

A Project entitled

Impacts of music instrumental learning on the self-esteem of children from

low-income family

Submitted by

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Declaration

I, Lin Hoi Tung , declare that this research report represents my own work under the supervision of Mr. Yuen Tze Leung, and that it has not been submitted previously for examination to any tertiary institution.

Signed: _____

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Abstract

This purpose of study was to examine how learning musical instruments affected the self-esteem of children from low-income family. Children who was receiving free instrumental lessons in a Hong Kong music center finished the modified Coopersmith Self Esteem Inventory(CSEI), interviews and their parents finished the Behavior Rating Form(BRF) for children. Findings demonstrated that there was significant difference in the self-esteem of 70% participants before and after learning musical instruments, but the remaining participants shown no difference. It suggests that growth of self-esteem of learning musical instruments only occur if it is a rewarding experience with support from other stakeholders, which are parents, peers and teachers in the learning process.

Introduction

Hong Kong children commonly learn musical instruments as extra-curricular activity.

Although some children learn for interest, a large group of them are only chasing for the grade certificate or prizes. Students can get extra marks while they are applying for some schools. (Ho, 2009) Therefore, parents want their children to get the grade certificates as soon as possible to raise their competitiveness among other kids.

Apart from equipping children with more qualifications, learning instrument is positively correlated to self-esteem. (Hietolahti, & Kalliopuska, 1990)

However, not every family can support their child to learn instruments due to financial difficulties. There are approximately 229,500 children aged under 18 living under poverty, which is 23% of the total number of children in Hong Kong. (HKSAR

Government, 2016) The poor child may lack of resources and financial support to engage in extra-curricular activity. Social phenomenon can affect child's self-esteem.

(Scalas et al. 2013) When most of the children engaged in extra-curricular activity but only the poor child cannot join, the poor one may find themselves different from the norm which may lead to low self-esteem, especially in the East Asian culture.

(Wallace and Tice ,2012) Therefore, this research will focus on the impacts of music instrumental learning on the self-esteem of children from low-income family and the possible reasons behind.

Literature review

Self-esteem

‘Self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself.’(Coopersmith, 1967, p.5) It is individual's judgement on the worthiness, capability, successfulness and significance of himself.

Self-esteem is a key component of "self-confidence, worth, strength, capability, and adequacy, or being useful and necessary in the world"(Maslow, 1954, p.21) Hence, it is an essential element for children's development to achieve self-actualization.

There are mainly two types of self-esteem, which are the global self-esteem and specific self-esteem. Global self-esteem refers to individual's attitude towards themselves as a totality which may be affected by personality. (Rosenberg et. al, 1995; Coopersmith, 1965; Crocker & Park, 2004) On the other hand, specific self-esteem is individual's self-evaluation on specific abilities, such as sports or academic etc. This research will focus on the global self-esteem of children.

According to Bronfenbrenner's Ecological Systems Theory(1979), children's development was influenced by the interactions with five levels of surrounding environment. This research will focus on the direct interaction of children and their microsystem, which include peers, teachers and parents. Children have more secure attachment to adults can result in higher self-esteem. (Mickelson, Kessler & Shaver,

1997) Research proved that parents' love and demand are positively related to children's self-esteem, while punishment would diminish children's self-esteem. (Peterson, Southworth & Peters, 1983) Their support and control also are the important indicators that positively correlated to children's self-esteem. (Zakeri and Karimpour, 2011) In addition, teachers are another close caregiver to children apart from parents. Children who receive long term sensitive and responsive caregiving have higher self-worthiness. (Bowlby, 1982) The higher the level of teachers' availability, acceptance and support to children, the higher the children's self-esteem. (Demaray, et al., 2009) Teachers' verbal and non-verbal interaction to children can influence children's self-esteem. Last but not least, the degree of peers' acceptance can affect children's self-esteem apparently. Children aged 8 to 12 years old take peers' opinions seriously. (Damon & Hart, 1988) According to the sociometer theory (Leary, 1999), increasing peers' acceptancy can enhance children's self-esteem. Therefore, the effects of parents, teachers and peers' engagement in children's musical instrument learning on children's self-esteem will be explored in this research.

Music instruction and self-esteem

According to Choi et. al (2005), parents agree that children can gain interest in

music, cognitive and affective development, motor development and academic improvement from learning instruments. Self-esteem is a part of the affective development. Participating in music ensemble can enhance children's self-esteem. Young children (Hietolahti-Ansten & Kalliopuska, 1991), high school students (Adderley, Kennedy, & Berz, 2003), undergraduate and postgraduate students (Kokotsaki & Hallam, 2007) reported an enhancement in self-esteem after joining the music performance groups. In addition, music achievement and music aptitude were positively related to children's self-esteem. (Sanders, 2000; Austin, 1990) Therefore, success in music activities is a key factor that lead to an increase in self-esteem and learning motivation. On the other hand, Broh (2002) suggested that students who participated in musical activities seem to talk more with parents and teachers which help to enhance their self-esteem. According to the research carried out by Hietolahti & Kalliopuska (1990), a group of children from music school presented a higher self-esteem, especially the general and social self-esteem than those from the controlled group who were not active in music.

Low income children in Hong Kong

According to the Hong Kong Poverty Report 2016 (HKSAR Government), about 23% of the total population of children aged below 18 lived under poverty. Low income

children in Hong Kong have unfavorable living environment like sub-divided flats and they may lack of learning resources. Parents cannot afford expenses on children's learning materials and extra-curricular activities due to financial difficulties as most of the extra-curricular activities are expensive. This may reduce children's social connection with the community. (OXFARM Hong Kong, 2013; World Vision, 2013) Therefore, children live under poverty may suffer from activities social exclusion. UNICEF(2012) pointed out that poverty in children limited their well-being development.

Children who persistently live under poverty are more likely to suffer from poor academic performance and socio-emotional development. (Lee, 2011) Hence, they have less opportunity to receive higher education. In long term, they may have low employability which may contribute to intergenerational poverty. (Duncan et al., 2012) At the same time, children in Hong Kong from welfare recipient families have low self-esteem and higher social anxiety than those who are from non- welfare recipient families. (The Boys' and Girls' Club Association of Hong Kong, BGCA, 2004)

Discrimination and stereotyping against children in poverty among the society are the possible reasons that lead to low self-esteem of children from low-income family. (Wadsworth et al. 2008) Low income children are sensitive to the unfair distribution of social resources(Simons et al., 2002), which can be reflected in different learning opportunities among children from low-income and middle class.

There are some non-governmental organization(NGO) provided free or low-cost instrumental lessons for child in poverty, such as the Music Children Foundation and the Hong Kong Hope Through Music Children's Charity Limited etc. They provide free or low-cost instrument and music theory lessons for children from low-income family. Children have performance opportunities like annual concert and masterclass etc. They aim to build children's confidence and self-esteem through comprehensive musical training and performance.

The abovementioned researches confirmed that receiving music instruction has positive impacts on children's mental development. Among these researches, most were focused on the influences and consequences of self-esteem after receiving music instructions, but only a few of them were about the factors that affect self-esteem. Very few of them explored how musical instructions affect children's global self-esteem. Also, lack of research focus on the influence after learning musical instruments of low income children, who's self-esteem is commonly low than normal children. Therefore, this research aims to find out low income children's self-esteem level after learning musical instruments. Below are the research questions,

1. How do the self-esteem levels of low-income children change after learning musical instruments?
2. How do participating in musical activities affect low-income children's self-esteem?

3. How does social interaction with parents, teachers and peers during the process of learning musical instruments affect low-income children's self-esteem?

Methodology

Participants

The participants were 20 children and their parents from low-income family who are participating in musical instrumental lessons in a Hong Kong music center for free.

Participation was voluntary. The ages of the participants ranged from 8 to 15 years.

($M = 9.6$). Participants who did not finish all items of the independent measures were not included.

Materials

As self-esteem is unobservable which is a latent variable (Alessandri, et. al, 2015), this research collected and recorded children's attitude toward themselves through interviews and children's self-reported scale. Baumeister, Tice, and Hutton (1989) argued that only self-report measure is not a reliable measure as individual may create and response an image expected by other people. Therefore, behavior rating form and interview with children were carried out in this research apart from the self-

reported scale.

1. The Modified Coopersmith Self-Esteem Inventory(CSEI)

A demographic survey was taped in front of the CSEI. It was about the age, sex, musical instrument(s) they have learnt/are learning and past performance or competition experience(s). The demographic survey is shown in Appendix A.

Coopersmith Self-Esteem Inventory(CSEI) established by Coopersmith is a commonly used measurement tools of global self-esteem. It is a 58-item scale which was divided into five sub-scale included general, social self-peer, home-parents, school-academic and total self-esteem. It contains 8 lie questions to check the defense of test taker. It was designed to measure children's attitude toward themselves. As this research focus on the general self-esteem of children, it used a modified CSEI which 25 statements were selected from the original scale. The modified CSEI is shown in Appendix B. The scale required children to report their feeling before and after learning musical instruments which can reflect their change of self-esteem. Participants read the statements in Chinese and label whether they are favorable about themselves or not as 'Like me' and 'Unlike me'. Participants gains one mark if he/she labelled negative statement as 'Unlike me', comparatively, he/she gains one mark if he/she labelled positive statement as 'Like me'. The total possible score range for the modified CSEI is 0 to 25. The higher the total score, the

higher the participants' self-esteem. Out of the 24 participants, 20 were agreed to complete the CSEI, resulting in 83.3% response rate.

2. Behavior Rating Form

The Behavior Rating Form is also developed by Coopersmith. However, questions were adapted to suit the research topic. The original Behavior Rating Form consists of 13 questions which statements are describing children's behavior in five occurrence frequencies. The medium of the form was changed into Chinese and parents rated children's behavior before and after learning musical instruments. The modified Behavior Rating Form is shown in Appendix C. Out of 20 parents of participants, all parents agreed to complete the Behavioral Rating form.

3. Interview with children

Based on the CSEI and BRF scores, and performance experiences, 9 participants were invited to join the individual interview. Of the 9 participants, 6 participated (see Table 1) in a one-on-one interview carried out by the researcher in the music center, resulting in 66.7% response rate. The six interviewees can be divided in to three categories, which are recorded an increased in CSEI score, the same CSEI score and recorded a decreased CSEI score. There are two children in each category. In every category, one children with performance or competition experience(s) and

another one does not have any experience.

Table 1

Participants	CSEI score	BRF score	Performance/competition experiences
Children 1	Decreased	Increased	No
Children 11	Same	Increased	Yes
Children 13	Decreased	Same	Yes
Children 14	Same	Increased	No
Children 16	Increased	Increased	No
Children 19	Increased	Increased	Yes

Each interview lasted for about 20 minutes. A set of 14 interview questions (shown in Appendix D) were set to find out the reasons behind the change of children's self-esteem after learning musical instruments. The interview questions are related to the music activities children joined inside and outside the music center, and their interaction with parents, teachers and other children. All the interviews were recorded in audio and converted into transcripts for analysis.

Procedure

An officer of the music center explained the general nature of the experiment to

participants, stating that they and their parents would be taking a self-reported checklist about self-esteem and behavior rating form. The demographic survey, CSEI and BRF were taped together and distributed to participants who wish to participate in this research through the officer. Participants took all three sets of form after they finished an instrumental lesson in the music center and returned those forms next week when they back for another lesson.

Results

Descriptive statistics on the modified CSEI and BRF before and after learning musical instruments were calculated. The means of the after learning musical instruments was higher than those before learning (see Table 2). In addition, the standard deviations after learning musical instruments were smaller than those before learning.

Table2

Descriptive Statistics on CSEI and BRF

		Minimum	Maximum	Mean	Std. Deviation
CSEI	Before	10	23	18.15	3.689
	After	11	24	20.00	3.277
BRF	Before	29	55	44.50	6.013

After	31	55	46.60	5.725
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Also, a paired T-test on CSEI and BRF was conducted to evaluate if these differences were significant (see Table 3). Among children taking the CSEI(N=20), there was a significant difference on scores before and after learning musical instruments, $t(19)=-2.509$, $p<0.03$ (two-tailed). The mean increase in CSEI score was -1.85 with a 95% confidence interval ranging from -3.39 to -0.31. Moreover, among parents taking the BRF(N=20), there was also a significant difference on scores for children before and after learning musical instruments, $t(19)=-6.185$, $p<0.001$ (two-tailed). The mean increase in BRF score was -2.1 with a 95% confidence interval ranging from -2.91 to -1.39. The above paired T-test signify that children's self-esteem changed after learning musical instruments.

Table 3

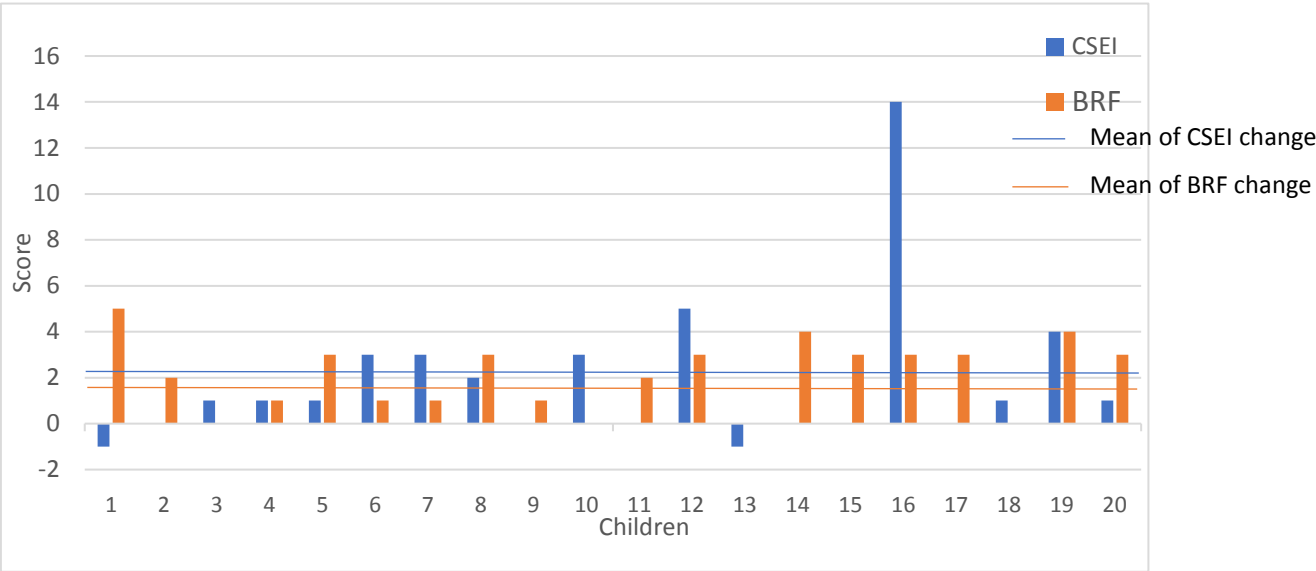
Paired T-Test on CSEI and BRF

		Paired Differences						
			Std.	95% Confidence Interval				
		Std.	Error	of the Difference				Sig. (2-
	Mean	Deviation	Mean	Low	Upper	t	df	tailed)
CSEI	-1.850	3.297	.737	-3.393	-.307	-2.509	19	.021
BRF	-2.100	1.518	.340	-2.811	-1.389	-6.185	19	.000

Furthermore, change of participants' CSEI and BRF scores were compared (see Table 4). 45% of participants shown alignment in subject and behavioral rating, which were both increased. 50% of participants one rating remains unchanged and another rating increased. 5% of participants shown divert data, which subjective rating declined but behavioral rating increased. Divert data represented high defensiveness of participants' responses.

Table 4

Change of CSEI and BRF scores before and after learning musical instrument(s)



The relationship between participating in musical activities and children' self-esteem was obtained from individual children's interviews. Half of the interviewed participants reported that joining instrumental performance or competition can positively affect their self-esteem. Several factors of joining instrumental performance or competition that affected participants' self-esteem are listed below.

Settings of performance

Children 11 cited the importance of the amount and identity of audiences when explaining the influence of performance or competition on their self-esteem. She said 'It can enhance my sense of successfulness but only a little bit, maybe because there were only a few audiences and seems that I performed to my teacher. It just like a normal practice in the music room.' When the performance setting was similar to daily practice, participant still grew her confidence but in a smaller proportion.

Rewards

When asked how they felt after receiving rewards from competition or performance, some participants reported that they could assure their ability from the certificate or comments. For instance, children 13 said 'I am so happy that the Certificate of Appreciation can approve my ability of playing saxophone.' Physical reward is an approval of participants' musical ability, and it could enhance their sense of self-capability.

The relationship between social interactions with parents, peers and teachers and children' self-esteem was also obtained from individual children's interviews.

Parents

Parents' accompaniment

For some participants, their parents' accompaniment was closely related to their self-esteem. When asked how do they feel about parents' participation in their instrumental learning process, children 11 answered 'oppositely, their participation in my practice reduced my self-esteem as I feel very nervous when they supervise me, and I may play notes wrongly.' Parents' accompaniment put pressures on participants, so that they cannot perform well in their practice and felt worse about themselves.

Parents' extreme comments

Most participants cited their parents provide both negative and positive feedbacks to their playing. However, some parents' comments were extreme. For example, children 1 said 'He commends me even I think my playing is not good, so that his opinions are not real.' When parents praised participants' playing too frequently and one-sided, participants did not care about those praises which have no influence on their self-confidence.

On the other hand, Children 13 said 'Parents always ask me stop learning saxophone because they said that my practice did not make improvement and the sound was noisy.....I feel frustrated and depressed..... Their comment affects my

self-capability.' Parents ignored and disapproved participants' hard-work and learning achievements one-sided would affect participants' judgement on self-capability.

Peers

Peers' comments

When asked how they feel about peers' comments on them, a few interviewed participants replied that peers' comments were closely related to their judgement of self-worthiness. For instance, participant 16 answered 'I feel happy because my classmates have pay attention on the music I played..... Their evaluation can enhance my self-worthiness.' Participants gained sense of existence from peers' comments, which could improve their self-esteem.

Half of the participants responded that peers' comments had no influence on their self-esteem. Children 11 cited 'I don't have too much feeling because I know my own ability. They can't affect my self-capability and self-worthiness.' Children 19 said 'They can't affect my self-capability and self-worthiness because my mother teaches me to focus on my practice only and if I think it is good, that's enough.' Both children 11 and 19 emphasized on their own judgement about self-ability, peers were not a factor that can affect their self-esteem.

Teachers

Form(s) of encouragement from teachers

Most participants pointed out that teachers commend their performance or skills almost every lesson. The form of encouragement is a crucial point that affect children's self-esteem. When asked how teachers commend them and how they feel, participant 16 answered 'Sometimes teacher commends my skills are better than other classmates.....He can increase my self-worthiness because he let me know my skills are enhancing.' Oppositely, participant 14 responded 'He did not affect my self-worthiness because he praised the whole group rather than praising my skill. Maybe he praised the classmates in my group but not me.' Participants felt better about self when teachers acknowledged their improvement and strengths specifically and individually.

At the end of interview, participants were asked parents, peers, teacher(s) or musical activities, which one affect their self-esteem the most in the learning process. Most of the interviewed participants (66.7%) replied parents, one participant replied peers and another one replied no one can affect his self-esteem.

Discussion

The purpose of this research was to find out the relationship between learning musical instruments and self-esteem of children from low-income family. Results from the modified CSEI and BRF demonstrated both positive and negative relationships between learning musical instruments and self-esteem. The positive relationship consistence with previous studies (Hietolahti-Ansten & Kalliopuska,1991; Adderley, Kennedy, & Berz, 2003; Kokotsaki & Hallam, 2007; Sanders,2000; Austin, 1990)

Apart from positive correlation, more interesting results were found. A small proportion of participants recorded the same or a drop in their self-esteem after learning instrument(s). In addition, a participant shown divert scores between CSEI and BRF. Possible factors will be discussed below.

Performance/competition

All participants who had performance or competition experiences mentioned that those experiences can enhance their sense of successfulness, especially for participants who got rewards. Rewards are the prove of the hard-work they paid on playing the instrument(s) and their ability. For children from low-income family, only one out of the twenty participants have opportunity to take public instrumental examinations. Therefore, it is hard for them to approve their musical ability. Certificate

or comments from professional judges may become the only way to enhance their self-capability, which has positive influence on their self-esteem. Even though they felt nervous in those experience(s), they are still willing to join other performance or competition later on, which prove that they grew confidence from experience(s) for the next challenge. It is noteworthy that one of the participant pointed out the setting of performance affect the enhancement rate of her self-esteem. When the performance setting is similar to daily practice, participant found that it just like a routine and it is difficult to gain great sense of successfulness.

Parents

A few participants reflected that parents' monitoring negatively influence their self-worth. It is correlated to the extreme comments from parents as participants feel nervous about parents one-sided negative comments, so that they may play notes wrong and are unable to fully perform their ability. This is consistence with previous studies that punishment diminish children's self-esteem. (Peterson, Southworth & Peters, 1983) Especially Chinese parents put high level of control and demand on children's learning (Cheung & Pomerantz, 2011), they have great attention on children's mistakes. Children lose confidence and in doubt of their playing from parents' one-sided negative comments.

Another type of extreme comments is one-sided positive comments. Several

participants revealed the positive relationship between parents' support and self-esteem, which is consistent with past research. (Zakeri and Karimpour, 2011)

Parents' praises and encouragement assure children's ability which can build up children's self-esteem. However, the frequency of praises from parents affect the enhancement rate of children's self-esteem. A participant cited that his parent only commends his playing, so that he thought those commends are not sincere and not real, which have no influence on his self-esteem. Children can differentiate the reliability of parents' comments. Oppositely, another participant found her parents' praises have great influence on her self-esteem positively as her parents only praise her on specific item and in a low frequency. Therefore, using both positive and negative comments toward children's instrumental playing is important on building up children's self-esteem. Neither one-sided positive nor negative comments can positively affect children's self-esteem.

Peers

Children and adolescents were susceptible to peer influence in comparison to adults. (Sumter et al., 2009). Only half of the interviewed participants shown alignment with past research that peers can affect their self-esteem. It is interesting that participants are not only influenced by the content of peers' comments, also their comments can enhance participants' sense of existence. When children feel that their musical ability

are valued and respected by peers in the learning process, their self-worth are positively influenced.

On the other hand, another half of participants' self-esteem were not affected by peers. They are clear about and trust on their self-worthiness and self-ability, so that they persist in own belief, which may be affected by their parents' belief and their personality. Some of the participants shown low self-esteem from the CESI and BRF, but they resist to be affected by others on their self-esteem due to congenital factors or values that parents nurture them since they were young.

Teachers

Teacher takes a key role in children's instrumental learning. (Shields, 2001) As parents may not have professional knowledge on musical instruments, they cannot provide professional comments or teach their children professional knowledge.

Therefore, children may take teachers' comments or actions seriously, which can impact children's self-esteem. Congruent with previous researches (Ryan & Grolnick, 1986; Goodenow, 1992), teachers' support is positively correlated to children's self-competency, which can enhance their self-esteem. Participants reported teacher's specific praises can acknowledge their strength and musical ability, which can enhance their fulfillment from learning musical instruments and hence increased their self-worthiness. In contrary, children are not care about teacher's praises for the

whole class or whole group as children may not be the one who do well or get improvement. Therefore, teachers' praises that are specific for individual children can enhance their self-esteem.

Last but not least, children 1 shown divert data from subjective rating and behavioral rating, which represented high defensive rate. According to Coopersmith(1967), 'Low-Highs judge themselves in terms of some absolute, personal criteria.....they seem much more negative than they would if they judged themselves by generally accepted social standard.' (p.14) Children 1 responded that his father's praises on his playing cannot affect his self-esteem, he sometimes finds his playing are not good enough. This shown that he sets up a high idea for himself that no one can affect his belief, even that is his father. When he has extremely low self-evaluation and received negative comments from peers at the same time, his self-esteem may be deteriorated. However, father keeps on praising his playing, which demonstrated that parents see his improvement on musical ability and self-esteem. The high standard that children 1 set for himself resulted in the diverse data.

Limitations

There are three major limitations of this research. The first limitation is the sample

size. The case study can only include 20 low-income children from a music center in Hong Kong. The result of the case studies may not reflect a comprehensive situation of low-income children in Hong Kong. The second limitation is the project duration. More research needs to be carried out in a prolonged period of time, so as to record the change of children's self-esteem in detailed. The last limitation is the collection procedure of CSEI and BRF. As the music center was unable to arrange time for the researcher to explain every statement on the CSEI and BRF to participants, results may not be reliable as participants may not understand all of the statements.

Conclusion

From the Coopersmith Self-Esteem Inventory and Behavior Rating Form which employed in the first part of this research, the self-esteem of most of the low-income children enhanced after learning musical instruments but a small proportion of children's self-esteem remain unchanged or reduced. It is worth noting that a participant shown diverted data from two ratings. His high defensive rate may due to the high standard he set for himself. Therefore, personal criteria considered to be a congenital factor, but this research only focuses on external factors that may influence low-income children's self-esteem.

This study also examined four major factors involved in children's learning process

which proved to have influence on children's self-esteem in previous studies. The four major factors are musical activities, parents, peers and teachers. Participating in musical activities such as performance or competition is positively correlated to low-income children's self-esteem especially for those provide rewards, as it can enhance their sense of successfulness. However, the performance settings can affect the enhancement rate. In addition, influence of comments and accompaniments from stakeholders who have direct interactions with children varied from different situations. The result suggests that the growth of self-esteem only occur if learning musical instrument(s) is a rewarding experience with specific commends from parents, peers and teachers. When commends are one-sided or too frequent and children feel they are insincere, they have no impact or negatively affect children's self-esteem.

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Appendices

Appendix A

兒童自尊量表

Part 1(第一部分) Basic information 基本資料

Age(年齡): _____

Sex(性別): Female 女/Male 男

1. How long have you been leaning musical instrument(s)?

你已學習樂器多久?

_____ (Year 年)/ _____ (Month 月)

2. What musical instrument(s) have you learnt/ are you learning?

你曾學習過/現正學習甚麼樂器?

3. Did you take any music examination(s)? What is the highest grade you have achieved on the instrument(s) you learn?

你有否考過任何音樂考試?你學習的樂器已考獲的最高級別是?

有 / 沒有

_____ (grade 級)/ _____ (Examination board 考試機構)

4. Did you participate in any performance or competition since you learnt musical instrument(s)? Give examples.

學習樂器後, 你曾否參加過任何表演或比賽? 請提供例子。

有 / 沒有 _____

5. Did you get any rewards or prizes from the performance or competition?

在表演或比賽中, 你有否獲得任何獎項或獎勵?

有 / 沒有 _____

Appendix B

Part 2(第二部分) Coopersmith Self-Esteem Scale (CSES)

Please mark each statement in the following way:

請根據指示填寫以下的陳述句:

If the statement describes how you usually feel, put a check(✓) in the column, "Like Me."

若你的感受與陳述句相乎, 請在“相乎”一欄填上(✓)。

If the statement does not describe how you usually feel, put a check(✓) in the column "Unlike Me."

若你的感受與陳述句不相乎, 請在“不相乎”一欄填上(✓)。

There are no right or wrong answers.

並沒有對與錯的答案。

	Before learning musical instrument 學習樂器前		After learning musical instrument 學習樂器後	
	Like Me 相乎	Unlike Me 不相乎	Like Me 相乎	Unlike Me 不相乎
1. I spend a lot of time daydreaming. 我花很多時間發白日夢。	_____	_____	_____	_____
2. I am pretty sure of myself. 我相當確信自己。	_____	_____	_____	_____
3. I often wish I were someone else. 我經常希望自己是別人。	_____	_____	_____	_____
4. I wish I were younger. 我希望自己更年輕。	_____	_____	_____	_____
5. There are lots of things about myself I'd change if I could. 若可以, 我會在很多方面改變我自己。	_____	_____	_____	_____
6. I can make up my mind without too much trouble. 我能毫無憂慮地下決定。	_____	_____	_____	_____
7. Someone always has to tell me what to do. 我經常需要別人告訴我要做甚麼。	_____	_____	_____	_____

8. It takes me a long time to get used to anything new. 我需要長時間才可習慣任何新事物。	_____	_____	_____	_____
9. I'm often sorry for the things I do. 我經常對自己做的事感到遺憾。	_____	_____	_____	_____
10. I give in very easily. 我很容易便讓步。	_____	_____	_____	_____
11. I can usually take care of myself. 我通常能照顧自己。	_____	_____	_____	_____
12. I'm pretty happy. 我相當快樂。	_____	_____	_____	_____
13. I understand myself. 我了解我自己。	_____	_____	_____	_____
14. It's pretty tough to be me. 要成為我相當艱難。	_____	_____	_____	_____
15. Things are all mixed up in my life. 我的人生中所有東西都混淆不清的。	_____	_____	_____	_____
16. I can make up my mind and stick to it. 我可以下定決心並堅持下去。	_____	_____	_____	_____
17. I really don't like being a boy/girl. 我真的不喜歡當一個男孩/女孩。	_____	_____	_____	_____
18. I have a low opinion of myself. 我對自己的評價很低。	_____	_____	_____	_____
19. I often feel ashamed of myself. 我經常對自己感到慚愧。	_____	_____	_____	_____
20. I'm not as nice liking as most people. 我不像大部分的人一樣受歡迎。	_____	_____	_____	_____
21. My teacher makes me feel I'm not good enough. 我的老師令我感到自己做得未夠好。	_____	_____	_____	_____
22. I don't care what happens to me. 我不在乎發生在我身上的事。	_____	_____	_____	_____
23. I'm a failure. 我是一個失敗者。	_____	_____	_____	_____
24. I often get discouraged in school 我在學校內通常不被鼓勵。	_____	_____	_____	_____
25. Things usually don't bother me. 事物通常不會使我煩惱。	_____	_____	_____	_____

Appendix C

Behavioral Rating form

行為評量表

Please mark '✓' on the ____ for the frequency of child's behavior before he/she learn musical instrument(s).

請為孩子學樂器前行為出現的頻率，在橫線上加上'✓'

Please mark '✓' under the ____ for the frequency of child's behavior after he/she learn musical instrument(s).

請為孩子學樂器後行為出現的頻率，在橫線下加上'✓'

例:

(學習樂器前)

<input checked="" type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
總是	經常	✓ 有時候	很少	從來沒有

(學習樂器後)

1. Does this child adapt easily to new situations, feel comfortable in new settings, enter easily into new activities?

這位孩子能否容易地適應新的處境，對新的環境感到舒適及容易地參加活動？

<input type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
總是	經常	有時候	很少	從來沒有

2. Does this child hesitate to express his opinions, as evidenced by extreme caution, failure to contribute, or a subdued manner in speaking situations?

這位孩子會否對表達個人意見感到猶豫，如在要說話的情況下極其謹慎、無法發表意見或以壓抑的方式發言？

<input type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
總是	經常	有時候	很少	從來沒有

3. Does this child become upset by failures or other strong stresses as evidenced by such behaviors as pouting, whining, or withdrawing?

這位孩子會否因挫敗或其他強烈的壓力而感到苦惱，如出現撅嘴、哀叫或退出的行為？

<input type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
總是	經常	有時候	很少	從來沒有

4. How often is this child chosen for activities by his peers? Is his companionship sought for and valued?

這位孩子多頻繁地被同輩為他選活動？他的陪伴有否被尋求與重視？

<input type="checkbox"/> Always	<input type="checkbox"/> Usually	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Seldom	<input type="checkbox"/> Never
---------------------------------	----------------------------------	------------------------------------	---------------------------------	--------------------------------

總是 經常 有時候 很少 從來沒有

5. Does this child become alarmed or frightened easily? Does he become very restless or jittery when procedures are changed, exams are scheduled, or strange individuals are in the room?

這位孩子會否容易變得擔憂與驚慌？當程序改變、考試被預先安排或跟陌生人共處同一個房間時，他會否變得焦躁或緊張不安？

____Always ____Usually ____Sometimes ____Seldom ____Never
總是 經常 有時候 很少 從來沒有

6. Does this child seek much support and reassurance from his peers or the teacher, as evidenced by seeking their nearness or frequent inquiries as to whether he is doing well? 這位孩子會否從他的同輩或老師中尋求大量的支持與肯定，如尋求他們的親近或頻繁的詢問自己是否做得好？

____Always ____Usually ____Sometimes ____Seldom ____Never
總是 經常 有時候 很少 從來沒有

7. When this child is scolded or criticized, does he become either very aggressive or very sullen and withdrawn?

當這位孩子被責罵或批評時，他會否變得十分暴躁或十分鬱鬱不歡並退出？

____Always ____Usually ____Sometimes ____Seldom ____Never
總是 經常 有時候 很少 從來沒有

8. Does this child deprecate his performance on playing musical instruments, grades and activities in lessons? Does he indicate he is not doing as well as expected?

這位孩子是否不認同自己拉奏/吹奏樂器及課堂活動中的表現和成績？他會否表明自己的表現與預期有差別？

____Always ____Usually ____Sometimes ____Seldom ____Never
總是 經常 有時候 很少 從來沒有

9. Does this child show confidence and assurance in his actions toward his teachers and peers?

這位孩子有否在老師及同輩前表現出自信與肯定的行為？

____Always ____Usually ____Sometimes ____Seldom ____Never
總是 經常 有時候 很少 從來沒有

10. To what extent does this child show a sense of self-esteem, self respect, and appreciation of his own worthiness?

在多大程度下，這位孩子表現出自尊感、尊重自己及欣賞自己的價值？

____Always ____Usually ____Sometimes ____Seldom ____Never
總是 經常 有時候 很少 從來沒有

11. Does this child publicly brag or boast about his exploits?

這位孩子有否公開地誇耀或自誇自己的成就？

☐ Always ☐ Usually ☐ Sometimes ☐ Seldom ☐ Never
 總是 經常 有時候 很少 從來沒有

12. Does this child attempt to dominate or bully other children?

這位孩子有否企圖控制或欺負其他孩子?

☐ Always ☐ Usually ☐ Sometimes ☐ Seldom ☐ Never
 總是 經常 有時候 很少 從來沒有

13. Does this child continually seek attention, as evidenced by such behaviors as speaking out of turn and making unnecessary noises?

這位孩子有否反復地尋求注意，如出現不依次序發言及製造不必要的噪音?

☐ Always ☐ Usually ☐ Sometimes ☐ Seldom ☐ Never
 總是 經常 有時候 很少 從來沒有

Appendix D

Child interview questions

兒童訪問題目

Introduction:

Self-esteem - It is individual's judgement on the worthiness, capability, successfulness and significance of himself.

自尊 - 它是指個人對自我價值、能力、成功感及重要性的判斷。

第一部分 - 音樂活動及父母的參與

1. Do you love learning musical instruments? Why?
你喜歡學習樂器嗎? 為甚麼?
2. How did you feel after participating in musical performance/competition? Did they enhance your sense of successfulness?
參加音樂表演/比賽後你有何感受? 它們有否提升你的成功感?
3. Did your parents take part in your musical instrument(s)' learning process?
在你學習樂器的過程中, 你的父母有否參與其中? (如聆聽你的練習、出度你的演出等)
4. Did they provide any feedbacks/comments orally or by action? How did you feel?
他們有否提供任何口頭上的意見/以行動表達意見? 你有何感受?
5. Did parents' participation in your instrumental learning process enhance your self-esteem? Why?
在你學習樂器的過程中, 父母的參與有否提升你的自尊? 為甚麼?

第二部分 - 與導師及其他同輩的交流

6. Please briefly describe the routine of the instrumental lesson.

請簡略地描述樂器課堂中的慣常程序。

7. Which part of the lesson you like the most? Why?
你最喜歡課堂中哪一部分？為甚麼？
8. Do you like learning with peers in the instrumental lesson? Why?
你喜歡跟同輩一起在樂器課堂上學習嗎？為甚麼？
9. Did peers evaluate your performance of instrumental playing? How do you feel?
同輩有否評價你演奏樂器的表現？你有何感受？
10. Did their evaluation affect your judgement on self-capability and self-worthiness? Why?
他們的評價有否影響你對自我價值及自我能力的判斷？為甚麼？
11. Did peers' speech or actions affect your self-esteem?
同輩的言語及行為有否影響你的自尊？
12. How frequently teacher(s) praise your performance?
(always/sometimes/seldom/never) Give example(s).
導師多頻繁地稱讚你的表現？(經常/有時候/很少/從不) 請提供例子。
13. Did teacher's praise enhance your self-worthiness?
導師的稱讚有否提升你對自我價值的判斷？
14. As a whole, parents, peers, teacher(s) or musical activities affect your self-esteem the most in the instrumental learning process?
整體來說，在學習樂器的過程中，你認為父母、同輩、老師或音樂活動最能影響你的自尊？