

**MUSIC EDUCATION AND SELF-ESTEEM OF MUSIC STUDENTS IN THE  
UNIVERSITY OF UYO**

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**ABSTRACT**

*This study was carried out to determine the relationship between music education and self-esteem of music students in the University of Uyo. Two research questions and two null hypotheses were formulated to guide the study. The survey design was used for the study. The population of the study consisted of all the 341 Undergraduate students in the Department of Music, University of Uyo as 2021/2022 academic year. Simple random sampling was used to select 80 undergraduate level 300 and 400 students for this study. Data was collected using a researcher developed instruments named, Music Education and Self-Esteem of students questionnaire” (MESESQ). MESESQ was subjected to face validity by three experts. The reliability of the instrument was determined using Cronbach’s alpha reliability technique to determine the consistency of the test instrument. The MESESQ was considered reliable for the study as it had a reliability coefficient of 0.88. Data analysis was done using mean standard deviation independent t-test and Pearson product moment correlation (PPMC) statistics. The findings of the study revealed that there is a significant relationship between music education and self-esteem of music students in the University of Uyo. It was also revealed that there is no significant influence of music education on self-esteem of music male and female students in the University of Uyo. Recommendations were made among others that music lecturers should continue employing teaching practices that foster not only musical skill development but also the emotional and psychological well-being of students.*

**KEYWORDS: Music, Music Education, Self-esteem and Gender**

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**INTRODUCTION**

Music, a universal form of human expression, has played a significant role in cultures and societies throughout history. Beyond its aesthetic and emotional appeal, music has been recognized for its myriad cognitive, emotional, and physiological benefits. The use of music for healing and spiritual purposes dates back thousands of years, with ancient civilizations employing music in rituals, ceremonies, and medical treatments (Akpanuko, 2017). From the healing chants of ancient Greece to the rhythmic drumming of indigenous cultures, music has been an integral part of human existence. To Bassey (2012), in more recent history, music’s role in education and entertainment has further underscored its importance in daily life.

Music education has been a fundamental component of academic institutions for decades, offering students a comprehensive understanding of music theory, history, performance, and composition. Beyond the acquisition of musical skills, researchers have begun to explore the broader effects of music education on self-esteem among music students in tertiary institutions. This study aims to explore the complex interaction between music education and self-esteem, shedding light on how musical training can contribute to the development and enhancement of self-esteem in tertiary-level music students.

Music education has a rich history dating back to ancient civilizations. It has evolved over time, encompassing various pedagogical approaches and methodologies. Throughout history, music education has been associated with personal growth, cultural enrichment, and cognitive development (Jones, 2015). To some extent, music education could be taken to be a predictor of the self-esteem of an individual (Egozu, 2021).

Self-esteem refers to an individual's overall subjective evaluation of their worth and capabilities. It plays a crucial role in shaping an individual's behavior, motivation, and emotional well-being. Higher levels of self-esteem are linked to increased resilience, better academic performance, and overall life satisfaction (Effiong, 2019).

The therapeutic effects of music have been widely acknowledged, with research highlighting its potential to alleviate stress, anxiety, and depression. Engaging with music can stimulate the release of neurotransmitters associated with positive emotions, contributing to improved psychological well-being (Chan et al., 2018). Music education has been shown to enhance cognitive skills, such as problem-solving, spatial-temporal reasoning, and memory. These cognitive benefits can contribute to an individual's sense of competence and mastery, thereby positively influencing self-esteem (Hanna-Pladdy & Mackay 2011).

Gender has been a significant factor in various educational contexts, influencing learning experiences, aspirations, and outcomes. Within music education, gender disparities have been observed in areas such as instrument choice, participation in ensembles, and access to leadership roles. These disparities are often reflective of broader societal norms and stereotypes surrounding gender and musical expression (Young & Willie, 2019).

While several studies have explored the relationship between music participation and self-esteem in school-age children, there is a paucity of research focusing specifically on tertiary-level music students. Tertiary education marks a critical period of personal and professional development, making it imperative to investigate how music education at this level influences self-esteem. Empirically, Akiri (2019) also investigated the "Influence of music education on self-esteem of students" in public secondary schools in Delta State, Nigeria. The research design of the study was a descriptive survey that employed an ex-post facto design. The population for the study comprised 111,150 students in public secondary schools in the state; the sample for the study was 1,150 students, drawn by stratified random sampling technique. Academic performance records of 1,150 students' scores were also used. To elicit information for the study, a questionnaire tagged Music Education Questionnaires (SSG) was designed. A rating scale, tagged Self-Esteem Questionnaire (SEQ), was also used for the study. Four hypotheses were tested at the 0.05 level of significance using Analysis of Variance (ANOVA), t-tests, Pearson Product Moment correlation, and simple regression analysis. The results showed that there is a significant influence of music education on the self-esteem of students." This previous study was conducted in public secondary schools in Delta State, while the present study was conducted at the University of Uyo in the Uyo Local Government Area, Akwa Ibom State. Hence the gap is filled.

Naseebah (2015) conducted a study on the relationship between music education and self-esteem of students in elementary schools in Western Saudi Arabia. It is an attempt to answer the research question, "What is the relationship between music education and self-esteem of students?" The participants of this study were six elementary students. Students'

self-esteem data was collected using the Self-Esteem Questionnaire (SEQ). The findings reported that there is a significant relationship between music education and self-esteem of students in elementary schools. This previous study is related to the present study because it lays emphasis on examining the relationship between music education and self-esteem of students, which will serve as a guide to the present study.

## **STATEMENT OF THE PROBLEM**

Music education has long been recognized as a valuable component of academic institutions, fostering the development of musical skills, creativity, and cultural understanding. Beyond its musical benefits, there is a growing interest in understanding the broader impacts of music education on students' psychological well-being. One prominent area of exploration is the potential influence of music education on self-esteem among music students in tertiary institutions.

While ample research has investigated the cognitive, academic, and even emotional advantages of music education, the examination of its effects on self-esteem among tertiary-level music students is lacking. Existing literature tends to focus primarily on the cognitive and academic dimensions of music education, often overlooking the potential psychological and emotional ramifications.

Furthermore, the existing research on self-esteem and music education is often fragmented, with limited integration of psychological theories and empirical evidence. This fragmentation hampers a comprehensive understanding of how and to what extent music education contributes to the self-esteem of music students in tertiary institutions. Therefore, this study determines the relationship between music education and self-esteem of music students in the University of Uyo.

## **PURPOSE OF THE STUDY**

The purpose of this study was to investigate the relationship between music education and self-esteem of music students at the University of Uyo. Specifically, the objectives of this study are as follows:

- 1) To determine the relationship between music education and self-esteem of music students in the University of Uyo.
- 2) To examine the influence of music education on self-esteem of music male and female students in the University of Uyo.

## **RESEARCH QUESTIONS**

The following research questions were posed to guide the study:

1. What is the relationship between music education and self-esteem of music students in the University of Uyo?
2. What is the influence of music education on self-esteem music male and female students in the University of Uyo.

## **HYPOTHESES**

The following formulated null hypotheses guided this study:

1. There is no significant relationship between music education and self-esteem of music students in the University of Uyo.
2. There is no significant influence of music education on self-esteem of music male and female students in the University of Uyo.

## **RESEARCH METHOD**

The survey research design was adopted in the study. This design was considered appropriate since the researcher is interested in describing the features of a large group. The study was conducted in the Uyo Local Government Area,, which is the state capital of Akwa Ibom State of Nigeria. The population comprised all 341 undergraduate students in the Department of Music, University of Uyo, as of the 2021/2022 academic year (Head of Department's Office, 2023). The sample size for this study was 80 undergraduate-level 300 and 400 students randomly selected from the Department of Music, University of Uyo. The simple random sampling technique was adopted for this study.

A researcher-made instrument titled "Music Education and Self-Esteem of Students Questionnaire" (MESESQ) was used for data collection. The instrument consisted of two parts, 1 and 2; part 1 consisted of sections A and B. Section A contained items on the demographic variable (gender) of the respondents, and Section B contained 5 items on different perceived music education. Part 2 contained 10 items on self-esteem among students. The instrument was scored using a four-point Likert rating scale as shown below: Strongly Agreed (SA) = 4 points, Agreed (A) = 3 points, Disagreed (D) = 2 points, and Strongly Disagreed (D) = 1 point. The instrument was subjected to face validity by three lecturers. Two lecturers from Measurement and Evaluation and one from the Music Department at the University of Uyo. The purpose of the study and the research questions were made available to them at the time of the validation. All the lecturers' comments were harmonized and incorporated in the final copy of the instrument used to collect data for the study. To determine the internal consistency of the instruments, the researcher randomly selected 25 students as respondents in the Department of Music, University of Uyo, who were part of the population but not part of the study sample, to respond to the instrument. Data generated was subjected to reliability analysis using Cronbach Alpha Statistic for reliability coefficient determination. The reliability coefficient of 0.88 was obtained. The researcher with the help of three well briefed research assistants administered the instrument to the respondents after obtaining proper permission from the Head of Department. Data collected were analyzed using mean, standard deviation, independent t-test and Pearson Product moment correlation, mean and standard deviation statistics were used to answer the research questions while the null hypotheses were tested using significance (p) value of PPMC and independent t-test statistics at 0.05 alpha level of significance.

**RESULTS**

**Answering of Research Question**

**Research Question One**

What is the relationship between music education and self-esteem of music students in the University of Uyo?

**Table 1: Pearson Product Moment Correlation between music education and self-Esteem of music students in the University of Uyo**

| <b>Variables</b> | <b>n</b> | <b>r</b> | <b>Remark</b>     |
|------------------|----------|----------|-------------------|
| Music Education  | 100      | .691     | Moderate Positive |
| Self-esteem      | 100      |          | Relationship      |

Source: Computed by the Researcher using data from the respondents.

From the result in Table 1, it is revealed that r-value is .691. This implied that there is a moderate positive relationship between music education and self-esteem of music students in the University of Uyo. This means that as music education increase, the self-esteem of music students in the University of Uyo also increase moderately. Therefore, music education could affects self-esteem of music students.

**Research Question Two**

What is the influence of music education on self-esteem of music male and female students in the University of Uyo?

**Table 2: Summary of Mean and Standard deviation for music education on self-esteem of music male and female students in the University of Uyo**

|                  | <b>Gender</b> | <b>n</b> | <b>Mean</b> | <b>Std.</b> |      |
|------------------|---------------|----------|-------------|-------------|------|
| <b>Deviation</b> |               |          |             |             |      |
|                  | Self-esteem   | Male     | 36          | 14.44       | 1.05 |
|                  |               | Female   | 44          | 14.36       | 1.01 |

From the result in Table 2, it is revealed that mean score of self-esteem of male students is 14.44 and that of female students is 14.36 based on Music education. With this observation, this implied that Music education had a slight influence on female students' self-esteem than the male students. Thus, male and female students' self-esteem does not depends on music education.

**TESTING OF NULL HYPOTHESES**

**Null Hypotheses One (Ho1)**

There is no significant relationship between music education and self-esteem of music students in the University of Uyo.

**Table 3: Result of Pearson Moment Correlation for music education and self-esteem of music students in the University of Uyo**

| Variable        | n  | p-cal | p-crit | Remark                      |
|-----------------|----|-------|--------|-----------------------------|
| Music Education | 80 | .000  | .05    | Significant Ho1<br>Rejected |
| Self-esteem     | 80 |       |        |                             |

df = 158

Source: Computed by the Researcher using data from the respondents.

From the result in Table 3, it is revealed that the p-cal of .000 is less than the 0.5 alpha level of significance at the 158 degrees of freedom. This showed that the formulated null hypothesis one that there is no significant relationship between music education and self-esteem of music students in the University of Uyo was rejected. Therefore, there is a significant relationship between music education and self-esteem of music students in the University of Uyo.

**Null Hypothesis Two (Ho2)**

There is no significant influence of music education on self-esteem of music male and female students in the University of Uyo.

**Table 4: Summary of Independent t-test of self-esteem of music male and female students in the University of Uyo**

| Gender | n  | Mean  | S.D. | p-cal | Decision at 0.5<br>Alpha Level |
|--------|----|-------|------|-------|--------------------------------|
| Male   | 36 | 14.44 | 1.05 | .728  | (NS) Ho2 Retained              |
| Female | 44 | 14.36 | 1.01 |       |                                |

NS = Not significant at .05 alpha level

In table 4, the p-calculated value for the influence of music education on self-esteem of music male and female students in the University of Uyo is .457. This significant level is greater than .05 alpha level in which the decision is based. This indicated that there was no significant influence of music education on self-esteem of music male and female students in the University of Uyo. Therefore, the formulated null hypothesis 2 was retained.

### **SUMMARY OF FINDINGS**

The findings of this study are summarized as follows:

1. There is a significant relationship between music education and self-esteem of music students in the University of Uyo.
2. There is no significant influence of music education on self-esteem of music male and female students in the University of Uyo.

### **DISCUSSION OF FINDINGS**

The findings based on Hypothesis one revealed that there is a significant relationship between music education and self-esteem of music students in the University of Uyo. The result also shows that there is a moderate positive relationship between music education and self-esteem of music students in the University of Uyo. This finding indicates that music education could affect self-esteem of music students. The result could be attributed to the fact that music education involves the development and refinement of technical skills, whether it's playing an instrument, mastering vocal techniques, or understanding music theory. As students' progress and see tangible improvements in their abilities, they gain a sense of mastery and accomplishment, positively impacting their self-esteem. Additionally, in a music education setting, students receive feedback from instructors, peers and sometimes audiences. Constructive feedback and recognition for their effort and achievements contribute to a positive self-image. Validation from knowledge sources within the field can be particularly impactful. Finally, music education encourages students to express themselves creatively. Composing, improvising, or interpreting pieces in their own style allows for individuality and self-expression. This exploration of personal artistic identity can enhance a student's sense of uniqueness and boost self-esteem. The findings of this study agreed with the findings of Akiri (2019) who reported that there is a significant influence of music education on self-esteem of students in Public Secondary Schools in Delta State.

The findings based on Hypothesis two revealed that there is no significant influence of music education on self-esteem of music male and female students in the University of Uyo. The result also shows that the influence of music education on self-esteem of music male and female students in the University of Uyo is slightly. This finding indicates that gender does not affect self-esteem of music students. The result could be attributed to the fact that each student has a unique set of personality traits, experiences and challenges. Some individuals may naturally have higher self-esteem, while others might struggle with various factors unrelated to their musical education. Moreover, students, regardless of gender, may face personal challenges, such as academic stress, social pressure, or unrelated issues that impact their self-esteem. Music education might not be the sole determining factor in their overall sense of self-worth. Finally, the effectiveness of music education in influencing self-esteem can also be influenced by the specific learning environment. Factors such as teaching styles, support systems, and overall atmosphere can differ, affecting how students perceive their self-esteem. The findings of this study agreed with the findings of Naseebah (2015) who reported that gender does not significantly influence the self-esteem of students in elementary schools in Western Saudi Arabia.

### **CONCLUSION**

Based on the findings of the study, it is concluded that there is a significant relationship between music education and self-esteem of music students at the University of Uyo. Also, there is no significant influence of music education on the self-esteem of male and female music students at the University of Uyo.

### **RECOMMENDATIONS**

Based on the findings of this research, it was recommended that:

- Government should allocate additional funding to support music education programs in universities. Increased financial support can enhance the quality of music education, providing students with a more enriching experience that positively influences their self-esteem.
- Government should encourage policies that promote inclusivity in music education, ensuring that all students, regardless of their academic focus or background, have access to quality musical instruction. This inclusivity can contribute to a more diverse and supportive learning environment.
- Students actively engage in music education opportunities provided by the university. Students should recognize the potential positive impact on their self-esteem and take advantage of the chance to develop both musically and personally.
- Music lecturers should continue employing teaching practices that foster not only musical skill development but also the emotional and psychological well-being of students. Music teachers should strive to create a supportive and encouraging atmosphere in the classroom.

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