

CONSTRUCTION AND STANDARDIZATION OF INTEREST IN MUSIC SCALE FOR SECONDARY SCHOOL STUDENTS

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ABSTRACT

This article makes an attempt to develop the Interest in Music Scale for Secondary School Students. The scale has been constructed with four points 'Likert' type scale for each item, with 50 statements for factor determination with sample of 215 Secondary School Students. Cronbach's Alpha correlation technique was used to determine reliability of Interest in Learning Mathematics Scale by adopting random sampling technique. Four components were identified, and the final form of the tool consists of thirty (30) items with one third of negative items in each component. Reliability and validity were established for this tool. A general norm by adopting technique of quartiles is used to determine the levels of interest in Music.

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Introduction

Music has a real power for keeping people together through a bridge to connect with others, especially for the kids which must experience the world from a new perspective. The value of music in the society is shaping individual abilities, for example for secondary students that participated in real music programs in music school reported the lowest lifetime and use of substances like alcohol, tobacco and drugs. Every human culture uses the music to express its ideas and ideals, in this sense music always will be present in our lives and we should not be unaware of music art. Researches confirm that music performance contributes in the success of developing intelligence in many aspects: sensorial, spatial, emotional, auditive, visual, tactile among others.

Appraising interests of an individual helps to determine whether a student will be satisfied in doing a particular type of work or not, whether the student will be doing this work successfully or not. Study of interests helps to ascertain whether a student is likely to be interested in a particular stream of study. Many times a process of analysing interests may draw the individual's attention to a field of activity to which, he had little or no interest previously.

For an accurate assessment of interests, it is essential that teachers equip themselves with adequately systematized data and 1 measurement tool. It is in this sphere that interest inventory plays an important role.

The main aim of this study is to construction and standardisation of Interest in Music Inventory among secondary school students. Hence the researcher made an attempt to construct and validate the 'Interest in Music' scale for secondary school students.

Development of the tool

To determine the factors that contribute for Interest in Music as one of the objective of the study, the researcher reviewed many related literature in the field of interest and interest in music, the following dimensions are reported in several studies. From these studies few common components were identified and considered for construction of the rough tool. While selecting

and editing the statements, the items were referred to the past, present and future aspects of the individual.

To develop the Interest in Music tool, the researcher has reviewed few studies and books and found some common components. Later by taking guidance from the experts in the field of education, four major components were finalised, such as Activities about the music, hobbies about the music, Motivation towards the music (P.L. Gardner and Siek Toon Khoo) and usefulness of music (Mihaela Voinea, & Monica Purcaru). Based on these components totally 41 items were developed to measure individual interest in Music.

Operational Definition

Interest in Music: It is the liking of the students to learn songs and participate in music activities, which is indicated by example singing, Listening music and getting involved in working along with music.

Objectives of the study

1. To construct the Interest in Music Scale (IMS) to assess the Interest in Music of secondary school students.
2. To determine the factors that contributes for Interest in Music.
3. To standardize the Interest in Music Scale

Methodology

Normative survey method was employed in this study.

Sample and Sampling technique

Data were collected from a sample of 215 of four secondary school students those who are studying in Chikkamagaluru District, by adopting random sampling technique.

Framing Items; 50 items were framed and included in the rough tool. Repeated items and similar meaning items were rejected by taking experts suggestion. The rough tool was submitted to the five experts in the field of education and psychology. They were requested to check the

construction of the items and the representations from the content which is related to Interest in learning mathematics. Based on it six items were deleted and seven items were modified. Finally 41 items were framed with both positive and negative items in each component. All the positive and negative items were randomly presented in the scale.

Scoring procedure

The scale was constructed by using four points 'Likert' type scale. Each statement consists of responses like strongly agree, agree, disagree and strongly disagree. As the items were both positive and negative thus, if one choose the response of strongly agree in positive statement, the individual will score 3, likewise for agree 2, disagree 1 and strongly disagree 0. In case of negative items the reverse scoring was adopted i.e strongly agree 0, agree 1, disagree 2 and strongly disagree 3. Individual Interest in Music score was calculated by the sum of scores of all the items.

Validity

Content validity: Refers to the degree to which a test covers the content area to be measured. It is based upon the judgment of the subject experts. In the present study the scale was submitted to the experts and their opinion and suggestions were taken for final form of the tool. The experts agree that the items in the scale are relevant. It ensures the face and content validity.

Reliability

Test- retest method: The Interest in Music scale was administrated to 100 secondary school students and the data were collected. The same test was administrated to the same sample with three weeks interval again the data was collected. The correlation was computed and the result of the test shows that the correlation coefficient was calculated as 0.852 which is highly positively correlated which indicates the scale has a high reliability value.

Item analysis: The table shows that the Cronbach's Alpha reliability scores which were above .30 were accepted items and below .30 were rejected items in four major components for the final tool.

Table No.1

Sl.No	Item code	Components				Item Accepted / rejected
		I	II	III	IV	
1	Item 1	.351				Accepted
2	Item 2	.361				Accepted
3	Item 3	.374				Accepted
4	Item 4	.358				Accepted
5	Item 5	.366				Accepted
6	Item 6	.340				Accepted
7	Item 7	.144				Rejected
8	Item 8	.128				Rejected
9	Item 9	.369				Accepted
10	Item 10	.337				Accepted
11	Item 11	.374				Accepted
12	Item 12	.468				Accepted
13	Item 13		.245			Rejected
14	Item 14		.309			Accepted
15	Item 15		.094			Rejected
16	Item 16		.115			Rejected
17	Item 17		.128			Rejected
18	Item 18		.133			Rejected
19	Item 19		.509			Accepted
20	Item 20		.395			Accepted
21	Item 21		.354			Accepted
22	Item 22		.055			Rejected
23	Item 23			.565		Accepted
24	Item 24			.385		Accepted
25	Item 25			.356		Accepted
26	Item 26			.502		Accepted

27	Item 27			.449		Accepted
28	Item 28			.428		Accepted
29	Item 29			.544		Accepted
30	Item 30			.439		Accepted
31	Item 31			.424		Accepted
32	Item 32			.337		Accepted
33	Item 33			.421		Accepted
34	Item 34			.162		Rejected
35	Item 35				.285	Rejected
36	Item 36				-.035	Rejected
37	Item 37				.398	Accepted
38	Item 38				.510	Accepted
39	Item 39				.410	Accepted
40	Item 40				.505	Accepted
41	Item 41				.414	Accepted

Standardisation of the tool: for the final form of the tool 41 items were assigned with four components and each component consist both positive and negative items. The test was administrated to 215 secondary school students. The subjects were included both male and female. The subjects were asked to put tick mark against one response which they agree after reading the each items. The directions were clearly mentioned on the test booklet.

Internal consistency: Refers to the test which measures the degree of which the items consistently measure the underlying latent construct. It estimates the homogeneity or the degree to which the item on test jointly measures the same construct. The four components of Interest in Music show significant positive inter-correlations with each other. So, the internal consistency is adequate for each of the four components. The internal consistency for the four factors ranged from 0.564 to 0.735.

Table No.2**Inter Dimension's Reliability Statistics**

Sl. No.	Dimensions related to the scale	Mean	Std. Deviation	Cronbach's Corrected Correlation	Alpha Item-Total Correlation	N
1	Activities	24.45	5.00	.694	.810	215
2	Hobbies	18.24	3.96	.595		
3	Motivation	23.80	5.83	.735		
4	Usefulness of Music	15.17	3.39	.564		

Norms

General Norms: It is the most common form of norms which represents the simplest method of presenting the data for comparative purposes. In the Interest in Music scale the general norms was established by taking quartiles from the group, such as Q1, Q2 and Q3. The level of Interest in Music scale is interpreted as 'low Interest in Music, Average Interest in Music and high Interest in Music which is indicated in table 2. These interpretations are made irrespective of associated variables.

Table No.3**Norms for the Level of Interest in Music Scale**

<i>Score Range</i>	<i>Level of Interest in Music</i>
33 – 72	Low Interest in Music
73 – 92	Average Interest in Music
93 - 114	High Interest in Music

Conclusion

The Interest in Music scale was constructed and validated. The scale included 4 components, in each component 1:3 negative items and a total of 41 items. Finally 30 items remained and 11 items were deleted. The reliability, internal consistency and validity of the scale were established. It can be used for secondary school students and also for the students of age group 14 - 15 years.

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