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THE EFFECT OF MUSIC IN EDUCATION ON
SELF-ESTEEM AND ACADEMIC ACHIEVEMENT
IN STUDENTS WITH SPECIAL NEEDS

by
Tony E. Surrency

A Thesis

Submitted in partial fulfillment of the requirements of
the Master of Special Education in the Graduate
Division of Rowan University
May 3, 2001

Approved by _____

Date Approved 5/3/01

ABSTRACT

Tony E. Surrency

The Effect of Music Education on
Self-esteem and Academic Achievement
in Students with Special Needs

2001

Dr. S. Jay Kuder

Masters in Special Education

The purpose of this study is to examine and support the premise that participation in school instrumental music program can effect a student's self-esteem and academic achievement. I will review existing literature, applicable studies, and articles to support my proposal. The sample size is composed of ten students with special needs, nine are classified learning disabled and one is classified learning disabled with autism. The measurement instrument will be a survey questionnaire. Participants will be teachers in my district. Study results indicate that most Regular Education and Special Education teachers measured agree that music education can and does effect a student's academic achievement and self-esteem. Additionally, most Regular Education and Special Education teachers agree that participation in extra-curricular activities also affect a student's self-esteem and academic achievement. Conversely most teachers agree that a student's participation in music integrated into the classroom curriculum does not assist with their work completion.

MINI-ABSTRACT

Tony E. Surrency

The Effect of Music Education on
Self-esteem and Academic Achievement
in Students with Special Needs

2001

Dr. S. Jay Kuder

Masters in Special Education

Focuses on participation in instrumental music programs and the effect it has on a student's self-esteem and academic achievement. Results indicate most district Regular and Special Education teachers agree that music education can and does effect a student's academic achievement and self-esteem. Conversely most teachers agree that a student's participation in music integrated into the classroom curriculum does not assist with their work completion.

I wish to express my
sincere gratitude to my wife and children
for being there these last five years.

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Chapter One

Introduction

Can playing an instrument increase your vocabulary? Will students involved in music score higher on the SATs? There has been research over the years about the effect of music on the achievement of students academically and socially. A person's early exposure to music can have a positive affect an entire life span. Music can provide young students, including students-at-risk, many chances for success. Many of these at-risk students may live in single-parent homes or have no after-school care or supervision. Many students do not progress in the academic curriculum, often leading to failure. Coupled with this difficulty may be low self-esteem, peer pressure, and the need to "fit in" in the regular school setting. The discipline of studying music especially through playing in ensembles may assist students to learn to work successfully in school. Students learn to work together as a team and see the results. Schools realize a decrease of violence or improper behavior among the student population. Extracurricular activities, such as music, provide a much-needed connection to school and provide an opportunity to excel.

In an instrumental band program, all students are part of a unified group and enjoy playing as if it were a favorite hobby or past time. Students are usually not singled out to answer questions, as in the regular classroom, but rather play their instruments in response to the conductor's direction. In this situation they are on equal ground with their peers. Noticing differences in groups of students, it is difficult to determine a band student in either setting, special education or regular education. There is evidence of

increased academic achievement for students learning in arts-infused programs. In Charlestown, South Carolina, the Ashley River Creative Arts Elementary School incorporate music into its students' education. Year after year, students involved with music and the arts; achieve an average of 30 – 50 points higher in verbal math SATs (Snyder, 97). Consequently, this school has the country's second-highest academic rating with a waiting list of over 1200 students. As an interesting note, many of their students come from disadvantaged backgrounds.

Problem Statement:

Does participation in instrumental music programs affect self-esteem and academic achievement in students' with special needs? Instrumental band programs in public schools should be a priority for school management officials to develop, maintain, and make available to all students in the school setting. Due to involvement in these programs, the benefits and paybacks to students, schools, families, and society can have monumental proportions

Definition of Terms:

students-at-risk – a segment of the student population that are susceptible to failure in school academically and socially

extracurricular activities – school sponsored activities that are in addition to the regular curriculum (i.e. band, chorus, sports, clubs, etc.)

core curriculum – the basic academic courses to include math, science, social studies, and language arts

Hypothesis

Participation in school instrumental music programs will have a positive effect on a student's self-esteem and academic achievement. Much time and concentration is required to be successful in these musical endeavors. Through these activities, violence and inappropriate behavior can be decreased making schools safer for all students.

Statement of the Purpose

This purpose of this study is to examine and support the premise that participation in school instrumental music programs can affect a student's self-esteem and academic achievement in students with special needs. I wish to discover and promote that changes in school curriculum should be considered in relation to the advantages and benefits of student involvement in full-time instrumental music programs. Students feel good about themselves when they are involved in activities (academic and extracurricular) that they enjoy and thrive in.

Brief Overview of Chapter Two

In chapter two, I will review related literature to support my hypothesis. Through the examination of previous applicable studies, books, journals, and associated articles, support and arguments will be developed to confirm my premise. My collection of original data will also include employ interviews and observations.

Resulting Methodology

I will review existing literature, applicable studies, and articles to support my proposal. Incorporated will be a survey questionnaire applied to teachers in my district. The research results could have a tremendous impact on students' school experiences and lives in general.

Chapter 2

Review of Related Literature

Music has been a foundation of childhood for more than one hundred years. A child's connection with his or her mother is strengthened by melodies used by the mother in child rearing such as Braham's Lullaby, nursery rhymes, or playtime songs. As many people grow they develop certain images or emotions when they hear a certain song or musical selection. Numerous civilizations have employed music during times of work, play, and worship. As a logical progression, music applications promote many processes in life to include physical and mental development. Music promotes the development of musical intelligence, but also has other cognitive benefits, such as helping children acquire vocabulary, symbolic understanding, a sense of sequence, memory, and auditory training (Warner, 1999). Music was one of the medieval Four Pillars of Learning along with arithmetic, geometry, and astronomy. According to Plato,

...the decisive importance of education in poetry and music: rhythm and harmony sink deep into the recesses of the soul and take the strongest hold there...and when reason comes, he (the child) will greet her as a friend with whom his education has made him long familiar (Plato, The Republic)

As published in the Nebraska's Music Educators Association Journal, music education provides an opportunity to develop:

- * social skills – daily group interaction/rehearsals
- * a work ethic – setting a performance goal
- * problem solving skills – developing methods and practice techniques to reach a

goal

- * motor skills – hand-eye coordination and psychomotor skills
- * leadership skills – students acting as section leaders and group officers
- * reading skills – daily sight reading practice
- * creativity – music interpretation, improvisation, and composition
- * a sense of responsibility to self and others – fulfilling assigned expectatin of

teachers and peers

- * math skills – complex time signatures and rhythms
- * self-motivation – level of success relates to amount of effort
- * self-esteem – reaching a set performance goal
- * concentration skills – focusing on the task at hand

In Howard Gardner’s *Frames of Mind: The Theory of Multiple Intelligences*, 1983, he concluded that a study of children’s growth and development suggests a number of distinct intelligences. Included among these are Linguistics, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal, and Intrapersonal intelligences. Gardner’s theory implies the likelihood that each way of knowing the world has its own innate value and is worth of study for its own sake. Notice that every intelligence listed has a musical application. Listed below are the different intelligences, derived skill(s), and the application to music.

INTELLIGENCE	SKILL(S)	MUSICAL APPLICATION
Linguistics	Used words effectively	Sounds, rhythms, and Inflections
Logical	Used numbers effectively and reason well	Notes, time values, subdivisions, octaves, etc.

Mathematical	Capacity to think in pictures and images	Sensitivity to patterns, forms, and the whole as in musical composition
Spatial	Capacity to think in Pictures and images	Sensitivity to patterns forms, and the whole as in musical composition
Bodily- Kinesthetic	Ability to enjoy all sorts of athletics	Musical expression, hand placements, conducting, instrument fingering
Musical	Ability to create critique, and express oneself through music	Playing in a jazz combo requires communication between members
Interpersonal	Ability to read people And react well with them	Moods, temperaments and musical expression
Intrapersonal	Has ability to adapt	Internal behavior created

Musical performers follow a pattern of notes, develop rhythmic phrases, and incorporate expression and interpretation. These activities involve right and left brain functions resulting in a form of precise fine motor skills. Whether it is the flow of air through a wind instrument or the pressure used on a downward stroke of a violin bow, flexibility in thinking is developed. Musical training is an effective way, not only to enhance the conceptual-holistic-creative thinking process, but also to assist in the melding and merging of the mind's capabilities (Ponter, 1999).

In 1998, Georgia governor Zell Miller declared that he wanted all newborns to listen to soothing classical music. He requested to spend \$105,000 of tax dollars to pay for music in CDs or cassettes of classical music selections. The much-talked-about “Mozart Effect” relates specifically to improvement on a single spatial reasoning task displayed by college students following ten minutes of listening to Mozart’s Sonata for Two Pianos, K. 448, as shown in a 1993 study. The study was retested in 1995 with a larger group of seventy-nine college students taking a single spatial reasoning test taken from a subtest of the Stanford Binet Intelligence Scale. The test involved sixteen exercises in which students had to determine in their minds the shape and layout of a piece of paper that was folded and cut. Following the test the first day, students were split into three groups. Before repeating the test, twenty-six students listened to ten minutes of rests, twenty-seven listened to ten minutes of Mozart, and twenty-six listened to a combination of modest music, dance music, and spoken text. The students that listened to the music of Mozart improved greatly from day one to day two and from day two to day three verses the other group that heard silence improved but only from day two to day three. “The Mozart group’s pattern recognition soared sixty-two percent compared to fourteen percent for the silence group and eleven percent for the mixed group” (Campbell, 1997).

Researchers have discovered that music training actually improves student performance in areas outside music. In a study by Robitaille and O’Neal 5,514 fifth graders took the Comprehensive Test of Basic Skills (CTBS) in Albuquerque, N.M. in 1979. In 1980, 5,299 more fifth graders were tested. Of these students, almost one-fourth of all participants were involved in instrumental music programs during both years. In all sections, music students scored higher on CTBS than the total group. The

research showed that the more pupils were in the music program, the higher their achievement was in relation to the non-music students. This study was reaccomplished in 1986 and comparable results were found. Studies conducted by the SAT College Board from 1990 to 1996 found that music/art students constantly scored considerably higher on both the math and verbal sections of the SAT (as cited in Kelstrom, 1998.).

Dr Frances Rauscher, a psychologist from the University of Wisconsin, demonstrated how music can improve spatial reasoning ability. This experiment involved four groups of pre-school students. Group one received private piano/keyboard lessons, group two received singing lessons, group three received private computer lessons and group four received no musical training only the regular curriculum. Following one year, children who had piano/keyboard lessons scored thirty-four percent higher on tests measuring spatial temporal ability verses the other groups. The report documented that instrumental lessons can improve higher functions of thinking required for mathematics, science, and engineering (as cited in Ponter, 1999).

A study by H. Cooper and others, examined the characteristics of individual students and their families and how students spend their non-school hours and how this contributed to how well students perform in school. Of the activities after school, time spent doing homework, watching television, involvement in extra-curricular activities and other structured after-school groups and employment. This study collected data on the same sample of students, from both students and parents. In addition three forms of measurement were utilized to include standard achievement tests, class grades, and residual test scores. Finally major background differences were analyzed to determine the curvilinear relationship between after-school activities and academic achievement.

Utilizing musical applications provides the chance to develop what most teachers want for their students, to develop into their best. Putting the best-self forward, creates a bigger challenge for some than it does for others such as at-risk students. These students do not all come from poverty but poverty is a major trait of possible at-risk students. For many they choose not to take part in music programs because of after-school practices, and instrument, uniform, or lesson fees. Teachers can assist by providing positive and appealing alternate choices that are within reach financially for these students. Musical instrument rentals cost anywhere from \$300 - \$500 per year. Music may be the alternative especially if it relates to the students' background and interests. Programs such as "Save the Music" sponsored by the VH1 Corporation is providing musical instruments for schools nationwide in economically depressed areas. This effort provides hope for many promising musicians in need of the instruments required to be active participants in school instrumental music programs. .

As with any student, encouragement is vital. The value of early music education is important. "Substantial evidence amassed by neuroscientists and child development experts over the last decade point to the wisdom and efficacy of early intervention. The findings indicate that all music educators and parents should be informed about the advantages of beginning of music education with young children" (Flohr,1999). Even young students with low self-esteem need motivation and support to become musicians, much more so than other students. This music participation, especially at an early age, can benefit their success not only music classes but other subjects as well. "A great spurt of neural integration occurs between ages seven and nine. The more music children are exposed to before they enter school, the more deeply in this stage neural coding will

assist them throughout their lives.” (Campbell, 1997). We must make music available for all to bring the best self forward for even our most challenging and challenged students.

Unfortunately when people say, “music makes you smarter,” they mean smarter at something else. When we encounter someone showing outstanding talent in mathematics, we say, “What a smart person!” However if we encounter someone demonstrating outstanding ability in music, we say, “What a talented person!” “Smart” seems to describe an ability that is desirable for all students to develop; talented is considered an admirable trait that some people mysteriously seem to possess. Thus, while intelligence can be developed, it is assumed that talent is either present or absent from birth. “It has been suggested that music is the most direct route to thinking, because it required neither words nor symbols to be perceived” (Snyder, 1997). Music helps students develop socially and increases their ability to work and cooperate in a group.

The morals and skills that Native American women needed for surviving were developed through games and sports which served as a form of cooperation. There exists a difference between excelling in sports and games and the values of women in the workplace. “It was through games and sports that Native Americans developed their self-esteem, worth, self-discipline, and self-reliance, and at the same time developed skills in working cooperatively with and for the welfare of the tribe” (Schroeder, 1995).

Why are scholastic sports included in school? Most often you hear is that it improves good health, it provides an activity to participate, and at last, it builds character. Two-hundred and fifty families were surveyed in schools in Venezuela (students in grades three through five). They were asked why do you want child playing sports as they grow up? “The benefits they mentioned were sportsmanship, the ability to win and lose

appropriately, persistence, fair play, teamwork, cooperation, increased personal confidence and self-esteem, enjoyment, socializing, stress reduction, and increased discipline. Parents were more concerned with the development of character in their children than with their physical development” (Slade, 1999). Parents want their children to be part of real-life, significant situations and become healthy, active attentive students. Social and ethical skills need to be stressed and taught thoroughly by schools. In the future schools may include ethics and character development as part of the curriculum.

Students in public schools in the United States are involved in a wide assortment of extracurricular activities such as athletic programs, service and school clubs, music, art, drama, academic and vocational clubs. Usually these activities are voluntary, done after school, and students do not receive grades for their participation. Involvement in these activities help students and promote the academic mission of many schools.

In a study by Silliker and Quirk , 1997 (as cited in Holloway, 2000), they examined the academic improvement of students who participated in secondary activities. They studied male and female students that played high school soccer. Female athletes in season held a GPA of 87.7 mean (M) with a 5.6 standard deviation (SD). After the season it decreased to 87.5 M and a 6.4 SD. The male participants maintained a BPA of 84.7. “This study supports the belief that involvement in athletics for high school students does not endanger, and may enhance, academic performance “(Holloway, 2000). In a curriculum involving listening to music, four groups of children aged six to nine years exhibited reading difficulties. From musical classroom activities, these students improved in learning new words. This indicates and supports that music can be an valuable learning resource for aspects of language development (Grave, 1996).

In Plainfield, Indiana, the Community Middle School encourages all students to participate in something or anything. Approximately one-half of fourth through eighth graders are involved in an extracurricular activity. Whether it is the fifty-six member wrestling team or the one-hundred and seven member cheerleading team, everyone has the opportunity to join in (Hill, 1999). These all-inclusive activities benefit self-esteem due to the no-cut policy for teams and all school organizations.

Self-esteem is very important and considered the single best predictor of success in school. When a child sings or plays in a group their self-esteem increases and they feel ownership and cooperation to the group. To follow, self-esteem is built when a child is challenged musically to sing, play, improvise, compose, listen, analyze, or move. Music may one of the few processes where they have success in the early years. “Through music, the student learns the process of learning, and can then apply that understanding to other less accessible disciplines, (Snyder, 1997).

How children feel about themselves signifies an important factor in child growth and development. School health education has long acknowledged the important of self-esteem in the adoption of healthy actions by youth. Examining self-esteem and its maintenance should contribute to future health education programs for today’s schoolchildren. Health educators should introduce specific curriculum plans in conjunction with elementary and secondary teachers to help them understand the importance of positive self-esteem. Future research should further evaluate teaching methodologies, as well as the effect of a positive school environment, to better understand the impact of direct and indirect teaching pertaining to the enhancement of self-esteem (King, 1997). In addition to music involvement in school systems, other

extracurricular activities such as sports, clubs, and numerous other organizations can also boost self-confidence and academic achievement. Self-esteem is directly related to a child's understanding of themselves as capable individuals. "As children grow, they logically acquire an "I can do it" attitude. Music helps children develop many skills, including remembering lyrics and tunes, adding appropriate actions, or even composing new words for a well-known melody" (Warner,1999).

In the middle school where I teach, I advise the student council which last year consisted of 30 members. This year there are 92 student council participants (regular education and students with special needs) who attend weekly meetings, and most of the school related activities. I asked another teacher to be co-advisor due to the enormous number of student council members that are part of a five-hundred and fifteen member middle school. In addition to the morning ice cream sales, students make the morning announcements. This activity provides the students with an opportunity to assist management in the operation of the school. Though nervous initially, they complete the entire announcement regimen.

Recently this same group sponsored a swing band, The Delanco Pops, as a concert fund raiser for the local public and residents of a retirement nursing center. Our guests were free and received complementary refreshments. The entire event was video-taped and was shown on Channel Two, the local high school television station. Several members of the community told me that they enjoyed the performance and seeing their children swing dance and execute a New York Rockettes routine to "New York, New York". The most important aspect of this event was the interaction established between our senior citizens and their evening student escorts. After the concert, both were

involved in a lot of hand shakes and hugging. One student told me directly that one eighty-four year old guest wanted to take them home. This evening's success was a direct result of human interaction, positive self-esteem, and group belonging.

After becoming principal in McClellandtown, Pennsylvania, in 1967, Carmen Guappone, has been on a constant vigil to keep plays, art, and music alive and well in the German Central Elementary School. The school is located in an economically depressed coal-mining area in Fayette County. Approximately forty percent of the population receive welfare, making it one of the poorest areas in Pennsylvania. This school won the Rockefeller Brothers Fund competing against four-hundred and fifty other schools including some that even specialize in arts instruction. Convinced that children in the school suffered most from a lack of self-confidence and a vision of possibilities.

“Guappone learned early on as a teacher that he could reach the children through plays, music, and art. He was surprised and pleased what they could do when allowed to express themselves freely, and he soon discovered that their new-found talents, showed up in an increased awareness in other academic fields” (Sunyak, 1983).

Chapter 3

Description of Subjects

This study consisted of ten subjects with special needs in grades five through seven. These students attend a Southern New Jersey middle school of grades four through eight with a population of 515 students. These students are members in the middle school instrumental music program. Of the ten, nine are classified learning disabled and one is classified learning disabled with autism. Age ranges are from ten to thirteen. These students possess average to above-average intelligence and exhibit motor skills commensurate with age. In addition these subjects come from average home lives and live in average families.

The middle school is located in a small rural township of approximately 5,000 people. This region consists of no major industrial activities but continues to grow residentially and economically in available housing and in addition to the state, receives much of its funding in local taxes. Recently two businesses have been built in the township with a site projection of fifteen stores complex. Currently 200 individual apartment units are being constructed in the township which will impact the schools in new facilities and facility usage and resource allocation.

Procedure

I designed a survey questionnaire, which served as my data collection instrument. This questionnaire contains a Likert rating scale utilizing numerical values to indicate responses to questions. The survey will be hand-delivered to approximately thirty-five teachers that work in the middle school to be completed in a two week time-frame.

Chapter Four

This section will present the results of the data collection using survey questionnaires given to teachers at the school system where I am employed. The display will indicate who answered certain questions, what type of answer was chosen, whether it was by a regular education or special education teacher, and frequencies and correlations based on the data. This questionnaire sought to determine the effect of music education on self-esteem and academic achievement in students with special needs. It was hand-delivered to participants with a completion time of two weeks.

Of the teachers answering the questionnaire, there were 27 regular education teachers (8 male and 19 females) and 7 were special education teachers (1 male and 6 females). The total number of teaching years mostly represented include regular education (between 1 and 20 years) and special education (between 1 and ten years). Participants responded to each question detailed in the following section with pertinent percentages.

Question 1 (Survey Item #4) – “Music education is an important part of a school curriculum.” More than twice as many Regular Education teachers strongly agreed more than agreeing. Special Education teachers slightly strongly agreed less than agreeing.

Table 1 - Responses to Survey Item #4

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Regular Education	70%	30%	0%	0%	0%
Special Education	43%	57%	0%	0%	0%
Overall Total	65%	35%	0%	0%	0%

Question 2 (Survey Item #5) – “Music education in school should consist of participation in general music classes, choral music, and instrumental music classes.” Regular Education teachers almost strongly agreed as much as agreeing. Special Education teachers agreed more than twice as much as strongly agreeing.

Table 2 - Responses to Survey Item #5

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Regular Education	48%	52%	0%	0%	0%
Special Education	29%	71%	0%	0%	0%
Overall Total	44%	56%	0%	0%	0%

Question 3 (Survey Item #6) - “A student’s participation in music integrated into the classroom curriculum promotes positive classroom behavior.” Regular Education teachers agreed more than twice as strongly agreeing. Special Education teachers agreed almost four times more than strongly agreeing. In addition Special Education teachers equally strongly agreed as being undecided.

Table 3 - Responses to Survey Item #6

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Regular Education	22%	48%	30%	0%	0%
Special Education	14%	72%	14%	0%	0%
Total	21%	53%	26%	0%	0%

Question 4 (Survey Item #7) - “A student’s participation in music integrated into the classroom curriculum enhances or improves student socialization in the classroom.”

Regular Education and Special Education teachers agreed almost twice as much as strongly agreeing. Regular Education teachers were undecided as much as strongly agreeing with about 1/8 of Special Education teachers were undecided.

Table 4 - Responses to Survey Item #7

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Regular Education	26%	48%	26%	0%	0%
Special Education	29%	57%	14%	0%	0%
Total	26%	50%	34%	0%	0%

Question 5 (Survey Item #8) - “A student’s participation in music integrated into the classroom curriculum assists student’s work completion.” Approximately 4 times as many Regular Education teachers agreed verses strongly agreeing. Slightly more Special Education teachers agreed than strongly agreeing.

Table 5 - Responses to Survey Item #8

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Regular Education	10%	24%	54%	12%	0%
Special Education	14%	43%	43%	0%	0%
Overall Total	9%	29%	50%	12%	0%

Question 6 (Survey Item #9) - “Participation in music education can improves a student’s academic achievement.” More than 3 times as many Regular Education teachers agreed than strongly agreeing. Twice as many Regular Education teachers agreed as were undecided. An equal number of Special Education teachers strongly

agreed as agree. Approximately 1/3 of Special Education teachers were undecided as were agreeing.

Table 6 - Responses to Survey Item #9

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Regular Education	15%	52%	26%	7%	0%
<u>Special Education</u>	<u>43%</u>	<u>43%</u>	<u>14%</u>	<u>0%</u>	<u>0%</u>
Overall Total	20%	50%	23%	7%	0%

Question 7 (Survey Item #10) - “Participation in music education can improve a student’s classroom participation.” More than twice as many Regular Education teachers strongly agreed than agree. Slightly more Special Education teachers agreed than strongly agreeing.

Table 7 - Responses to Survey Item #10

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Regular Education	3%	60%	34%	3%	0%
<u>Special Education</u>	<u>43%</u>	<u>57%</u>	<u>0%</u>	<u>0%</u>	<u>0%</u>
Overall Total	12%	56%	29%	3%	0%

Question 8 (Survey Item #11) - “Music education in school can improve a student’s self-esteem.” Approximately 1 ½ more Regular Education teachers strongly agreed than agreeing and nearly 3 times as many agreed than were undecided. Slightly more Special Education teachers strongly agreed than agree.

Table 8 - Responses to Survey Item #11

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Regular Education	56%	32%	12%	0%	0%
Special Education	57%	43%	0%	0%	0%
<u>Total</u>	<u>56%</u>	<u>32%</u>	<u>12%</u>	<u>0%</u>	<u>0%</u>

Question 9 (Survey Item #12) - “Students’ participation in extracurricular activities such as school sports, school clubs, and other and/or before/after-school programs are beneficial to a student’s self-esteem.” Approximately 8 times as many Regular Education teachers strongly agreed as were agreeing. All of the Special Education teachers strongly agreed.

Table 9 - Responses to Survey Item #12

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Regular Education	85%	11%	4%	0%	0%
Special Education	100%	0%	0%	0%	0%
<u>Total</u>	<u>88%</u>	<u>8%</u>	<u>4%</u>	<u>0%</u>	<u>0%</u>

Overall most teachers strongly agreed or agreed with questions 1 – 7 and question 9. Question 8 was the only one that was answered mostly with an undecided or a disagree.

Table 10 – Data Summary

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Undecided</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Question 1	65%	35%	0%	0%	0%
Question 2	44%	56%	0%	0%	0%
Question 3	21%	53%	26%	0%	0%
Question 4	26%	50%	34%	0%	0%
Question 5	9%	29%	50%	12%	0%
Question 6	20%	50%	23%	7%	0%
Question 7	12%	56%	29%	3%	0%
Question 8	56%	32%	12%	0%	0%
Question 9	88%	8%	4%	0%	0%

Chapter 5

Study results indicate that most Regular Education and Special Education from the school district measured agree that music education can and does effect a student's academic achievement and self-esteem. Additionally, most Regular Education and Special Education teachers agree that extra-curricular also affect a student's self-esteem. It is important and necessary for children to have a sense of belonging and a connection with school, community, and friends. This combination promotes attributes such as cultural enrichment, individuality, and serves as a major source of joy and achievement. Conversely most teachers agree that a student's participation in music integrated into the classroom curriculum does not assist with their work completion. This was a question that stemmed from the idea that students anticipating an enjoyable music class may complete classwork in a timely manner.

Compared to previous research, my data findings verify and confirm that participation in an instrumental music program does increase a student's academic achievement and enhance self-esteem. A limiting item exists in the lack of longitudinal studies in this area of data. Many studies cover only a one to two-year time frame. A more conclusive examination may be realized if subjects are individually assessed more extensively and comprehensively. Due to the limit and scope of this study, more definitive analysis and correlation can be determined with further research.

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Illustration 1 – Survey Questionnaire Cover Letter

**Eastampton Middle School
1 Student Drive
Eastampton, NJ 08060**

January 22, 2001

To: All Teaching Staff

From: Tony Surrency

Subject: Graduate Survey Questionnaire

Attached please find a questionnaire developed in response to requirements for my Masters Degree Program. This questionnaire contains questions about the effects of music education on the self-esteem and academic achievement of students with special needs. Please take a few moments to fill out the attached questionnaire and return to my mailbox. Your cooperation and support is appreciated.

Sincerely yours,

Tony Surrency

Appendix A

Illustration 2 - Survey Questionnaire

SURVEY QUESTIONNAIRE

Eastampton Middle School

Name: _____ **Date:** _____
(Optional)

For each of the following items, put an X beside the choice that best describes you.

1. Gender: Male ____ Female ____
2. Total years - 1-5 ____ 6-10 ____ 11-15 ____ 16-20 ____ 21-25 ____ more than 25 ____
teaching
3. Department or section _____

Following are a number of statements regarding student participation in music education in public schools. Read each statement and circle whether you strongly agree (SA), agree (A), are uncertain (U), disagree (D), or strongly disagree (SD).

4. Music education is an important part of a school curriculum.
SA A U D SD
5. Music education in school should consist of participation in general music classes,
6. choral music, and instrumental music classes.
SA A U D SD
7. A student's participation in music integrated into the classroom curriculum
promotes positive classroom behavior.
SA A U D SD

8. A student's participation in music integrated into the classroom curriculum assists student's work completion.

SA A U D SD

9. Participation in music education can improves a student's academic achievement.

SA A U D SD

10. Participation in music education can improve a student's classroom participation.

SA A U D SD

11. Music education in school can improve a student's self-esteem.

SA A U D SD

12. Students' participation in extracurricular activities such as school sports, school clubs, and other and/or before/after-school programs are beneficial to a student's self-esteem.

SA A U D SD

13. **Comments:** (Please feel free to add any questions or comments relevant to this questionnaire.)