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## **Concerning Competence Experience of Students in Musical Education at School**

### **An Empirical Study with Students from Grades 3-6**

Competence orientation plays a decisive role in the context of education, and musical education. Competence modeling and objective competence registration are particularly important, because of the National Standards in education. It is difficult to achieve competence modeling and objective competence registration in musical education, due to there being so many different components of musical education in schools. For this reason, this master's thesis shows a different approach to competence – the competence experience of students in musical education.

The first part of this master's thesis explains the basics of the theory. Firstly, competence and the measurement of competences are defined. Next, the musical education aspect is clarified. After defining the term of competence, some current musical competence models are critically evaluated. Afterwards, a different concept of competence is shown: the competence experience of students in musical education. Competence experience is operationalised and isolated from other self-constructs. Following the construct attitude is defined, and some facts about the measuring of attitudes are presented. Subsequently, attitudes of students in musical education at school are exposed.

The second part of this master's thesis gives details about the empirical study. The main issue is the development of a scale of competence experience and the examination of the relationship between competence experience of students in musical education at school and their attitude to musical education. Accordingly, a hypothesis was formulated and verified on the basis of the empirical data. As a result, it was ascertained, that competence experience doesn't have a significant effect on the attitude of students in musical education. It can be assumed that there are more variables affecting the attitude of students, for example motivation.