

Developing Motivated Learners Through Music

TAN, Sock Li Sally

Ministry of Education, Woodlands Primary School, Singapore

NEO, Siew Bee

Ministry of Education, Woodlands Primary School, Singapore

RAMALINGAM, Lalitha

Ministry of Education, Woodlands Primary School, Singapore

Abstract: “*Gymnastic for the body, and music for the mind.*” -Plato (Greek Philosopher)

Over the last 25 years, many researches and studies have been done to find out how music influences our brain and how we can use music to help our pupils learn faster and more effectively. Our brain is most open and receptive to incoming information when it is in a special state of relaxation. Music is all around us and we agree totally that it plays an integral part in our pupils' overall development. The Singapore government recognizes the importance of music and our school acknowledges each child's musical experiences as a fundamental aspect of his education journey. However, it is disappointing to find, in the course of our research, that little studies have been done to measure the relationship between motivation and participation in a school's music programme. Does participation in music education really bring about a high level of motivation, self-discipline and self-esteem? If mere participation in the prescribed school's music programme brings about all the above mentioned positive influences, why then are we not seeing it in our pupils? Is there a need to enhance our music curriculum by introducing something unique that would cater to their needs and interest and in the process, brings about a high level of motivation, self-discipline and self-esteem? We chanced upon the Ukulele, a four-stringed instrument, which resembles the Banjo, when it was shown to us by one of our aesthetic CCA instructors. Could the uniqueness of the Ukulele be the key to achieving the desired outcomes mentioned earlier? This paper aims to find out if learning to play a special musical instrument will accentuate the level of motivation, self-discipline and self-esteem. 80 pupils went through a 16-hour *My Musical Journey with the Ukulele* programme in 2005 and another 16-hour of the same programme at the advanced level in year 2006. Statistical data confirmed our hypothesis and showed that there is a positive relationship between the effect of the Ukulele programme and the level of motivation. These pupils appeared more confident and a subsequent qualitative analysis substantiated our findings.

Keywords: motivation, self-discipline, self-esteem, music programme, ukulele.

Introduction

How did we first learn the alphabet? Ask our little Primary 1 children and they would proudly tell you, “ABCDEFGH – IJKLMNOP the ABC song” Music is all around us and it plays an integral part in our pupils' overall development. The Singapore government recognises the importance of music and our school acknowledges each child's musical experiences as a fundamental aspect of his education journey. How then can we explain why music education is included in our schools' curriculum?

There is no doubt that music, songs and movements are some of the best means to teach children new information and knowledge. There are also talks and debates that music is a good tool to motivate learning. However, little research has been found that documents the effects of

participation in school's music programme on school motivation. Does participation in music education bring about a higher level of motivation, self-discipline and self-esteem? Do children who engage in a common music programme, feel a greater need to work collaboratively and cooperatively to embrace the team spirit amongst themselves?

The purpose of our action research is to find out how participation in the school's *Ukulele Programme* has transformed their school lives and how it has made it more meaningful for them to come to school.

Literature Review

Is motivation largely intrinsic or extrinsic? Have you ever heard anyone say that no one motivates anyone and that all motivation must come from within? This debate of intrinsic versus extrinsic motivation has always been a never ending argument in the study of motivational psychology. As mentioned by Alan Loy McGinnis in "Bringing out the Best in People", *motivation is indeed extrinsic. Think about the times when you have been at your best. Was it not due in large part to the influence of some inspiring people?*

When asked by the principal why the pupils are not meeting the academic targets set by the school, we frequently hear our fellow teachers lamenting over the fact that the pupils are simply not motivated. Their pupils tend to attribute their failures to uncontrollable factors such as luck and their inability to accomplish a given task. These pupils fail to realize that effort plays a critical role in helping them achieve success. "*But there is no such thing as an unmotivated person,*" says R.J. Wlodkowski, a professor of education in the University Wisconsin. It is more accurate to say, the source of motivation is absent.

Alan Loy McGinnis reflects in his "Bringing out the Best in People" that *the leader's challenge is not to take lazy people and transform into industrious types. Rather, it is to channel already existing energies into more worthwhile endeavours. People do not like being lethargic and bored. They will welcome the manager who can teach them to enjoy their work, or the teacher who will impart to them a love of learning that causes the school day to go swiftly.* Thus the element of motivation does play a significant part in boosting one's self-esteem and confidence.

Of all forms of expression, music is the most abstract. Significantly different from language and mathematics, music rarely conveys a concrete message. Yet, music must perform some function. Otherwise, why would it be so much a part of every civilization and why else would it be allowed to be a part of the public school curriculum for almost 150 years? Music helps make the student a well rounded individual; it contributes to good self-discipline and teaches cooperation as well. In short, "*The arts deposit a grain of strength in the mind*" (Foster, 1936, 1967)

The arts provides a counterbalance to analytical forms of discourse such as science and maths and lead us towards synthesis and wholeness. Education is surely more than having experiences, or acquiring a repertoire of skills and facts. It has to do with developing understanding, insightfulness and qualities of mind. (Swanwick Keith, 1998)

Music education helps children learn in school. Educational research demonstrates the positive effect of music curriculum in developing academic achievement skills. Learning to play a musical instrument helps students to develop faster physically, mentally, emotionally and socially. According to Lillemyre in “Music Makes a Difference” (1983), a connection was found between students having musical competence and high motivation to achieve success in school. *Achievement in school music builds student self-image, which is a motivation for academic learning. Music was used to adjust the classroom atmosphere, as well as the curriculum.* Music education as a tool to break the monotony of the academic curriculum was particularly effective. Research shows that children learn better after being relaxed through a music lesson. *Arts experiences build confidence since they are activities, which allow the student to become “in charge”, to make decisions based on his own thoughts, insights and knowledge.* (Oklahoma State Department of Education, 1980)

Research Methodology

Design

Conceptualisation of the study began in January 2005. 160 primary five pupils, aged eleven years old were involved in this research. These pupils were in intact classes without randomization. Our action research project was carried out over a period of two years in Woodlands Primary School.

Participants

Being a neighbourhood school, the pupils enrolled with us come from families where music education is not given much emphasis. Only 8 out of the 160 participants receive formal music education in private institutions outside school while the majority of the participants were not given such opportunity.

Procedure

To find out if learning to play a unique musical instrument brings about a higher level of motivation, self-discipline and self-esteem, an Experimental Group, Group A, comprising of 80 high ability pupils, went through a 16-hour *My Musical Journey with the Ukulele* programme in 2005 to master the fundamentals of playing the 4-stringed guitar-shaped instrument. This group of pupils went through another 16-hour of the same programme at the advanced level in year 2006.

The Control Group, Group B, consists of 80 pupils, of which 40 are high ability and the remaining are mixed ability. They were not enrolled in the ukulele programme. Instead, they went through the MOE prescribed music programme.

For an hour a week, Group A attended ukulele lessons in the school’s music room. Under the guidance of an experienced external instructor, the children familiarised themselves with the ukulele, mastered the basic chords and learned to play some simple songs such as *Jingle Bells*, *The More We Get Together*, *Clementine*, *Long Long Ago*, *Oh When The Saints* and *Morningtown Ride*.

These children, progressed later to another 16 hours of the Ukulele at an advanced level. At this stage, they learned to play more difficult songs that required the mastery of more challenging

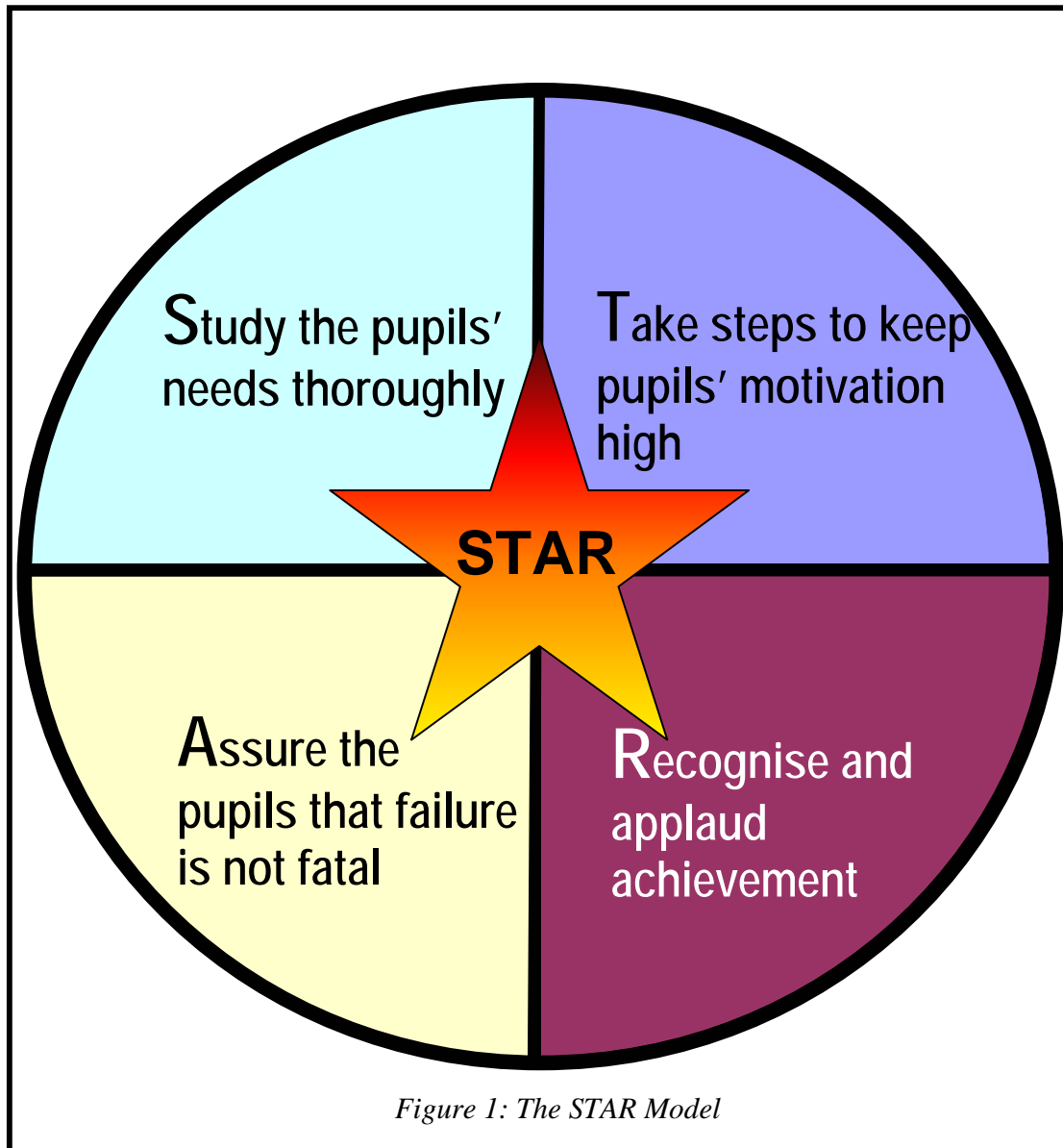
chords. Examples of such songs include, *I'd Like To Teach The World To Sing, It's A Small World, Any Dream Will Do, Words and Seasons In The Sun.*

The STAR Model for bringing out the best in our pupils

There is no such thing as an unmotivated person. “*There's a star in every apple, even a rotten one.*” We always hear our senior teacher, Mrs Singh, say. The challenge for educators like ourselves, is to direct existing energies into more purposeful activities that would help in the development of our pupils in a more holistic manner. We believed firmly that our pupils do not like being lethargic and bored. They would certainly welcome a programme that would enable them to enjoy their work and a teacher who would impart to them a love of learning that breaks the monotony of a mundane school day.

With this strong belief in mind, we came up with STAR Model that would bring out the best in our pupils.

- Study the pupils' needs thoroughly.
- Take steps to keep pupils' motivation high.
- Assure the pupils that failure is not fatal.
- Recognise and applaud achievement.



Through observations and feedback from the class music teachers, we found out that the majority of our pupils are not particularly interested in what is prescribed by the existing music syllabus. Many of them do not bring their music books and recorders. They even play a fool during their music lessons. As a result, we frequently hear our fellow music teachers lamenting over the fact that the pupils are simply not motivated. Is our existing music curriculum not addressing the needs of our pupils? Have our stake-holders gotten more demanding? Is there a need to enhance our music curriculum by introducing something unique that would cater to their needs and interest and in the process, brings about a high level of motivation, self-discipline and self-esteem?

We chanced upon the Ukulele when it was shown to us by our school's Handbells' instructor. It was small. It was cute. It was cool. It was love at first sight! We were even more impressed

when the instructor played a tune on the ukulele for us. Would it not be ideal if our pupils could master the skill of playing it and make music an integral part of their daily lives? We had a vision of children sitting in groups during their free time, playing their favourite tunes on their ukuleles. We had a vision of motivated pupils walking around the school with their ukuleles, beaming with pride.

The Ukulele Programme allows the pupils to learn in an environment where mistakes are acceptable and failures are not perceived as fatal. Time spent during the weekly lessons were not focused on perfecting their playing skill. Rather, it was to give them the opportunity to enjoy music. This non-threatening environment inevitably allows us to channel our pupils' efforts into more purposeful activities that would help in the development of our pupils in a more holistic manner.

Deliberate steps were taken to ensure that these pupils were given ample opportunities for internal and external performances. We believed strongly that the more they strum, the better they will get and the more confident they will be. A confident pupil is a happy child.

The performances include:

Table 1: *List of Performances*

	Performances	Date
1.	Performance at Mun Fat Tong Home on Nurses Day	2 nd Aug 2005
2.	Performance at school's National Day Concert	8 th Aug 2005
3.	Performance at Asian Civilisation Museum for Sultangate Kids Festival	1 st Sep 2005
4.	Performance during a Cultural Exchange Trip to China	Sept vacation
5.	Performance at AWWA Children Special Home	23 rd Sept 2005
6.	Performance at school's Speech and Prize Giving Day.	18 th Nov 2005
7.	Performance at the open space beside Mun Fat Tong Home for the Ministerial Walkabout – Mr Khaw Boon Wan	26 th Mar 2006
8.	Performance at School – International Friendship Day	7 th April 2006
9.	Performance at Sembawang Park – Saga Saga	3 rd Jun 2006
10.	Performance at School's Official Opening	14 th July 2006
11.	Performance at National Institute of Education – Launch of The Students Centre cum Teachers' Day Celebration	31 st Aug 2006

Due recognition was given to applaud and compliment their progress and achievements. While letters of appreciation and plaques were sent to the school, goodie bags, souvenirs and refreshments were given to the children after their performances to acknowledge their contributions to the community. These acts of appreciation help to boost the morale of the pupils and build up their confidence and self-esteem.

Quantitative Data Analysis

The Pre and Post-test scores of the pupils for each individual question were recorded and computed. The tables below show the findings of our research. (*Refer to Appendix 1 for survey questions*)

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Table 2a

	Music lessons make my school experience a more enjoyable one.			
	Experimental Group (80)		Control Group (80)	
	Pre	Post	Pre	Post
Mean	2.45	3.35	2.86	2.25
SD	0.76	0.61	1.01	0.99

Table 2b

	Knowing that I have music lessons on that particular day, motivates me to come to school.			
	Experimental Group (80)		Control Group (80)	
	Pre	Post	Pre	Post
Mean	1.89	3.00	2.40	1.86
SD	0.71	0.77	0.98	0.88

Table 2c

	Through music lessons, I learn the importance of cooperation and teamwork.			
	Experimental Group (80)		Control Group (80)	
	Pre	Post	Pre	Post
Mean	1.98	3.18	2.48	1.99
SD	0.85	0.80	0.95	0.86

Table 2d

	Going for my music lessons, breaks the monotony of the day and gives me the chance to get away from school work.			
	Experimental Group (80)		Control Group (80)	
	Pre	Post	Pre	Post
Mean	3.00	3.51	3.18	2.36
SD	0.61	0.69	0.92	1.12

Table 2e

	I feel recharged after every music lesson and that allows me to concentrate and focus better during other lessons.			
	Experimental Group (80)		Control Group (80)	
	Pre	Post	Pre	Post
Mean	1.86	3.06	2.58	2.10
SD	0.93	0.78	0.93	1.02

Table 2f

	On the whole, I enjoy my music lessons.			
	Experimental Group (80)		Control Group (80)	
	Pre	Post	Pre	Post
Mean	2.24	3.49	2.85	2.16
SD	0.98	0.59	1.05	1.09

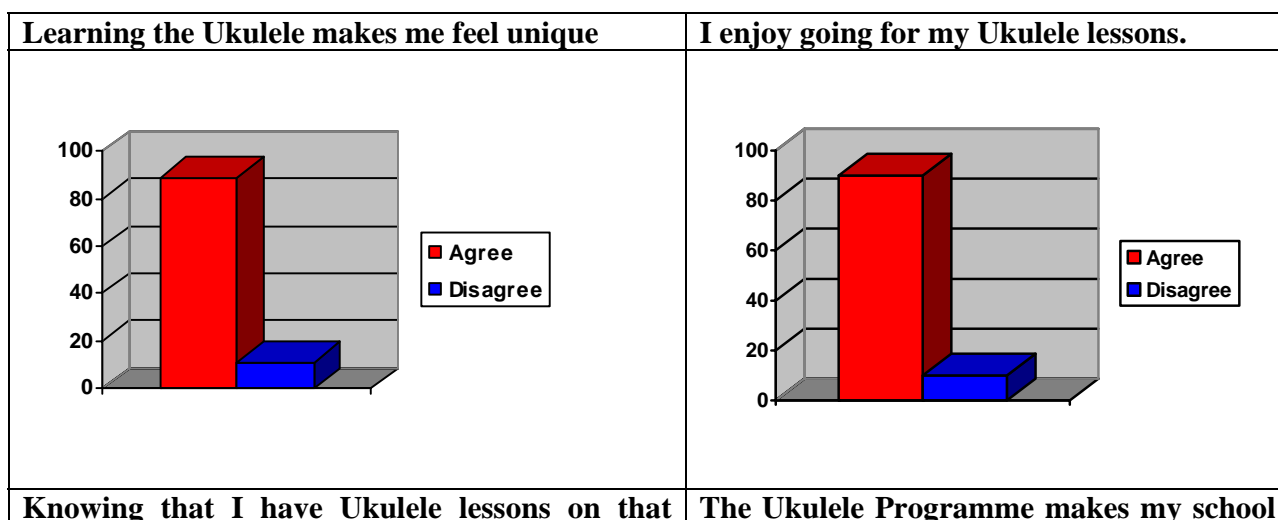
The findings from the survey were encouraging. The post test results of the Experimental Group showed a significant increase in the mean scores. The Standard Deviation (SD) across the questions was below 2.00, thus indicating that the mean scores had minimal variance.

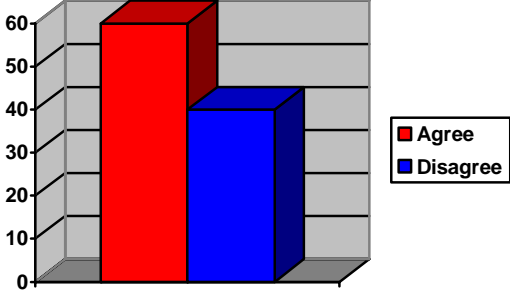
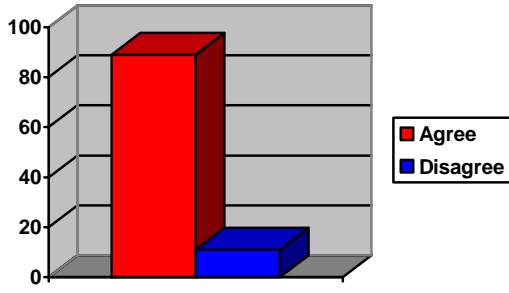
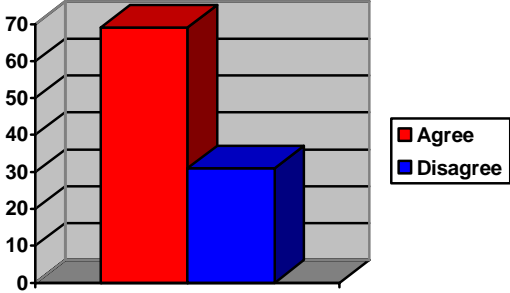
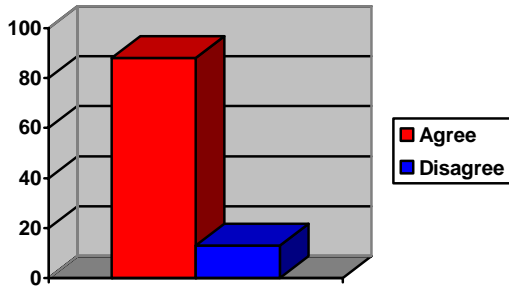
The significant increase in the mean scores of the Experimental Group indicates that the intervention programme results in a heightened interest in the area of music. After going through the Ukulele Programme, the pupils in the Experimental Group expressed that music lessons do have a positive impact on their school experiences and make it a more enjoyable one. Knowing that they have music lessons on a particular day motivates them to go to school. They feel recharged after every music lesson and that allows them to concentrate and focus better during other lessons. Most importantly, through music lessons, they learn the importance of cooperation and teamwork. On the whole, they enjoy their music lessons.

Depressingly, the post test results of the Control Group, showed a decrease in the mean scores. The Standard Deviation (SD), similar to the Experimental Group, was below 2.00, thus indicating that the mean scores had minimal variance as well. This indicates that during the research period, the current music curriculum did little to motivate pupils. Instead, their interest in music had taken a dip.

In addition to the first quantitative survey conducted, three additional surveys, one for the experimental group, one for the control group and one for the parents of the experimental group, were done to find out general feelings about the Ukulele Programme.

Experimental Group



particular day, motivates me to come to school.	experience a more meaningful one
 <p>A 3D bar chart with a vertical axis from 0 to 60. The 'Agree' bar (red) reaches 60, and the 'Disagree' bar (blue) reaches 40. A legend on the right shows a red square for 'Agree' and a blue square for 'Disagree'.</p>	 <p>A 3D bar chart with a vertical axis from 0 to 100. The 'Agree' bar (red) reaches 90, and the 'Disagree' bar (blue) reaches 10. A legend on the right shows a red square for 'Agree' and a blue square for 'Disagree'.</p>
<p>I feel proud walking around with my Ukulele.</p>	<p>Participating in the Ukulele Programme makes me feel that I belong to a special group.</p>
 <p>A 3D bar chart with a vertical axis from 0 to 70. The 'Agree' bar (red) reaches 70, and the 'Disagree' bar (blue) reaches 30. A legend on the right shows a red square for 'Agree' and a blue square for 'Disagree'.</p>	 <p>A 3D bar chart with a vertical axis from 0 to 100. The 'Agree' bar (red) reaches 90, and the 'Disagree' bar (blue) reaches 10. A legend on the right shows a red square for 'Agree' and a blue square for 'Disagree'.</p>
<p>Through the programme, I have learnt the importance of cooperation and teamwork.</p>	<p>I feel recharged after every Ukulele lesson and that allows me to concentrate and focus better during other lessons.</p>

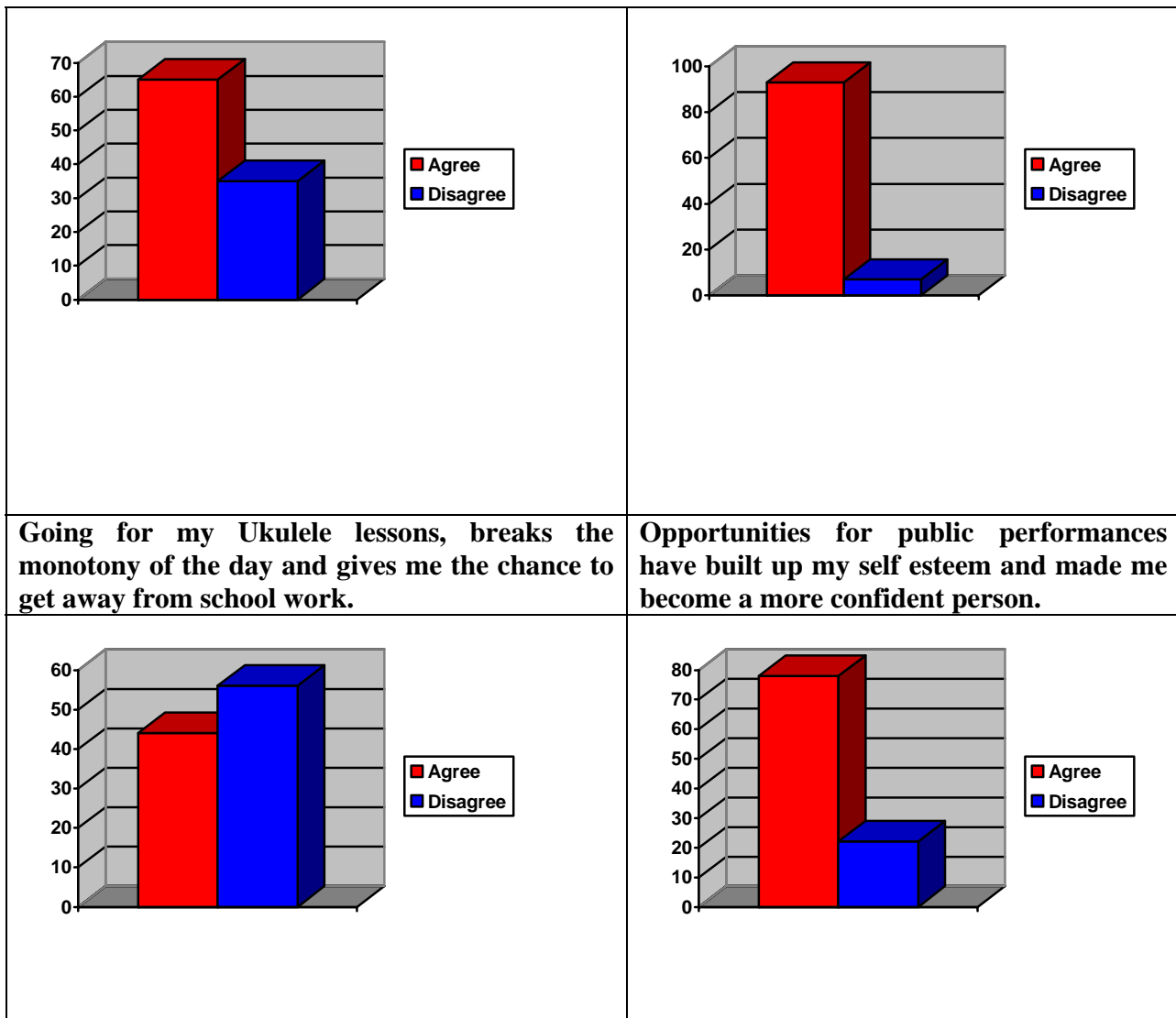
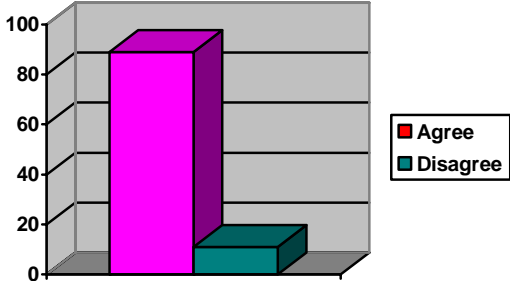
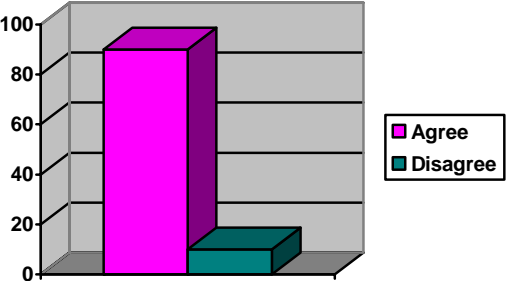
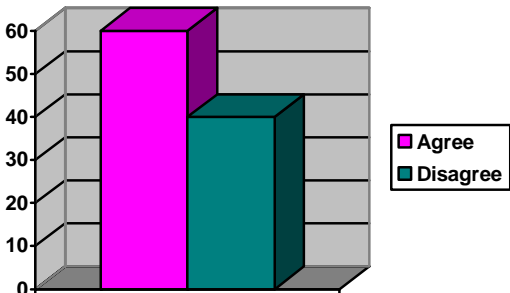
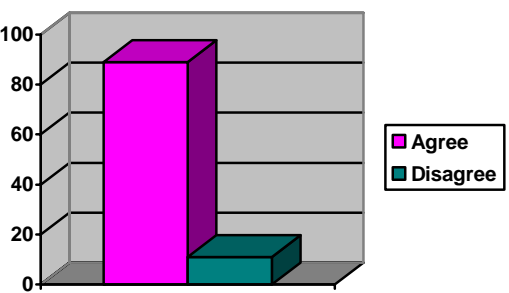


Figure 2: Experimental Group’s Perception of the Ukulele Programme

As shown by the graphs above, the experimental group’s response to the ten questions were highly affirmative. The pupils from the Experimental Group perceived that learning the Ukulele made them feel unique and they enjoyed going for their Ukulele lessons. Knowing that they had Ukulele lessons on a particular day, motivated them to go to school. They felt proud walking around with their Ukuleles. Participation in the Ukulele Programme helped them learn the importance of cooperation and teamwork and made them feel that they belonged to a special group. More importantly, opportunities for public performances had built up their self esteem and made them become more confident. They feel recharged after every Ukulele lesson and that allowed them to concentrate and focus better during other lessons. Although only 44% agreed that going for Ukulele lessons broke the monotony of the day and gave them the chance to get away from school work, an overwhelming 89% agreed that the Ukulele Programme had made their school experiences a more meaningful one.

Control Group

<p>Learning a special musical instrument like the Ukulele makes one feel unique.</p>	<p>Learning to play the Ukulele makes one's school experience a more meaningful one.</p>												
 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>95</td> </tr> <tr> <td>Disagree</td> <td>15</td> </tr> </tbody> </table>	Response	Percentage	Agree	95	Disagree	15	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>95</td> </tr> <tr> <td>Disagree</td> <td>15</td> </tr> </tbody> </table>	Response	Percentage	Agree	95	Disagree	15
Response	Percentage												
Agree	95												
Disagree	15												
Response	Percentage												
Agree	95												
Disagree	15												
<p>I envy my friends walking around with their Ukuleles.</p>	<p>Seeing my friends participating in the Ukulele Programme makes me feel that they belong to a special group.</p>												
 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>60</td> </tr> <tr> <td>Disagree</td> <td>40</td> </tr> </tbody> </table>	Response	Percentage	Agree	60	Disagree	40	 <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>90</td> </tr> <tr> <td>Disagree</td> <td>15</td> </tr> </tbody> </table>	Response	Percentage	Agree	90	Disagree	15
Response	Percentage												
Agree	60												
Disagree	40												
Response	Percentage												
Agree	90												
Disagree	15												
<p>Going for Ukulele lessons, breaks the monotony of the day and gives the learner the chance to get away from school work.</p>	<p>Given the opportunity, I would love to take up Ukulele lessons in school.</p>												

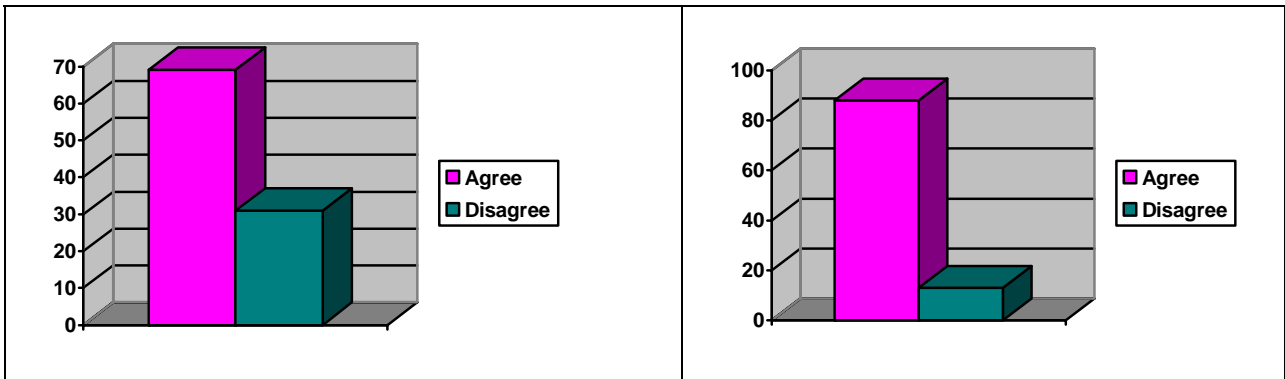
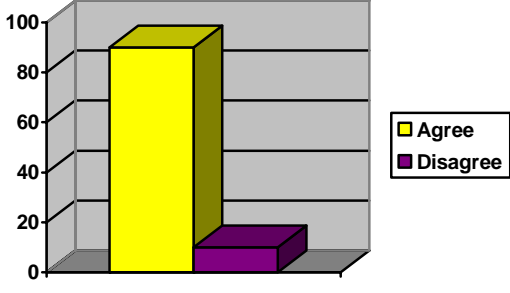
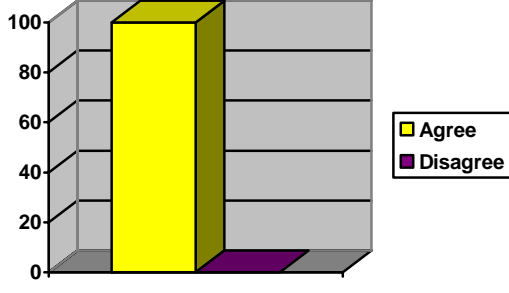
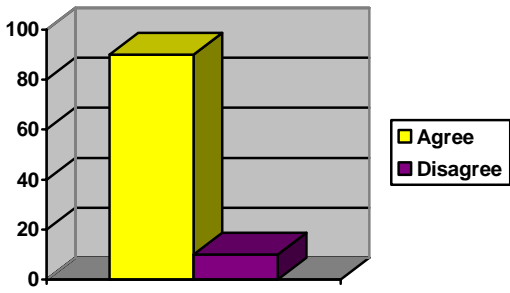
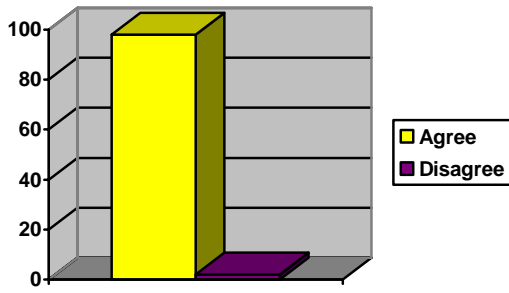


Figure 3: Control Group's Perception of the Ukulele Programme

The control group found the ukulele a very unique musical instrument. From their responses to the six questions, 84% of the respondents agreed that learning a special musical instrument like the Ukulele makes one feel unique. Most of these respondents expressed that going for Ukulele lessons breaks the monotony of the day and gives the learner the chance to get away from school work. A remarkable 87% of them indicated that given the opportunity, they would love to take up Ukulele lessons in school.

Parents' Perception

Learning the Ukulele makes my child feel unique.	My child enjoys going for his/ her Ukulele lessons.												
<table border="1"> <caption>Data for 'Learning the Ukulele makes my child feel unique.'</caption> <thead> <tr> <th>Response</th> <th>Percentage (%)</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>100</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> </tbody> </table>	Response	Percentage (%)	Agree	100	Disagree	0	<table border="1"> <caption>Data for 'My child enjoys going for his/ her Ukulele lessons.'</caption> <thead> <tr> <th>Response</th> <th>Percentage (%)</th> </tr> </thead> <tbody> <tr> <td>Agree</td> <td>100</td> </tr> <tr> <td>Disagree</td> <td>0</td> </tr> </tbody> </table>	Response	Percentage (%)	Agree	100	Disagree	0
Response	Percentage (%)												
Agree	100												
Disagree	0												
Response	Percentage (%)												
Agree	100												
Disagree	0												
<p>Knowing that he / she has Ukulele lessons on that particular day, motivates my child to go to school.</p>	<p>The Ukulele Programme makes my child's school experience a more meaningful one.</p>												

	
<p>My child feels proud walking around with his / her Ukulele.</p>	<p>My child feels proud walking around with his / her Ukulele.</p>
	
<p>Going for his / her Ukulele lessons, breaks the monotony of the day and gives my child the chance to get away from school work.</p>	<p>My child feels recharged after every Ukulele lesson and that allows him / her to concentrate and focus better during other lessons.</p>

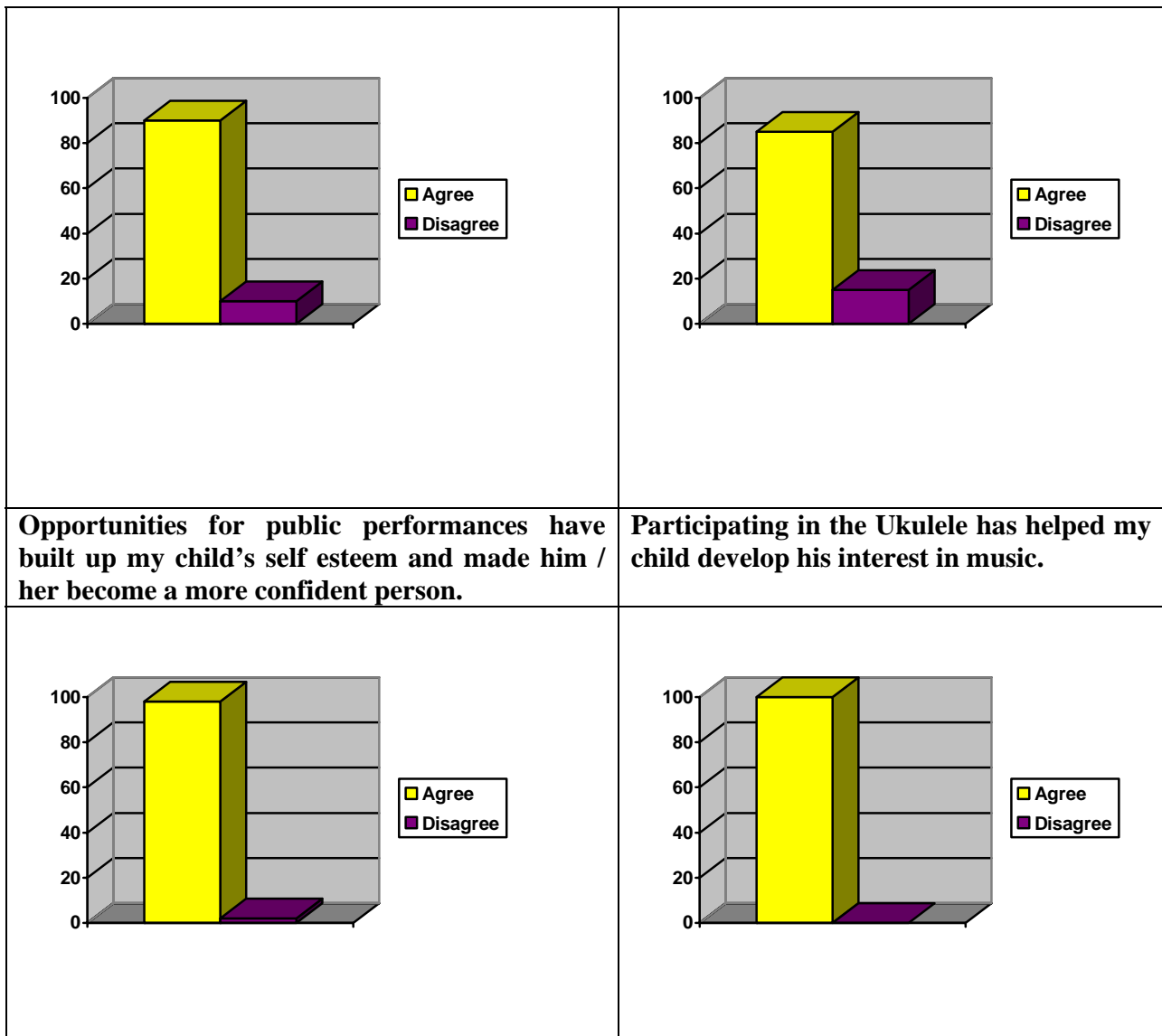


Figure 4: Parents' (Experimental Group) Perception of the Ukulele Programme

The findings from the earlier surveys had been positive and the result of the parents' survey reinforced the success of the programme. 95% of the parents surveyed felt that learning the ukulele made their children feel unique. They noticed that their children enjoyed going for their ukulele lessons and they felt that the opportunities given to the children for public performances had indeed done much to boost their children's self-confidence. Using ukulele lessons as a motivator was seen as particularly effective and it had made their children's school experiences more meaningful.

Journal Entries by Pupils

From the journal entries reviewed, there are evidences to suggest that pupils enjoy being in the ukulele programme and going for performances has kept their motivation high. The quotes below are excerpts from their entries.

“It allows me to know more about music and show off my talents in front of others. It just brightens my life”. - Felix of 6 Diligent

“Joining this group, I feel special. I can perform in front of lots of people, hear them applaud for us. I feel happy” - Xin Yi 6 Diligent

“It builds up my self – confidence and it also whets my interest for music”.
- Shi Hui 6 Diligent

“I have been able to learn music in a different aspect. It opened new possibilities in the window of musical talents. It allowed me to show this talent of mine at performances, also building up my self – confidence and morale. Just walking with my ukulele slung on my back makes me want to shout with joy as I watch heads turn in my direction . All in all, I love this programme.” – Lucas 6 Diligent

“I would always leap with joy at the thought of ukulele performances.....I would always look forward to Mondays when I have my ukulele lessons, carrying my ukulele in my arms, walking around with pride.” – Lin Jian 6 Diligent

“When I walk around carrying my ukulele, people would stare and sometimes look envious, which practically made me glow with pride.” - Amanda 6 Diligent

“It gives me such a happy feeling to be able to perform with all my classmates and friends. Now I know how important music really is.” - Atiqah 6 Diligent

“Though I have learnt other instruments, I feel that I like ukulele the most. Ukulele performances outside the school helps me to build self confidence”.
- Ming Yeow 6 Trustworthy

“I hope I can still perform more often as I feel like I am in a special group of musicians” - Sherman 6 Trustworthy

“We are special as there are only two P6 classes having ukulele lessons. I can play for the folks and make them happy.” - Tiffany 6 Trustworthy

“I feel proud walking around with my ukulele and I enjoy going for my ukulele lessons.” - Stella 6 Trustworthy

“I love performances and will wait patiently for another one.”
- Joel 6 Trustworthy

“I have been chosen to take part in this musical journey.....this teaches me the value of friendship, teamwork and cooperation.” – Helmi 6 Trustworthy

Conclusion

In conclusion, accentuating the level of motivation, self-discipline and self-esteem is largely dependent on whether the needs of the pupils are addressed and met. The ukulele is not the solution. It is a tool to get our pupils interested and be curious about their surroundings; motivating them to find out and gather more. Pupils were given ample opportunities to showcase their talents and be recognised. In the process, they became more confident. Applaud action, act on applause. A resounding applause is a simple reason and indeed, a motivating one. Applauses bring smiles and warm hearts. For applauses, they found the value of learning, the love for learning. In line with the new MOE initiative of 'Teach Less, Learn More', we seek not to flood our pupils with loads of information. Instead, we aim to impart to our pupils the love for learning. All in all, we want a class of engaged learners.

Limitation of Research

A survey is a two-way communication between the researchers and the respondents. To ensure that the conclusions drawn from the surveys are valid, it is important that the people taking our surveys understand what we are asking. Only then can the correct data be collected. The next critical issue that needs to be addressed is, "do the responses mean what we think they mean?". This brings us to the limitation of our research; validating our survey instruments.

Our survey questions were not validated. As a result, the accuracy of our analysis and the conclusions drawn might not be 100% valid.

Future Plans

A *pilot test* with approximately 30 respondents will be conducted to provide valuable information about the validity of the instrument and the usefulness of the items.

We will ask respondents to complete the survey instruments and then give their comments about items that they felt were vague, or had trouble answering accurately. After discussion, we will rewrite the questions to make them more comprehensible.

References

- Beer Alice.S & Hoffman Mary E., (1973) *Teaching Music What, How, Why*. General Learning Corporation, USA.
- Brewer, Chris. (1995). *Music and Learning: Seven Ways to Use Music in the Classroom*. Tucson, AZ: Zephyr Press.
- Campbell, Don. (1997). *The Mozart Effect: Tapping the Power of Music to Heal the Body, Strengthen the Mind, and Unlock the Creative Spirit*. New York: Avon Books.
- Cairo Jim, (1998) *Motivation and Goal Setting*. National Press Publications, USA.
- Humboldt State University (2006). *Survey Website: Validating A Survey* (FTP: http://www.humboldt.edu/~storage/surveysite/survey_validation.html).
- Mary E. Rice (2001) The Effect of the Passive Concert On Kindergarten Learning, (FTP:<http://www.education.uncc.edu/tcrock/ARexample.doc>).
- Mcginnis Alan Loy (1985) *Bringing out the Best in People*, Augsburg Publishing House, Minneapolis.
- Swanwick Keith, (1988) *Music, Mind, And Education*, Routledge, London.

Appendix 1

Pre-Post Test Survey of the School's Music Programme



WOODLANDS PRIMARY SCHOOL

Survey on the Music Lessons

Your Input is Important!

Circle the appropriate numbers to the questions below.

SD – Strongly Disagree D – Disagree A - Agree SA – Strongly Agree

		SD	D	A	SA
1.	Music lessons make my school experience a more enjoyable one.	1	2	3	4
2.	Knowing that I have music lessons on that particular day, motivates me to come to school.	1	2	3	4
3.	Through music lessons, I learn the importance of cooperation and teamwork.	1	2	3	4
4.	Going for my music lessons, breaks the monotony of the day and gives me the chance to get away from school work.	1	2	3	4
5.	I feel recharged after every music lesson and that allows me to concentrate and focus better during other lessons.	1	2	3	4
6.	On the whole, I enjoy my music lessons.	1	2	3	4

Thank you

Appendix 2

Survey on the Experimental Group's Perception of the Ukulele Programme

Your Input is Important!

Tick the appropriate answers to the questions below.

		Agree		Disagree	
1	Learning the Ukulele makes me feel unique.	71	89%	9	11%

2	I enjoy going for my Ukulele lessons.	72	90%	8	10%
3	Knowing that I have Ukulele lessons on that particular day, motivates me to come to school.	48	60%	32	40%
4	The Ukulele Programme makes my school experience a more meaningful one.	71	89%	9	11%
5	I feel proud walking around with my Ukulele.	55	69%	25	31%
6	Participating in the Ukulele Programme makes me feel that I belong to a special group.	70	88%	10	13%
7	Through the programme, I have learnt the importance of cooperation and teamwork.	52	65%	28	35%
8	Going for my Ukulele lessons, breaks the monotony of the day and gives me the chance to get away from school work.	35	44%	45	56%
9	I feel recharged after every Ukulele lesson and that allows me to concentrate and focus better during other lessons.	74	93%	6	7%
10	Opportunities for public performances have built up my self esteem and made me become a more confident person.	62	78%	18	22%

Appendix 3

Survey on the Control Group's Perception of the Ukulele Programme

Survey on the Ukulele Programme

Your Input is Important!

Tick the appropriate answers to the questions below.

		Agree		Disagree	
1	Learning a special musical instrument like the Ukulele makes one feel unique.	32	84%	6	16%
2	Learning to play the Ukulele makes one's school experience a more meaningful one.	30	79%	8	21%

3	I envy my friends walking around with their Ukuleles.	17	45%	21	55%
4	Seeing my friends participating in the Ukulele Programme makes me feel that they belong to a special group.	20	53%	18	47%
5	Going for Ukulele lessons, breaks the monotony of the day and gives the learner the chance to get away from school work.	34	89%	4	11%
6	Given the opportunity, I would love to take up Ukulele lessons in school.	33	87%	5	13%

Appendix 4

Survey on the Parents' (Experimental Group) Perception of the Ukulele Programme

Survey on the Ukulele Programme

Your Input is Important!

Tick the appropriate answers to the questions below.

		Agree		Disagree	
1	Learning the Ukulele makes my child feel unique.	39	95%	2	5%
2	My child enjoys going for his/ her Ukulele lessons.	41	100%	0	0%
3	Knowing that he / she has Ukulele lessons on that particular day, motivates my child to go to school.	37	90%	4	10%
4	The Ukulele Programme makes my child's school experience a more meaningful one.	41	100%	0	0%
5	My child feels proud walking around with his / her Ukulele.	37	90%	4	10%

6	Through the programme, my child has learnt the importance of cooperation and teamwork.	40	98%	1	2%
7	Going for his / her Ukulele lessons, breaks the monotony of the day and gives my child the chance to get away from school work.	37	90%	4	10%
8	My child feels recharged after every Ukulele lesson and that allows him / her to concentrate and focus better during other lessons.	35	85%	6	15%
9	Opportunities for public performances have built up my child's self esteem and made him / her become a more confident person.	40	98%	1	2%
10	Participating in the Ukulele has helped my child develop his interest in music.	41	100%	0	0%

Thank you

Appendix 5

Journal Entry – My Reflection of the Ukulele Programme



WOODLANDS PRIMARY SCHOOL

Your Input is Important!

My Journal Entry on the Ukulele Programme

Dear Journal,

When I think of my participation in the Ukulele Programme, I am proud that



Till we meet again,
