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THE RELATIONSHIP BETWEEN HOME MUSIC ENVIRONMENT, INCLUDING  
BOTH PARENT AND SIBLING RESPONSES, AND ENROLLMENT  
IN AN ELEMENTARY INSTRUMENTAL PROGRAM

by  
Jill Melamed

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree in Music Education  
of  
The Graduate School  
at  
Rowan University  
April 2005

Approved

Professor

Date Approved

4/6/05

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## ABSTRACT

Jill Melamed

The Relationship Between Home Music Environment, Including

Both Parent And Sibling Responses, And Enrollment

In An Elementary Instrumental Program

2005

Thesis Advisor: Dr. Lili M. Levinowitz

Master of Arts: Music Education

Graduate Division of Rowan University

The purpose of this study was to examine the impact of the home musical environment on participation in the elementary instrumental program. The problem of the study was to compare the musical home environment of fourth and fifth grade students who are enrolled in an elementary instrumental program versus those who are not.

Surveys were sent home with all 195 children in the fourth and fifth grade at an elementary school in southern New Jersey. The first section of the survey, which used a Likert-type scale, was completed by a parent. The second section of the survey, which used semantic differential options, was completed by an older sibling than the child at the elementary school. Families were given one week to return the surveys. After the one week period, additional surveys were resent to the families who had not responded.

The data for each dimension of the rating scale set (parent, sibling, and home) and the composite rating for the total set were organized into three one-dimensional designs for differences. For both the sibling and parent surveys, statistically significant differences were found in favor of instrumental students. However, the researcher failed to find statistically significant differences for the overall home environment.

## MINI-ABSTRACT

Jill Melamed

The Relationship Between Home Music Environment, Including  
Both Parent And Sibling Responses, And Enrollment  
In An Elementary Instrumental Program

2005

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Master of Arts: Music Education

Graduate Division of Rowan University

The problem of the study was to compare the musical home environment of fourth and fifth grade students who are enrolled in an elementary instrumental program versus those who are not. The researcher found statistically significant differences in favor of instrumental students for the parent and sibling surveys, but failed to find a statistically significant difference for the overall home environment.

## ACKNOWLEDGEMENTS

The writer would like to thank Dr. Lili Levinowitz for her support and encouragement. Her guidance and preparation for this project during the past four years has made writing this thesis a wonderfully rewarding and enjoyable experience.

Second, the writer would like to thank the school district's Board of Education and superintendent, as well as the school's principal, for allowing me to use the elementary school in this research project.

Next, the writer would like to thank her wonderful students and their parents for their help by so graciously completing the surveys that were sent home to them.

Lastly, the writer would like to extend special thanks to her husband, Jamie, for his constant love and support. His encouragement and interest in my work has meant so much to me.

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## CHAPTER ONE

### Introduction

Music educators strive to create highly successful music programs for their own school districts. According to The American Heritage Dictionary, the word successful means having gained fame or prosperity.<sup>1</sup> Although the word successful may have a different meaning to a music educator, it is likely that there would be agreement with the following characteristics of a successful music program: musically talented and knowledgeable students, a large number of students enrolled, and support from the school district, home, and community.

Many elementary school instrumental music teachers begin students on their instruments in the fourth grade. Students are hopefully inspired to play their instruments again in fifth grade, and during this time, music educators try to encourage the musicians to continue their music education through middle school, high school, and even college. The researcher has seen the numbers in her bands fluctuate, one year very high and the next not as high. The researcher has often found herself wondering why this is, as well as the reasons a student decides to enroll in the instrumental program in the first place.

There are many reasons a child would want to play an instrument. Some students have a strong desire to become a successful musician. Others have enjoyed their general music classes in school, and feel that success in their general music class could lead to success on an instrument. Some children want to feel included in a group by playing in the band, while others join because their friends are also joining. Other children have

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<sup>1</sup> *The American Heritage Dictionary*, 4<sup>th</sup> ed., s.v. "successful."

been encouraged to join by a teacher, parent, or sibling who acts as a role model. These people may simply enjoy making music or perhaps may have played an instrument themselves. Through years of teaching, the researcher has noticed many siblings of past students enrolling in the instrumental music program, leading her to believe that the home environment has a very strong impact on a child's decision to play an instrument.

There have been many studies that have focused on the home environment and the achievement of music students. Betty Atterbury and Lynn Silcox attempted to determine relationships between the home musical environment of kindergarten children and their singing ability in school.<sup>2</sup> A musical background form containing 13 questions was sent to the parents of all kindergarteners. The form questioned parental attitude toward music and musical involvement with the child, parental concert attendance, parental ownership of music, and parental playing of a musical instrument. The researchers found significant differences between the home musical environment of beginning kindergarten singers and nonsingers.

Manny Brand examined the relationship between home musical environment and selected musical attributes of second-grade children.<sup>3</sup> Parents of 116 seven-year-old children were asked to complete the Home Musical Environmental Scale (HOMES), a parent self-reporting measure specifically designed to assess the home musical environments of lower elementary school children. Using the HOMES, the quality of the home musical environment is inferred from parental attitudes and efforts to provide a musical environment and musical experiences. Findings from this study indicated a

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<sup>2</sup> Atterbury, Betty W., & Silcox, Lynn. "A comparison of home musical environment and musical aptitude in kindergarten students." *Applications of Research in Music Education* 11, (1991): 18-22.

<sup>3</sup> Brand, Manny. "Relationship between home musical environment and selected musical attributes of second-grade children." *Journal of Research in Music Education* 34, (1986): 111-120.

strong relationship between home musical environment and musical achievement of second-grade children. Brand found the strongest relationship was between musical achievement and overall parental attitudes toward music and musical involvement with the child.

Louis Michael Bonifati's study focused on the impact of the home environment on instrumental music students considered successful by their teachers.<sup>4</sup> Questionnaires were sent to music teachers for the names of families containing successful instrumental music students. Questionnaires were then sent to 150 families containing successful music students, and finally, 19 families were chosen for personal interviews. These interviews took place at their homes, providing optimum opportunity for first-hand investigation of the home environment of successful instrumental students. Results of this study showed that the most important variables for successful music students were parental concerns, such as support and encouragement. Homes that contained parents who were involved with their child's music by showing interest and support were common among the successful students studied.

Early musical experiences are extremely important for a child.<sup>5</sup> A rich musical environment has an optimal effect on a child's development of music aptitude, and is an indicator of future success and involvement with music. Szabo (1999) stressed the importance of early musical experiences for children.<sup>6</sup> She discussed the similarities

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<sup>4</sup> Bonifati, Louis Michael. "The impact of the home environment on success in instrumental music." EdD diss., Columbia University Teachers College, 1997.

<sup>5</sup> Levinowitz, Lili M. "The importance of music in early childhood." *Music Educators Journal* 86, (1999): 17-18.

<sup>6</sup> Szabo, Moira. "Early music experience and musical development." *General Music Today* 12, (1999): 17-19.

between language acquisition and musical development, and the importance of the role of parents and teachers in developing a young child's musical abilities.

The studies previously mentioned all describe the impact a strong home musical environment has on the musical success of a child. However, none of these studies focused on the impact the home musical environment has on a child's decision to play an instrument. In addition, none of these studies include the siblings of a child when describing the home musical environment. Both parents and siblings are influential factors in a child's life. It would be interesting to determine if the "family's" home musical environment has any impact on a child's decision to play an instrument.

In this study, the researcher sought to expand on Brand's suggestion that a strong musical environment results in the musical success of a child. Therefore, the use of a revised version of the HOMES will include both siblings and parents to determine if a family with a strong musical environment influences a child's decision to play and instrument.

### Purpose and Problem

The purpose of this study is to examine the impact of the home musical environment on participation in the elementary instrumental program. The problem of this study is to compare the musical home environment of fourth and fifth grade students who are enrolled in an elementary instrumental program versus those who are not.

## CHAPTER TWO

### Related Research

As established in the previous chapter, the major components of this study are home music environment statistics and enrollment in an instrumental music program. Due to the fact that there are no studies on enrollment in instrumental music, the studies chosen in this chapter included surveys used to determine the impact of the home musical environment.

### The Brand Study<sup>1</sup>

In 1986, Manny Brand designed a study to develop and validate the Home Musical Environment Scale (HOMES). The HOMES is a parent self-reporting measure specifically designed to assess the home musical environments of lower elementary school children. The final version of the HOMES contains 15 items in which the quality of the home musical environment is inferred from parental attitudes and efforts in providing a musical environment and experiences.

The first step in developing the contents of the HOMES was formulating an initial pool of 33 items which represented a variety of aspects of parental musical attitudes and efforts in providing a nurturing musical environment. These items were then submitted for content validity to a panel of four music educators. The panel eliminated certain

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<sup>1</sup> Brand, Manny. "Development and validation of the home musical environment scale for use at the early elementary level." *Psychology of Music* 13, No. 1 (1985): 40-48.

items and combined other items in a more generalized manner. The panel finally selected 15 items which they felt were most indicative of an outstanding home musical environment. These items then formed the basis of the HOMES. The final version of the HOMES contained five survey-type items, nine likert-type scale items, and one semantic differential item. All items had a response range from 1 to 5.

The HOMES was distributed to 201 second-grade (7-year-old) children representing two elementary schools located in a large urban school system in the southwestern United States. These second-graders were instructed to have the parent(s) complete the survey and return it to school within two days. A total number of 157 surveys were returned and analyzed for this study.

The responses of the subjects on the HOMES were factor analyzed and four dimensions of musical environment were identified. These four factors were described as: (1) parent's attitude toward music and musical involvement with their child; (2) parental concert attendance; (3) parent/child ownership and use of record/tape player, records, tapes; (4) parental experience with a musical instrument.

In addition to the content validity, the concurrent validity of the HOMES was determined by comparing the music teacher's rating of the subject's home musical environment with the parents' evaluations as assessed by the HOMES. Both music teachers at the elementary schools were asked to evaluate the children's home musical environment using a revised version of the HOMES. Only one of the teachers felt confident in her knowledge of the children to participate. The music teacher's ratings of the children's home music environment were compared to the scores on the HOMES.

The concurrent validity of the HOMES was established by three of the four factors significantly relating to the teacher's perception of children's home musical environment.

The findings in this study, including the reliability of .86, suggest that the HOMES is a reliable and valid instrument for assessing home musical environment. The HOMES can be used by parents to improve their home musical environment, by music teacher wishing to encourage parents of their students, and by researchers hoping to learn more about the music development of children.

#### Comparison between the Brand study and the present study

In the Brand study, Brand sought to develop and validate the HOMES. The subjects in his study were second grade children and their parents. In the present study, the HOMES was used to determine if the home environment had an impact on a child's decision to play a musical instrument. The subjects for the present study, however, were fourth and fifth grade children and their families.

Brand used the HOMES solely on the parents to determine the home musical environment. In the present study, the HOMES was revised by the researcher and distributed to both the parents and the siblings in determining the home musical environment.

In the both studies, the development of the HOMES was an important process. The major difference between the Brand study and the present study is the purpose of the use of the HOMES and how the information from the surveys was used. The Brand study used the HOMES to determine its validity, while the present study used to HOMES



to determine a relationship between home musical environment and enrollment in the instrumental music program.

### The Bonifati Study<sup>2</sup>

In 1998, Louis Bonifati designed a study to determine the impact of the home environment on instrumental music students considered successful by their teachers. He designed a qualitative approach to the research question rather than a typical quantitative design which usually specifies the parameters to be studied.

For this study, Bonifati first mailed questionnaires to 105 instrumental music teachers within three largely suburban counties in the state of New York. The 105 music teachers were randomly chosen by the researcher and represented different grade levels, as well as different socioeconomic areas. The questionnaires included questions about the instrumental music teacher, as well as the names of instrumental music students that they believed were successful. The researcher received responses from 19 teachers resulting in the names of 150 families of students believed to be successful in instrumental music. These 150 families were sent a questionnaire to determine specific family information. Of the 100 family questionnaires returned, 19 families were chosen to be interviewed personally.

Interviews with the 19 families took place at their homes. Detailed family interviews were presented for the reader. From those interviews the following attributes

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<sup>2</sup> Bonifati, Louis Michael. "The impact of the home environment on success in instrumental music." EdD diss., Columbia University Teachers College, 1997.

from the entire pool were culled: 1.) general characteristics of the family and 2.) parental concerns for supporting musical growth in their children.

Interesting is the finding that general characteristics of families such as socioeconomic status, education, or musical background of parents were not factors in determining success. That is, it is not evident from this study that success in instrumental music can be predicted based upon these concrete factors.

However, the results showed that the most important variables for successful music students were parental concerns, such as support and encouragement. Homes that contained parents who were involved with their child's music by showing interest and support were common among the successful students studied. Parents' musical background and listening to music were also an important part of the home environment. The findings in Bonifati's study suggest that success is directly related to a positive home environment.

#### Comparison between the Bonifati study and the present study

In the Bonifati study, Bonifati examined the impact of the home environment on instrumental music students considered successful by their teachers. The main focus of the Bonifati study was determining the reasons for a child's success in instrumental music. The main focus of the present study is to determine a child's reasons for deciding to enroll in the instrumental music program.

Both studies utilized a parent survey of the home environment. However, in the Bonifati survey, the home environment consisted of only the parental responses. In the

present study, the home environment consisted of both the parents and siblings. Bonifati recorded qualitative information from home interviews. In the present study, quantitative information was received from surveys returned to the researcher.

In the present study, the researcher examined the home environment in relationship to the number of students enrolled in the instrumental music program. While Bonifati's study did briefly look at the reasons students enrolled in the instrumental music program, it was not the main focus of his study.

The subjects in the present study were not randomly selected. Families who participated in this study had a child in the fourth or fifth grade and all families had a similar socioeconomic background. In the present study, the survey developed by the researcher was based on the HOMES developed by Manny Brand.

The main difference between these studies is that Bonifati used a qualitative approach while the present study used a quantitative approach. Bonifati obtained information through open ended questions, whereas this researcher obtained information utilizing fixed parameters.

## CHAPTER THREE

### Design of the study

#### Sample

The survey sample consisted of all families from fourth and fifth grade students at an elementary school in southern New Jersey. The school, which is located in Burlington County, is predominantly middle to upper middle class.

#### Procedure

Surveys were sent home with all 195 children in the fourth and fifth grade. Data were collected from the surveys returned to the researcher.

Prior to the distribution of the surveys, approval from the superintendent of the school district was sought by the researcher. To be approved by the school board, the researcher sent the superintendent a letter of intent (Appendix A), as well as a copy of the cover letter (Appendix B) and the survey to be sent home to the parents.

Two weeks before the distribution of the surveys, the principal of the elementary school sent home a letter (Appendix C) to the parents of the fourth and fifth grade students, making them aware of the information that was forthcoming.

Prior to distribution, all surveys were coded by the researcher. These codes were later used in the survey analysis, allowing the researcher to know which of the families had a child enrolled in the instrumental music program while maintaining anonymity.

Surveys were sent home with the 195 fourth and fifth grade children to be

completed by their families. The surveys are presented in Appendix D. The survey questions were derived from the Home Musical Environment Scale (HOMES) developed by Manny Brand<sup>7</sup>, in addition to researcher-designed questions. The survey consisted of two sections. The first section, to be completed by a parent, contained fifteen Likert-type questions regarding the parents' attitudes toward their home musical environments. The scale was as follows: 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, and 5-strongly agree.

The second section of the survey was completed by an older sibling than the child attending the elementary school. This section consisted of 11 items regarding the sibling's attitude toward music or how often music was present in the home environment. This section contained one yes or no statement and ten semantic differential response items, one which branched into three yes or no statements. Semantic differential response items were chosen for the sibling portion of the survey because the researcher believed it would be easier for the children to understand.

Families were given one week to complete the survey. Completed surveys were brought back to school by the child, given to the child's homeroom teacher, and then given to the researcher. After the one week period, surveys and another cover letter (Appendix E) were resent the following week to the families that did not respond.

A total number of 171 surveys were returned to the researcher. Of those surveys, two were deemed incomplete (both the parent and sibling portion), two parent portions were deemed incomplete, and 15 sibling portions were deemed incomplete. Incomplete surveys contained one or more missing answers to questions. Two sibling portions were

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<sup>7</sup> Brand, Manny. "Development and validation of the home musical environment scale for use at the early elementary level." *Psychology of Music* 13, (1985): 40-48.

disregarded because they were filled out mistakenly by the students, and the researcher was aware of this mistake. Many surveys were filled out incorrectly by circling the words instead of the numbers or by writing “yes” or “no” instead of circling the number. In the case that words were circled or words were written, the most extreme number was used in its place and then used in the calculations.

In preparing the data for analysis, scores for each response in both sections were determined by the researcher. Scores were tabulated in the following three ways: for the parent alone, for the sibling alone, and for the home environment (combination of parent and sibling).

### Analysis

To determine the impact of the home environment on the enrollment in the instrumental music program, the data for each dimension of the rating scale set (parent, sibling, and home) and the composite rating for the total set were organized into three one-dimensional designs for differences. The .05 level of confidence was used to determine the dependability of the mean differences.

## CHAPTER FOUR

### Results and Interpretations

Parent Survey. Means, standard deviations and *t*-test summary data for the parent survey can be found in Table 1. The mean difference between instrumental and non instrumental parents was statistically significant in favor of the instrumental parents. That is, the attitudes of the instrumental music parents toward music importance were more positive than the attitudes of the non instrumental music parents.

Table 1  
Means, Standard Deviations, and Summary *t*-test Data for the Parent Survey

Group	N	M	S.D.
Instr. St.	76	58.513	8.263
Non Instr. St.	91	55.604	8.623

$t_{(165)} = 2.212^*$

\*  $p < .05$

Sibling Survey. Means, standard deviations, and *t*-test summary data for the sibling survey can be found in Table 2. The attitude differences for music were statistically significant in favor of the siblings of instrumental music students ( $p < .01$ ). That is, the mean was lower which signified a more positive attitude toward music participation.

Table 2  
Means, Standard Deviations, and Summary *t*-test Data for the Sibling Survey

Group	N	M	S.D.
Instr. Sib.	45	24.889	7.637
Non Instr. Sib.	61	29.328	6.811

$t_{(104)} = -3.150^{**}$

$^{**}p < .01$

Overall Home Environment. Mean, standard deviations, and *t*-test summary data for the overall home environment can be found in Table 3. In contrast to the previous survey data, the researcher failed to find a statistically significant difference for the home environment.

Table 3  
Mean, Standard Deviations, and Summary *t*-test Data for the  
Overall Home Environment

Group	N	M	S.D.
Instr.	45	83.267	8.661
Non Instr.	59	85.288	10.736

$t_{(102)} = -1.032^{n.s.}$

### Interpretations

For the first two problems where statistically significant differences were found, it is unlikely, based on the level of probability, that a type I error was committed. The researcher feels that this outcome can be attributed to the strong support system that the school, as well as the entire district, continues to have for its teachers, students, and parents. The general music teacher at this elementary school teaches her students the



discipline of music as early as kindergarten and continues this through the fifth grade. There is constant enhancement for music understanding. Students in this teacher's class learn the recorder in the 3<sup>rd</sup> grade. This allows the children to understand the commitment, discipline, and dedication necessary to play an instrument. This also allows the child to bring the music home, making parents aware of what their children are learning in school, as well as the importance of music and the joy it can bring both parent and child. When students are given the opportunity to play an instrument (3<sup>rd</sup> -5<sup>th</sup> grade for strings, 4<sup>th</sup> -5<sup>th</sup> grade for band), parents may already have an idea of what is expected of the child in music class, and therefore may become even more involved in their child's music education. Students that are not involved in the instrumental program are still given ample opportunities to be involved in music and develop a great appreciation for it. Students in 2<sup>nd</sup> through 5<sup>th</sup> grade watch the instrumental music concerts every year, and may be influenced to be a part of music, whether it be in instrumental music, chorus, or solely in the general music class.

The administration has been very supportive of the instrumental music program. Music students throughout the district are often asked to display their talents at functions such as concerts, festivals, fairs, assemblies, school teas, budget voting, and outside the school as well at book stores and malls. The principal at this elementary school courteously and willingly sent home a letter to parents beforehand, asking them to participate in the survey. She, too, is also very supportive of the music program and is always encouraging and praising these music students.

This researcher has been working in this school district for six years. Throughout these years, she has developed a strong rapport with parents, teachers, and students. The

numbers in the instrumental music program have increased incredibly since her tenure at the school, and continue to increase every year. From the first year to the present, there has been a 65% increase in the number of students enrolled in the band. In addition, close to 50% of the fourth and fifth graders in this school are currently enrolled in either the band or strings program. The researcher's concerts, she feels, are of high caliber, allowing students to reach their utmost potential in the instrumental music program, as well as allowing the younger children to see what they can be a part of if they choose to join the program when they become of age. Many students are siblings of students of previous years, which may account for the high enrollment number as well as number of surveys returned. Many of the parents in the district know the instrumental music teacher, some on a more personal level, which may be attributed to the high amount of surveys returned.

For the home survey where no statistically significant differences were found, it could be that a type II error was committed. The lower sibling scores (which represented the desirable attitude toward music participation) were combined with the higher parent scores (which represented the more desirable attitude toward music importance), nullifying an overall positive result.

## CHAPTER FIVE

### Summary and Conclusions

#### Purpose and Problems of the Study

The purpose of this study was to examine the impact of the home musical environment on participation in the elementary instrumental program. The problem of this study was to compare the musical home environment of fourth and fifth grade students who are enrolled in an elementary instrumental program versus those who are not.

#### Design and Analysis

Surveys were sent home with the 195 children in the fourth and fifth grade in a southern New Jersey elementary school. Prior to the distribution of the surveys, the researcher sought approval from the school board by mailing the school's superintendent a letter of intent. Two weeks prior to distribution, the school's principal sent a letter home to the parents of the fourth and fifth grade children making them aware of the information that was forthcoming.

The survey questions were derived from the Home Musical Environment Scale (HOMES) developed by Manny Brand, in addition to researcher-designed questions. The survey consisted of two sections. The first section, completed by a parent, contained fifteen Likert-type style questions regarding the parents' attitudes toward their home musical environments. The second section of the survey was completed by an older sibling than the child attending the elementary school. This section consisted of 11 items

regarding the sibling's attitude of music or how often music was present in the home environment. This section contained one yes or no statement and ten semantic differentials, one which branched into three yes or no statements.

Families were given one week to complete the survey. After the one week period, additional surveys were resent to the families who did not respond. A total number of 171 surveys were returned to the researcher. Of that number, 169 surveys were deemed complete and later analyzed in this study.

To determine the impact of the home environment on the enrollment in the instrumental music program, the data for each dimension of the rating scale set (parent, sibling, and home) and the composite rating for the total set were organized into three one-dimensional designs for differences. The .05 level of confidence was used to determine the dependability of the mean differences.

## Results

For both the sibling and parent surveys, statistically significant results were found in favor of instrumental students. Contrastingly, however, the researcher failed to find statistically significant differences for the overall home environment.

## Conclusions

Based on the data acquired from this research, it can be concluded that the home environment impacts positively on the enrollment in the elementary instrumental program.

Future designs of this study should similarly utilize a large population of students. However, in the development of the survey, questions may be reworded in ways that do not allow parents to write their own words on the survey. Also, directions should be more clearly stated so that words are not circled in the place of numbers. Most importantly, both surveys should be similar in the way that the numbers for the responses are represented. In the parent survey, high numbers represented the more desirable attitude toward music importance, whereas low numbers on the sibling survey (which used the semantic differential) represented the more desirable attitude toward music participation. Had these surveys been set up in a similar fashion, the researcher most likely would have found statistically significant differences for the overall home environment.

## APPENDIX A

Jill Melamed  
Music Teacher  
Van Zant School  
270 Conestoga Dr.  
Marlton, NJ 08053

Mrs. Patricia Lucas  
Superintendent  
Evesham Township School District  
25 S. Maple Ave.  
Marlton, NJ 08053

September 27, 2004

Dear Mrs. Lucas,

This year I will be writing my thesis as part of the masters of music education program at Rowan University. I am writing this letter to ask for permission from the school district to have the families of fourth and fifth grade students at Van Zant School participate in my work by completing a survey. The survey will ask non-intrusive questions about music in their home environments. It will be optional to participate, and the names of those families who complete the survey will be kept confidential.

I have attached the letter that will be sent home to the parents along with the survey. I expect to send out all of this information sometime in the month of February. I have not yet developed my survey, but I will be sure to send you a copy as it becomes available.

I have always been fascinated by the relationship between music in the home and school, and I am excited to begin working on my thesis. I am hoping the findings from my work will help to expand all instrumental music programs and perhaps strengthen the home music environment of many families.

Please contact me with any questions you may have about my work. Thank you so much for your consideration of this matter.

Sincerely,

Jill Melamed

## **APPENDIX B**



January 31, 2005

Dear Van Zant Parent,

My name is Jill Melamed, and I am the instrumental music teacher at Van Zant School. This school year I will be writing my thesis as part of the masters of music education program at Rowan University. In order to collect data for my thesis, I am asking all families of 4<sup>th</sup> and 5<sup>th</sup> graders at Van Zant to help by completing a survey.

I have always been fascinated by the relationship of music in the home and school. This survey is designed to understand this relationship.

The surveys have only been given to students in 4<sup>th</sup> and 5<sup>th</sup> grade and only at Van Zant School. **Please note that participating in this study is optional.** Also, understand that the results of the study will not be displayed publicly within the school, and the names of the families who have participated will remain confidential.

If you choose to participate in this study, please complete the survey on the attached page. Please do not write your name on the paper. All surveys have been coded for my file. The first part of the survey is to be completed by a parent. The second part of the survey is to be completed by an **older** sibling than your child at Van Zant. If there is no older sibling, disregard that portion of the survey. If you have a 4<sup>th</sup> and 5<sup>th</sup> grader at Van Zant, please have your 5<sup>th</sup> grader complete the sibling portion if he/she is the oldest child in your family.

Please have your child return the survey in the attached envelope to his/her homeroom teacher by this Friday, February 4.

I am very appreciative to all of you who choose to help me by participating in this work. Music is such an important part of a child's education. I am hoping the results of my thesis will help to expand music programs, not only at Van Zant School, but all over the world.

If you have any questions regarding this work, please feel free to call me at Van Zant School, extension 7116.

Sincerely,

Mrs. Jill Melamed  
Band Director, Van Zant School

## APPENDIX C



## **Van Zant School**

Dear Van Zant Families,

I am writing to inform you of a letter your child will be bringing home in two weeks. Mrs.Melamed, Van Zant's instrumental music teacher, will be sending home a survey for you to complete. This year, Mrs.Melamed is writing her thesis to complete her masters degree at Rowan University. She is asking the families of fourth and fifth grade students for their help. The survey is very short and simple, regarding music in your home. The survey is optional, however, the more surveys Mrs.Melamed gets returned, the easier it will be for her to complete her work. I am asking that you please help our Van Zant music teacher by participating in this survey. Both she and I would be very appreciative.

Thank You.

Sincerely,

Miss McMullen

## APPENDIX D

Thank you for choosing to participate in this survey. Please do not write your name on the paper.

**THIS SECTION IS TO BE COMPLETED BY A PARENT**

The following are statements that describe a home musical environment. Please circle the number which best describes your attitude toward your home musical environment and the extent to which you, as a parent, provide the following musical opportunities for your child. Please use the following scale:

**1.) Strongly Disagree   2.) Disagree   3.) Neutral   4.) Agree   5.) Strongly Agree**

1.) I sing with/to my child.	1	2	3	4	5
2.) I help my child learn songs.	1	2	3	4	5
3.) I think music (or music-making) is valuable.	1	2	3	4	5
4.) I provide tapes/CDs for my child.	1	2	3	4	5
5.) My child owns a radio/CD player.	1	2	3	4	5
6.) My child is allowed to play CDs/radio without my permission.	1	2	3	4	5
7.) I take my child to concerts.	1	2	3	4	5
8.) I attend concerts without my child.	1	2	3	4	5
9.) I think music is fun.	1	2	3	4	5
10.) I sing/play in a musical group.	1	2	3	4	5
11.) I play a musical instrument.	1	2	3	4	5
12.) I sang/played in a musical group in my childhood.	1	2	3	4	5
13.) I played a musical instrument in my childhood.	1	2	3	4	5
14.) I have taken music lessons.	1	2	3	4	5
15.) I feel that music is an important part of my child's education.	1	2	3	4	5

**THIS SECTION IS TO BE COMPLETED BY AN OLDER SIBLING**

The following are statements that describe a home musical environment. Please circle the number that best describes your attitude of music or how often music is present in your home environment.

- |   |                     |   |   |           |              |   |              |
|---|---------------------|---|---|-----------|--------------|---|--------------|
| 1.) I like to sing.   | <b>All the time</b> | 1 | 2 | 3         | 4            | 5 | <b>Never</b> |
| 2.) I learn songs easily.   | <b>All the time</b> | 1 | 2 | 3         | 4            | 5 | <b>Never</b> |
| 3.) I like to perform musically with my sibling.<br>(examples: singing, instruments, dancing) | <b>All the time</b> | 1 | 2 | 3         | 4            | 5 | <b>Never</b> |
| 4.) I am involved in the school's<br>band or orchestra.                                       | <b>All the time</b> | 1 | 2 | 3         | 4            | 5 | <b>Never</b> |
| 5.) I own many CDs/tapes.   | <b>Many</b>         | 1 | 2 | 3         | 4            | 5 | <b>None</b>  |
| 6.) I own a radio.  | <b>YES</b>          |   |   | <b>NO</b> | (Circle one) |   |              |
| 7.) I am allowed to play CDs/tapes<br>without my parent's permission.                         | <b>Always</b>       | 1 | 2 | 3         | 4            | 5 | <b>Never</b> |
| 8.) I attend musical concerts.  | <b>A lot</b>        | 1 | 2 | 3         | 4            | 5 | <b>Never</b> |
| 9.) I play a musical instrument.  | <b>A lot</b>        | 1 | 2 | 3         | 4            | 5 | <b>Never</b> |
| 9a.) I take private lessons.  | <b>YES</b>          |   |   | <b>NO</b> | (Circle one) |   |              |
| 9b.) I take lessons at school.  | <b>YES</b>          |   |   | <b>NO</b> | (Circle one) |   |              |
| 9c.) I don't take lessons, I taught<br>myself.  | <b>YES</b>          |   |   | <b>NO</b> | (Circle one) |   |              |
| 10.) I encouraged my sibling to join<br>band/orchestra.                                       | <b>Always</b>       | 1 | 2 | 3         | 4            | 5 | <b>Never</b> |
| 11.) I think music is fun.  | <b>Always</b>       | 1 | 2 | 3         | 4            | 5 | <b>Never</b> |

## **APPENDIX E**

February 8, 2005

Dear Van Zant Parent,

According to my records, I have not received the survey that was sent home to you last week. In the case that you did not receive it, have misplaced it, or simply overlooked it, I am sending you another one in hopes that you will complete it and have your child return it to school.

This survey is being done as part of my thesis to receive my masters degree from Rowan University. Although the survey is optional, please know that the more surveys I receive, the better I will be able to provide reliable answers to the questions I asked in my thesis. I am hoping this information will help to expand music programs in our school district as well as around the world.

If you choose to participate in this survey, please complete the first portion and have an older sibling than your child at Van Zant complete the second. If there is no older sibling, disregard that section of the survey. If you have a 4<sup>th</sup> and 5<sup>th</sup> grader at Van Zant, have your 5<sup>th</sup> grader fill out the sibling portion for both surveys. Please enclose the surveys in the attached envelope and have your child return it to his/her homeroom teacher by this Friday, February 11.

I would be very appreciative if you would help me by participating in this survey. If you have any questions or concerns regarding my work, please feel free to call me at Van Zant School, extension 7116.

Sincerely,

Mrs. Jill Melamed  
Van Zant School  
Instrumental Music Teacher



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