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**EVALUATION OF MUSIC EDUCATION TO ELEMENTARY AND
HIGH SCHOOL STUDENTS, THEIR PARENTS AND MUSIC
TEACHERS WITHIN AND OUT-OF-SCHOOL**

DISSERTATION SUMMARY

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The purpose of this dissertation was to determine the importance and prestige of music in students' lives and to reveal the reasons for students' negative attitudes toward school music (Pintér, 2018, 2020; Pintér & Csíkos, 2020). Furthermore, this study offers the opportunity to investigate and understand the changes in attitudes and beliefs of students through the transition from elementary to secondary school in music and non-music classes (Pintér, 2021). The aim of this study is to explore the aim and importance of music education among students, parents and teachers. Participants were recruited from 11 Hungarian county towns by selecting music class (N=506) and general class students (N=536) in grades 4 through 10, as well as their parents by a questionnaire. Furthermore, music teachers (N=15) were interviewed to share their beliefs and experience about the aim and state of school music.

Findings showed that music has a considerable prestige in students' lives. Music was primarily used for mood management and social interactions, but many students also listened to music as a background activity, particularly pop music. On the other hand, those students who learned music in special music classes they preferred music significantly within and out-of-school as compared to students who received music 1 or 2 lessons per week. Music as a school subject has a positive evaluation in lower elementary classes, however a dramatic decline can be observed from the upper elementary years. Findings showed that, those students who liked the music they had a liking for singing and their music teachers, whilst those students who did not participate in extra music lessons were more likely to disapprove musical activities such as singing folk songs, learning classical music history or singing with sol-fa system (Pintér, 2019; Pintér & Csíkos, 2019). At the same time, those music students who liked school music also had scruples concerning the lack of music enjoyment, outmoded curriculum and their negative perspectives about music learning as a worthwhile activity. Music teachers indicated that many parents gave priority to graduation subjects (e.g. Maths) over skill subjects (e.g. Music).

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