

Effects of Feedback to Sung Tonal Patterns on the Music
Self-Concept of Sixth and Seventh Grade Students Categorized by
Levels of General Self-Esteem

Dr. Deborah T. Jacobs
Assistant to the Director
Schwob School of Music
Columbus State University
4225 University Avenue
Columbus, GA 31909

jacobs_deborah@colstate.edu

706-649-7243 (work)
706-561-2038 (home)
706-649-7369 (fax)

Effects of Feedback to Sung Tonal Patterns on the Music Self-Concept of Sixth and Seventh Grade Students Categorized by Levels of General Self-Esteem

Deborah T. Jacobs

Dr. Wendy L. Sims, Dissertation Supervisor

ABSTRACT

Purpose of the Study. The purpose of this study was to determine if teacher feedback to sung tonal patterns affected the music self-concept of sixth and seventh grade students. General self-esteem was also tested for correlation with music self-concept.

Procedure. One hundred students in sixth and seventh grades from three middle schools in Columbia, Missouri participated in this study. Each student completed the Coopersmith Self-Esteem Inventory and the Self-Concept in Music scale in a large group setting. These two scores for each student were used to place students in one of four subgroups: high general self-esteem/high music self-concept, high general self-esteem/low music self-concept, low general self-esteem/high music self-concept, and low general self-esteem/low music self-concept.

The students were then randomly assigned to one of three treatment groups (no feedback, appropriate feedback, positive feedback). The students, in a private session, attempted to echo-sing tonal patterns. The researcher responded to each attempt according to the assigned treatment and recorded the singing performance scores. Each student then completed the Self-Concept in Music scale once again.

Results. No significant main effects or interactions were found. A low positive significant correlation ($r=.37$) was found between the scores for sung tonal memory and the posttest scores for music self-concept. A low positive significant correlation ($r=.28$) was also found between the scores for the music self-concept pretest and the scores for general self-esteem.

Conclusions. Results of this study validate that students are able to determine their own perception of ability in music, that this perception is stable after a short-term intervention, and that this perception significantly relates to their general self-esteem.