

Concerning Competence Experience of Students in Music Education at School

An Empirical Study With Students From Grades 7-12 (13-19 years of age)

Abstract

When talking to fellow students, a critical stance on their own music education at school can often be recognized. Taking this observation into account, the question rises why especially the musically competent have a negative attitude towards music education at schools. In my Master's thesis, within the context of the KOMPASS project of the Forschungsstelle empirische Musikpädagogik, it is therefore to be empirically examined what influence music-related competence exercises over the attitude towards music education at school.

The KEMI scale (Kompetenzerleben im Musikunterricht Inventar¹), based on the Fokusmodell musikbezogener Kompetenzen², was developed in order to collect data with reference to the music-related competence experience of students. It was checked for reliability in a preliminary study. The follow-up study examined the music-related competence and the attitude towards music education of students in the secondary education levels I and II (N=325) at three high schools in Berlin. The data was analyzed by means of a structural equation model showing a high reliability (Cronbach's Alpha of the whole scale $\alpha = .96$) and validity (CFI= .93; SRMR= .0588).

The outcome of the study shows that students with a high degree of action competence (Handlungskompetenz) and reflexion competence (Reflexionskompetenz) feature a good attitude towards music education. Social competence (Sozialkompetenz) has no effect on the attitude whereas psychomotoric competence (Psychomotorische Kompetenz) causes a negative effect on the students' attitude towards music education at schools. Consequently, it can be deduced that music classes for students with psychomotoric competence have to be designed more stimulating and that an upward differentiation is required in order to enable all students to expand their music-related competences within the context of their individual performance levels.

-
- 1 Competence Experience in Music Education Inventory, Carmichael, M. & Harnischmacher, C. (2014): Kompetenzerleben im Musikunterricht Inventar. Online available at http://www.fem-berlin.de/files/KEMI-Kompetenzerleben_im_Musikunterricht_Inventar.pdf (last accessed on 25 June 2014)
 - 2 Focus Model of Music-related Competences, cf. Harnischmacher, Christian (2008): Subjektorientierte Musikerziehung. Eine Theorie des Lernens und Lehrens von Musik. Augsburg.