Life Quality of Children Interested in Music

Mustafa Kabataş

Correspondence: Mustafa Kabataş, Kastamonu Üniversitesi Eğitim Fakültesi Güzel Sanatlar Eğitim Bölümü Müzik Eğitimi Anabilim Dalı, Turkey.

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Abstract

Many definitions have been made about music. Soykan (2002 P: 1) defines music as “explaining the effect that it awakens in the audience with stimulation, impression, affect”. According to (Sun et. al., 1969), music is the art of expression with sound and rhythm (Uçan et. al., 1996) is the music as art; It defines as a whole that describes certain situations, phenomena and events in an aesthetic structure with harmonious sounds that are combined with a certain purpose and method, with a certain understanding of beauty, with the contribution of emotions, thoughts, designs and impressions or other reasons. According to (Özer et. al., 1997). The diversity of the definitions about music arises from the existence of music concepts that vary according to the age, culture and individuals in a culture. Developing and gaining music-related behaviors during the upbringing of individuals is through music education. With music education, it is aimed to create musical behavior change in the desired direction in their psychological, cognitive and affective behavior. The behaviors that are tried to be acquired will be possible with a planned and programmed training process (Akbulut Efe et. al., 2006). Today, there are many institutions providing professional or amateur, paid or free music education. In this study, it was made to observe whether there is a change in the quality of life of children who are 10-14 years old, who are interested in music, compared to those who are not. 68 students interested in the same number of music and not attending the study participated in the study. The data of the study were collected by Kid-KINDL quality of life scale and family questionnaire. The findings were discussed and the study was thought to contribute to the field.

Keywords: music, music education, child, music interest, quality of life

1. Introduction

Quality of life is expressed as the individual response to the physical, mental and social effects of the disorders that affect individual satisfaction under certain life conditions (Üneri Ö, Memik Ç. et. al., 2007). Quality of life, which is an expression of individual well-being, is an indicator of subjective satisfaction in different areas of life. It includes being aware of the state of well-being, which is the most basic indicator of being at peace with yourself, and feeling valuable (Eser E, Yüksel H, Özcan C. et. al., 2008). The quality of life, which is considered and evaluated as a general and continuous well-being, generally focuses on positive experiences that create happiness, pleasure and satisfaction, and negative experiences and emotions that express the opposite (Beal CA, Co TJP, Dougherty D, et. al., 2004). There are many researches that music adds value to life and changes life positively. In my study, it includes 68 children who are between 10 and 14 years of age and who are not interested in music at the same time, who take lessons to learn various individual instruments in courses that are opened free of charge in public education centers and therefore take professional music education to their lives. Children who are interested in music show some differences in the development process compared to children who are not interested in music. Children who are not interested in music experience factors such as difficulties in understanding and expressing language and social and sensory retardation compared to those who are interested. All these negative psychological, emotional, social and cognitive effects will also affect the quality of life of the child (Van Oyen H, Tafforeau J, Demanest S, et. al., 2001). In my study, it has been observed how the quality of life has changed compared to children who are not interested in music, how the quality of life of children with increased quality of life has changed and how they communicate with themselves and the environment are more beneficial to society.

Sample of the Research

The sample of this research is 68 people who are in the center of Kastamonu city center, who have free guitar, baglama and new lessons, whose social and economic positions vary between 10 and 14 years old, who do not have any health problems, continue their education, and have the same proportion of music. Consists of a child not interested in.
2. Data Collection Tools
Two forms, namely the questionnaire form applied to the families of the children and the Kid-KINDL Quality of Life Scale Form, were used for data collection.

1. Questionnaire Form for Families of Children: It is a questionnaire form consisting of 10 questions prepared by the researchers in order to define the social and economic characteristics of the children participating in the research and their families.

2. Kid-KINDL Quality of Life Questionnaire: KINDL (KINDer Lebensqualitätsfragebogen: Children Quality of Life Questionnaire) scale, developed in 1998 by Ravens-Sieberer and Bullinger, is a general-purpose quality of life measurement tool developed specifically for children and adolescents. KINDL German was developed and translated into 14 languages. The Turkish validity and reliability study of the scale for children between the ages of 8-12 was conducted by Eser et al. In 2004 Eser E, Yüksel H, (Özcan C. et al., 2008). Scores taken from the scale vary between 0-100. The scale does not have any breakpoints, getting high scores indicates good quality of life. Kid-KINDL items are ranked from 1 (never) to 5 (always) and scaled with a likert-type measurement.

Evaluation of the Data
The data were collected by using the questionnaire prepared by the researchers to identify the social and economic characteristics of the children and their families participating in the research and by using the Kid-KINDL quality of life scale. And the collected data were evaluated on computer using the analysis program. The number and percentage distributions of the findings were calculated. The data obtained were tested in 93% confidence interval. Results are expressed as mean ± SD and percentage and t test was used. In statistical analysis, P <0.05 significance level was accepted by Kastamonu University.

3. Results
The average age of the children participating in the research is 12 ± 1.4. 45.5% (n = 31) of children who are not interested in music are girls, 55.5% (n = 37) of them are boys, 48.5% (n = 33) of children who are interested in music are girls, 51.5% (n = 35) are boys. Participating in the study consists of children whose age range varies between 10 and 14 years, whose social and economic positions are close to each other, who do not have any health problems and continue their education.

Table 1. Comparison of Quality of Life scores of children who are interested in music according to those who are not interested

| Scale Sub-Dimensions         | Group 1     | Group 2     | P   |
|------------------------------|-------------|-------------|-----|
| Physical Competence          | 75.0±22.0   | 77.6±19.3   | 0.52|
| Spiritual Competence         | 68.9±15.5   | 82.0±14.3   | 0.00|
| Self-improvement             | 58.6±17.9   | 67.8±21.3   | 0.04|
| Family                       | 70.1±14.7   | 86.3±11.8   | 0.01|
| Social Environment           | 73.3±17.7   | 84.7±15.2   | 0.06|
| School                       | 61.1±15.5   | 71.3±19.1   | 0.00|
| Total                        | 78.9±10.5   |             | 0.00|

In Table 1, the scores of both groups of children from the sub-dimensions of the Kid-KINDL quality of life scale and total quality of life scores are given. While the total quality of life score of children not interested in music was found as 68.5, the total quality of life score of children interested in music was found to be 78.9, and this result shows a statistically significant difference (P <0.05). When the scores obtained from the sub-dimensions of the scale were compared, the physical competence, mental competence, family, social environment, and school sub-dimension scores of children who were not interested in music were found to be significantly lower than the healthy group (P <0.05). The children in both groups got the lowest score from the personal development dimension of the quality of life scale.

Table 2. Comparison of Total Quality of Life Scores by Families' Social and Economic Status

| Social and Economic Status | Group 1 | Group 2 | P   |
|---------------------------|---------|---------|-----|
| Good                      | 71.6    | 70.8    | 0.20|
| Middle                    | 69.9    | 71.3    | 0.18|
| Bad                       | 65.8    | 68.7    | 0.09|
It was determined that the children and their families participating in the application were 7.4% (n = 10) good, 58.8% (n = 79) moderate and 33.8% (n = 47) low social and economic. Comparison of total quality of life scores of both groups of children by social and economic level is given in Table 2.

Table 3. Comparison of Quality of Life Scores by Gender

| Sub Dimensions       | Girl Group 1 | Girl Group 2 | P     | Boy Group 1 | Boy Group 2 | P     |
|----------------------|--------------|--------------|-------|-------------|-------------|-------|
| Physical Competence  | 69.9±22.3    | 80.0±16.0    | 0.05* | 74.4±20.8   | 80.1±22.0   | 0.65  |
| Spiritual Competence | 66.1±14.4    | 84.6±12.0    | 0.00* | 70.9±17.4   | 77.3±16.0   | 0.65  |
| Self-improvement     | 58.6±20.3    | 72.3±17.3    | 0.01* | 57.5±18.4   | 65.2±21.2   | 0.28  |
| Family               | 62.6±17.3    | 72.3±20.3    | 0.02* | 69.5±14.1   | 82.4±14.8   | 0.00* |
| Social Environment   | 73.3±16.4    | 87.0±13.9    | 0.88  | 73.0±18.9   | 82.1±16.0   | 0.09  |
| School               | 63.1±15.9    | 75.8±17.8    | 0.44  | 61.4±15.2   | 67.8±19.0   | 0.20  |
| Total                | 65.4±5.2     | 79.9±6.0     | 0.01* | 69.8±7.0    | 75.8±8.1    | 0.25  |

In Table 3, a comparison of the scores obtained from Kid-KINDL quality of life scale by children who are interested in music and who are not interested in music is given by gender. Total quality of life score is 65.4 for girls who are not interested in music and show a statistically significant difference (p < 0.05). In boys, the total quality of life scores of the children in two groups, those who are interested in music and those who are not interested in music, do not differ significantly (p > 0.05). In the comparison of the scale according to the sub-dimensions, the scores of the girls who were not interested in music from the physical competence, emotional competence, personal development and family sub-dimensions were found to be statistically significantly lower than the children in the group interested in music (p < 0.05).

In the comparison of the sub-dimensions of the quality of life scale of boys in two groups as children who are interested in music and who are not interested in music, only scores obtained from the family sub-dimension differ significantly, and boys who are not interested in music received lower scores than boys who are interested in music. It was found that quality of life scores did not differ significantly with respect to increasing age and gender in children not interested in music. Music has been determined positively everywhere in the lives of children, who add life.

4. Discussion

Music is of great importance for human mental and spiritual development, cultural maturity and civilized life. Since the relationship between the brain and music is strong, it is a natural reaction that the person reacts instantly to the music he hears. Researchers found that classical western and classical Turkish music significantly increased brain activities due to their positive effects on the human brain (Yener Y. A. et. al., 2011). As a result of the research carried out at Friedrich Schiller University in Germany, it has been determined that the brains of people engaged in music professionally and amateurly are larger. It has been determined that playing musical instruments regularly causes the parts of the brain related to seeing, hearing, moving and coordination to grow. In this article, I would like to mention the positive and stimulating effects of classical western and classical Turkish music on both children and the elderly. Experiments have determined that the positive effects of classical music on people are also valid for plants (Yener Y. A. et. al., 2011).

The acquaintance of children with music can start in the womb. It has been determined that babies who hear the lullaby or melody that they listen to after birth remember this, their heartbeat slows down and becomes more regular and calm, and they are more positive and compatible (Bales et. al., 1998). Even these simple melodies and lullabies, voiced by the voice of the mother, help the development of the brains of the babies, lay the ground for the connection of millions of sparkling fresh cells and play a huge role in shaping their later lives. It was proved by many scientists that classical music that we listened to the baby made great contributions to its development while still in the womb (Yener Y. A. et. al., 2011).

Saying that the word “music is the food of the soul” is a very accurate and scientific expression. Dr. Erol Belgin states that the music sends aesthetic stimuli to the brain, the sounds going to the brain provide extraordinary mobility, and the veins expand, the blood pressure decreases with the secretion of endorphins and some other hormones, which is a natural chemical of our brain, and this gives comfort, beautiful feelings, vitality and excitement to the body. He also
underlines the fact that the IQ of a baby growing up by listening to classical music is 5 points higher than others (Belgin, et. al., 2010).

The more music enters the world of children, the more sensitive, sensitive and conscious adults will become in their future lives. As it is known, the personality and abilities of children develop very fast at the ages of 0-3. The education of children in this group can be started by listening to carefully selected classical music and singing songs together (Clair, A. A. and Memmott, J. et. al., 2008). The fact that dealing with music helps the learning functions in children and the children who start music education at an early age have more complex and versatile problems in the coming years than Pamukkale University Faculty of Education Journal, Issue 29 (January 2011 / 1) 121 The Effects of Music on Children and Elderly states that they have the ability to solve with stress (Yener Y. A. et. al., 2011).

Playing the instrument leaves long-term, important benefits and effects in children. According to researches, a student who has studied piano for only 6 months is able to solve difficult puzzles 30% faster than other children (Bales, et. al., 1998).

Although it is not necessary for the child to steal an instrument, it is very useful for achieving this, expressing himself and gaining skills. Every child has different capacities and abilities. Some of their talent and interests allow to play more sophisticated musical instruments and take individual lessons, while others are more suited to collective lessons that allow playing a simpler level of instrument and more social sharing. The ear is an organ that develops as it is trained and likes to listen to the kind of sound it gets used to (Yener Y. A. et. al., 2011).

Therefore, it is important for children to get acquainted with accurate and constructive music at an early age. It is natural that children living music as part of their lives will be more compatible and social with themselves and their environment. Music also plays an effective role in the treatment and education of autistic children. Neurology specialist Dr. According to Mehmet Yavuz, positive changes and improvements are provided in various psychological and organic-based diseases such as autism, psychological childhood diseases and geriatrics with music therapy (Yener Y. A. et. al., 2011).

Since the last half of the 20th century, it is seen that the concept of health-related quality of life has gained importance in the evaluation of health-related data, field studies and treatment results (Üneri Ö, Memik ÇN. et. al., 2008).

As a result; It also directly affects the quality of life of children who are not interested in music in early childhood or any period of their lives, which are the most important periods of their lives for learning and understanding. School-family cooperation is an important issue that should be emphasized in increasing the expression skills, independence level and adaptation to social life of children who are not interested in music (Eskioğlu, et. al., 2010).

In schools where children with music education are educated, music libraries, concerts and study classes can be created so that children who are interested in music are music classes so that they can easily carry out their music activities. Providing counseling services for directing the family to the right units in order to improve children's musical perceptions and informing the child and the family about the musical activities in the society should also be part of the school services. Studies should be done.

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