

## **„Genderspecific motivation and attitude towards music class – an empirical study“**

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### **Abstract**

Girls and boys begin their school career with genderspecific interests and abilities. Based on a series of thesis, a small empirical study was developed that studied the relationships between gender, motivation and school music class in fourth grade. The following masters-thesis studies the question: „Is music a subject for girls?“ It is assumed that a gender-specific attitude towards music class exists. Unlike boys, girls are more motivated in music class. They assign it a greater importance and experience it as less difficult than boys do. In addition to biological sex, cultural and psychological aspects of gender are studied. Girls demonstrate more expressiveness and stress-resistance than boys.

All of the author's hypothesis were confirmed. The exception was the correlation between gender and attitude to music class.