation and that children who had a medium socio-economical level showed a considerable positive attitude towards music than those of low and high socio-economical status. According to this, self-concept was a fundamental factor that affected attitudes towards musical activities and experiences in classroom.

In an experimental study of Kocabaş's (2001) implementing one of the methods with Cooperative Learning "starting out from rhythm of the song", it was observed that experimental groups had more positive self-concept than control groups in music class.

In this analysis, it was aimed to determine how primary school students' perceptions –in a period of growth - of self-concept developed with specific variables. In light of this purposes, sub-problems of study was considered as:

1. Does self-concept in music of 4th, 5th and 6th class students in primary schools;
 - 1.1. show a meaningful difference in terms of gender?
 - 1.2. show a meaningful difference in terms of class level?
 - 1.3. show a meaningful difference in terms of school type?
 - 1.4. show a meaningful difference in terms of playing-not playing a musical instrument?
 - 1.5. show a meaningful difference in terms of having an extra musical education out of school?
 - 1.6. show a meaningful difference in terms of having or not having a musical training in their families?
 - 1.7. show a meaningful difference in terms of their age?
2. What is the relationship between these students' self-concept and variables?

METHOD

Survey Method

This survey was performed with descriptive scanning model. Scanning model determines level of change between two or more variables. The students were asked to reply inquiry questions about their self-concept in music.

Universe And Sample

The universe of this survey consisted of 4th, 5th and 6th class students attending to primary schools in İzmir in 2009. The sample was selected randomly among 143 primary school students. The extent of this study was of 4th, 5th and 6th class students in both private and public schools. Initially, 143 students were given a scale for determining self-concept in music and variables' relations mutually.

Independent variables were gender, class level, school type, playing or not playing a musical instrument, having an extra musical education out of school; and **dependent variable** was self-concept in music.

Table 1: Shows Data About Sample.

Gender	n	%	X	ss
female	72	50,3	1,49	,50
male	71	49,7		
Total	143	100		
age	n	%	x	ss
10	41	28,7	3,03	,86
11	66	46,2		
12	26	18,2		
13	10	7		
Total	143	100		
Class level	n	%		
4	44	30,8		
5	77	53,8		
6	22	15,4		
Total	143	100		
School type	n	%	x	ss
Public	70	49,0	1,51	,50
Private	73	51,0		
Total	143	100		
Playing a musical instrument	n	%	x	ss
Yes	97	67,8	1,32	,46
No	46	32,2		
Skill development program	n	%	x	ss
Yes	49	34,3	1,65	,47
No	94	65,7		
Total	143	100		
Music in family	n	%	x	ss
Yes	84	58,7	1,41	,49
No	59	41,3		
Age	n	%	x	ss
10	41	28,7	3,03	0,86
11	66	46,2		
12	26	18,2		
13	10	7		
Total	143	100		

According to Table 1, % 50 (n=72) of respondents was female and % 50 (n=71) male. The age of sample, % 29 (n=41) was 10 years old, % 46 (n=66) 11, %18 (n=26) 12 and % 7 (n=10) 13 years old. In class levels % 31 was (n=44) 4th class, % 54 (n=77) was 5th class, % 15 (n=22) was 6th class. % 49 of sample attended public school while remaining attended (%51) private schools. % 68 (n=97) played a musical instrument and remaining %32 did not. % 34 had an extra skill development program and remaining % 66 did not have. The sample's % 59 (n=84) had their families with musical education while remaining % 41 (n=59) did not.

Data Gathering Instruments

Personal Information Form

This form consisted of questions about students' gender, class level, school type, ability to play a musical instrument, having an extra musical education out of school.

The Scale of Self-Concept in Music

"The Scale of Self-Concept in Music" developed by Kocabaş (1998) consists of 21 items in Likert type. The respondents replied these items with a three-categorized scale of yes (1) and no (3). Categories were pointed with 1, 2, 3. According to results of reliability analysis Cronbach's Alpha Coefficient and Two-Half Reliability Coefficient were found to be 0.87 and 0.80 respectively. In factor analysis applied to this scale, a considerable part of scale items was integrated on a single factor. A scale with one aspect and 21 items were obtained by analysing data.

Data Analysis

By applying a factor analysis, the final scale was obtained from the framework. The factor analysis was applied for changing data patterns related with each other to new and less data patterns, presenting the common factors by grouping variables considered to explain an occurring or a situation and grouping variables affecting an occurring (Ozdamar 2002). In this context, a factor analysis was applied to determine the structure of the scale. Data gathered after application of scale were analysed by using "SPSS 16 for Windows" program. For examining the scale structure an Exchange of main components and varimax was done. Items for which factor loading were more than 40 were included in process. Total testing correlations of items in scale were computed by using Pearson Momentums Multiplication Corelation Coefficient. In item eliminating process, total test corelation, factor analysis and internal adequacy coefficient were evaluated together. Items for which total test correlations were less than 40 were eliminated from the scale. Reliability coefficient of both scale and its components was computed by using Cronbach's Alpha Coefficient. This coefficient was 0.86. Significance level of all statistical processes was taken as 0.05.

For determining whether a difference existed between groups, "t" test for double variables and "F" test for more than two variables were applied. A single- variance analysis was done. "Scheffe" test was applied for determining the significant differences resulting from groups.

FINDINGS

Findings about Enquiry's validation and reliance level and factor analysis

Findings about Enquiry's validation and reliance level

Some work was done about preparing the enquiry items for providing the extent of validation. The similarity between aspects obtained in past studies, both quantitative and qualitative, which was produced by factor analysis, indicated an important relation in terms of structural validity of enquiry.

Table 2: Analysis of Pre-Test Form

n	Items	Cronbach's Alpha Reliability Coefficient
143	31	,868

Items which had an item-test correlation coefficient of 0.40 and more were very well indicative items; items between 0.30-0.40 were well and those between 0.20-0.30 were considered to be corrected. According to item analysis of this survey, it was wise to eliminate items for which correlation was less than 0.40. Table 3 shows items for which correlation was more than 0.40 as a final scale.

Table 3: Reliability Coefficient of Final Scale

n	Items	Cronbach's Alpha Reliability Coefficient
143	21	,868

Cronbach's Alpha Reliability coefficient was found to be .86

Table 4: Mean, Standart Deviation and Item Correlation of Final Scale

No	Items	\bar{X}	ss	%	Item Correlation
2	I am good at playing and singing in music classes	1,57	,64	28,61	9,38
3	I feel excited when I think I am going to make a mistake when I sing or play	2,04	,85	7,94	2,64
4	I feel confused when I have an exam in music class.	1,62	,83	7,56	2,52
5	I can succeed without somebody helping me in music class	1,69	,74	5,81	1,93
7	I fear making a mistake in music class.	1,76	,84	5,11	1,70
8	I can forget a song while learning another	1,51	,73	5,04	1,68
9	I can forget whole notes	1,95	,84	4,28	1,42
10	I am good at music	1,44	,67	4,15	1,38
11	I can not bear whole notes in my mind	1,60	,81	3,94	1,31
12	I forget lyrics of songs.	1,34	,61	3,57	1,19
13	I can not achieve music how ever i work.	1,22	,50	3,28	1,10
16	I make music home works with a pleasure.	1,41	,67	3,13	1,04

17	I sweat in music quizzes.	1,58	,73	2,67	0,90
20	I pay attention to my music teacher.	1,34	,60	2,56	0,85
21	I like voluntarily singing-playing in music classes.	1,72	,75	2,23	0,74
22	I can immediately ask teacher whole notes that I do not know	1,43	,66	2,17	0,72
23	I hate writing whole notes.	1,93	,86	1,93	0,64
26	I feel happy in music classes.	1,40	,59	1,72	0,57
27	I think that I am popular at musical activities	1,90	,75	1,53	0,51
29	I feel happy when my friends ask me to sing-play	1,40	,70	1,43	0,47
31	I am good at music.	1,49	,69	1,21	0,40

In Table 4, item number 2 had the highest level according to percentage.

Findings of 1.1st Sub-Problem

Table 5: Arithmetical Averages And Standart Deviations Between Student Gender And Self-Concept

Gender	n	\bar{X}	ss	Standard Error	df	t	p
Female	72	52,63	4,272	,503	141	2,39	,45
Male	71	54,42	4,61	,548			
Total	143						

$P < ,005$

According to Table 5, male students's self concept average was higher than those of female students. But there was no significant change in self-concept with respect to gender in t test analysis ($t=2.39$; $p=,45 > ,05$).

Findings of 1.2.st Sub-Problem
Table 6: Aritmetical averages and standard deviations between sample's class level and musical self concept.

Class-level	n	\bar{X}	ss	Standard Error
4 grade	44	51,45	3,66	,61
5 grade	77	53,53	3,90	,42
6 grade	22	57,63	5,10	1,12
Total	143	53,52	4,52	,37

According to Table 6; 6th class had the highest average ($\bar{X}=57,63$), 5th class has the medium ($\bar{X}=53,53$), while 4th class had the lowest ($\bar{X}=51,45$). It seemed that as the class level increased the level of self-concept also increased in paralel to this.

Table 7: Variance Analysis Results of Sample's Class Level and Self-Concept

Variance resource	Squares sum	Freedom level	Squares average	F	p
Between groups	560,49	2	280,24	16,74	*,00
In groups	2343,16	140	16,73		
Total	2903,66				

According to Table 7; there was a significant difference between self-concept and class level. ($F=16,74$; $p=,00<,05$). According to Scheffe Test results significant difference existed between 4th class ($\bar{X}=51,45$) and 6th class ($\bar{X}=57,63$). 6th classes had a higher average than 4th classes.

Findings of 1.3. Sub-Problem
Table 8. Aritmetical Averages And Standard Deviations Between School Type And Self-Concept.

School type	n	\bar{X}	ss	Standard error	df	t	p
Public	70	52,1429	4,33150	,51771	141	3,73	,549
Private	73	54,8493	4,32586	,50630			
Total	143						

* $p<,005$

According to Table 8, there was no significant change in self-concept with respect to school type. ($t=3.73$; $p=.54>.05$). It could be similar because of music courses given by the music teachers in the two kind of schools.

Findings of 1.4st Sub-Problem

Table 9: Arithmetical Average And Standard Deviation Between Self-Concept And Sample's Playing or Not Playing A Musical Instrument

Musical instrument	n	\bar{X}	ss	Standard error	df	t	p
Yes	97	53,31	4,61	,468	141	,78	,78
No	46	53,95	4,34	,640			
Total	143						

* $p<.005$

According to Table 9, there was no significant difference between these variables ($t=.78$; $p=.78>.05$). It might be said that there were effective music courses in the schools and singing and playing had similar effect on students's self concept.

Findings of 1.5th Sub-Problem

Table 10: Arithmetical Averages And Standard Deviations Between Self-Concept And Sample's Having or Not Having An Extra Skill Development Program

Skill development Program	n	\bar{X}	ss	Standard error	df	t	p
Yes	49	53,00	3,51	,50	141	1,00	*,007
No	94	53,79	4,96	,51			
Total	143						

Table 10 shows that there was significant difference in students' self concept level according to having or not having an extra skill development programme ($t=1.00$; $p=.007<.05$). Students who were not having an extra skill development programme had higher arithmetic mean than those having it. Effective music course given by the music teacher in the schools might do similar self concept as skill development programme. Because students' self concept's average was higher than the average of the scale.

Findings of 1.6th Sub-Problem
Table 11. Arithmetical Average And Standard Deviations Between Self-Concept And Sample's Having or Not Having A Musical Training In Their Families

Musical training in family	n	\bar{X}	ss	Standard Error	df	t	p
Yes	84	52,53	4,55	,49	141	3,22	,38
No	59	54,93	4,10	,53			
Total	143						

*p<,005

According to Table 11; there was no significant difference in self-concept of the students who had or did not have a musical training in their families ($t=3,22$; $p=,38 > ,05$). It might be said that school and music teacher affected students' self concept in educational processes more than the family.

Findings of 1.7 th Sub-Problem
Table 12. Arithmetical Averages And Standard Deviations Between Musical Self-Concept And Sample's Age

Age	n	\bar{X}	ss	Standard Error
10	41	51,73	3,66	,57
11	66	53,53	3,90	,48
12	26	54,26	5,10	1,00
13	10	58,90	5,66	1,7
Total	143	53,52	4,52	,37

According to Table 12; age of 13 had the highest mean ($\bar{X}=58,90$) while age of 10 had the lowest mean ($\bar{X}=51,73$).

Table 13. Variance Analysis Results of Sample's Age And Self Concept

Variance resource	Squares sum	Freedom level	Squares average	F	p
Between groups	435,16	3	145,054	8,16	*,00
In groups	2468,50	139	17,759		
Total	2903,66				

*p<,005

According to Table 13; there was a significant difference between self-concept and age. ($F=8.16$; $p=,00<.05$). According to Scheffe Test results significant difference existed between the age of 13 ($\bar{X}=58,90$) and the age of 10 ($\bar{X}=51,73$). Age of 13 had a higher average than age of 10.

Findings about 2nd sub-problem

Table 14. Pearson Corelation Coefficients Between Variables

		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Gender (1)	Corelation	1							
	P								
	N	143							
Age (2)	Corelation	-,008	1						
	P	,926							
	N	143	143						
Class (3)	Corelation	-,150	,829*	1					
	P	,075	,000						
	N	143	143	143					
School type (4)	Corelation	,133	,121	,216*	1				
	P	,113	,152	,009					
	N	143	143	143	143				

Musical instrument (5)	Corelation	,184*	,024	- ,021	- ,224*	1			
	P	,027	,775	,804	,007				
	N	143	143	143	143	143			
Skill development program (6)	Corelation	-,020	,063	- ,057	- ,412*	- ,308*	1		
	P	,815	,453	,503	,000	,000			
	N	143	143	143	143	143	143		
Music in family (7)	Corelation	- ,179*	,098	,109	- ,174*	- ,244*	,156	1	
	p	,033	,246	,195	,038	,003	,063		
	n	143	143	143	143	143	143	143	

Self concept (8)	Corelation	,198*	,360*	,426*	,300*	,066	,084	,262*	1
	p	,018	,000	,000	,000	,433	,318	,002	
	N	143	143	143	143	143	143	143	143

According to the Table 14; there was a positive but low significant relation between self-concept and gender ($r= 0,19$) Medium level relations existed between age ($r= 0,36$) and self-concept, class level ($r=0,42$) and self-concept, school type ($r= 0,30$) and self-concept, music in family ($r= 0,26$) and self-concept.

There was a positive high significant relation between class level and self concept ($r= 0,82$). A positive, low significant relation between school type and class-level ($r= 0,21$) was obtained. Also a positive, low significant relation between playing an instrument and gender ($r= 0,18$) was obtained. However a negative but low meaningful relation between playing an instument and school type ($r= -0,22$) was obtained.

A similar low but meaningful relation was observed between skill development programme and school-type ($r=-0,41$). But there was a significant positive relation between playing an instrument and skill development programme ($r= 0, 30$). A positive significant relation between music in family and playing an instrument ($r=0,24$) was obtained. There were negative low significant relations between music in family ($r= -0,17$) and gender; having or not having musical training in family and school type ($r= -0,17$). In addition to this, there was a relationship between playing a musical instrument and having a skill development out of school ($r=0.30$), because skill development courses generally

included playing instrument. A similar relation was also obtained between “having a musical education in family” and self-concept. It can be said that self-concept in music was affected not fully but in low ratio from having musical training in family and having a skill development programme positively.

CONCLUSION AND DISCUSSION

In this section results of scale items, probable reasons for these and suggestions were mentioned. Scale’s reliability and validity were considered to be in a good level. After applying a factor analysis, 10 items were seen implausible and eliminated. Scale items of 21 were integrated on one single dimension.

While examining variables comparatively according to the final scale, there were not significant differences between self-concept in music according to school type, gender, playing or not playing a musical instrument, having musical training in their family.

These findings were not totally consistent with the findings of Nolin, Newman and Vonder’s study (1987). In their study, there was a significant relation between attitude towards music and self-concept in 3rd, 4th, 5th and 6th class students. But in this study there was a low but significant relation between self concept and gender. These differences in findings might be a reflection of cultural and social structure. Likewise, although there was not a significant difference in study, male students had a higher average than females. This might indicate a predictive data that male students had higher musical self concept than female students. This was not consistent with Austin’s study (1998), in which 5th and 6th class female students had higher self-esteem levels than male students. But here, in this study, it was tried to put forward self concept in music.

In this study, there was a significant difference between musical self concept and having a skill development program out of school, age and class level. In Gren’s (2001) study about primary school students, it was observed that students who had art training out of school behaved more positively to music and art classes. In this research students’ self concept who were not having an extra music programme was higher than the others. In Turkey private schools serve to the students extra playing, a lot of instruments and music club activities etc. But in the public school playing an instrument can be compulsory according to the music teacher. And students’ self concept can be affected from qualifications of music teacher and other variables. According to Hargrave, Marshall and Tarrant (2003) attitudes towards music and arts change in parallel with age. Sooner life experiences creates an ego design about music. In this study, we also observed a significant difference between age and self-concept. According to Boal-Palheiros and Hargreaves (2001), socio-demographic structure plays an important role on determining attitudes towards arts. Similarly, in this study, we obtained a significant difference between self-concept and variable of having or not having a musical training programme. In addition to this, there were also positive significant relations between musical self-concept and age, class level and school type. A similar relation was also seen between gender and self-concept and musical training in the family. There was an significant relation skill development programme and playing an instrument, it might be affected playing an instrument had an important place in the skill development programme in the schools. Self-concept in music could be affected from doing and playing in music at the home as well as in the schools.

Suggestions

We listed some suggestions like below:

1. We should increase activities like music and instrument in communities and provide students benefit from these activities.
2. Students and their families should be informed about music’s effects on individual’s general and musical self-concept design. Basic music education in the family, at the nursery, elementary and secondary levels should be improved gradually
3. Teachers must encourage students and make them feel self-confident.

4. Similar research should be done on different age, culture and school type.
5. Measurement tools evaluating musical self-concept design must be improved and studies that evaluate musical self-concept designs for students from various age groups must be performed.

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