

A Comparison of South African Students' Formal and Informal Music-Making

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Schools in the Kwazulu-Natal province of South Africa currently lack the resources necessary to provide students with formal musical instruction. Children participate in music-making activities in their homes and communities, but do not receive the same opportunities in the school curriculum. Music-making thrives as an informal activity and serves as an essential tool for socialization within communities. No previous studies have investigated students' music-making activities and their attitudes towards formal music instruction in the schools in South Africa.

The purpose of this study is to investigate the types of activities that comprise students' music-making at home as well as in the schools. This study will also gather data on students' attitudes and levels of motivation towards learning instrumental music. Results from this study will lead to a better understanding of South African student's exposure and involvement in music-making at home, music-making in the schools, and their desires to pursue a more formal music education in the school curriculum.

A survey instrument will be developed and submitted to a panel of experts to determine content validity. The survey will then be revised and translated into Zulu by a professional translator. The instrument will be submitted to the population of students at a rural school in the Kwazulu-Natal province of South Africa. Questionnaires will be administered and retrieved by the researcher when she undertakes a service project in early spring to donate instruments to the school. Data will be coded and entered into a statistical package (SPSS) for analysis.

It is envisioned that results from this study will provide baseline data on students' attitudes towards music-making. The data will also provide insights into the differences in opportunities for formal and informal music-making. Results from this study will provide valuable information on this unique, yet understudied population.