Comparison of self-esteem and happiness levels of music education students with other departments

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ABSTRACT

This study aims to determine preservice music teachers' self-esteem and happiness levels and compare them with other departments. The study group comprised 242 students from Gazi University Gazi Faculty of Education. The Two-Dimensional Self-Esteem Scale and The Oxford Happiness Questionnaire Short Form were used as data collection tools. The method of the study conducted with a quantitative approach was a survey. According to the research data, music education students' happiness and self-competence levels are good, while self-liking levels are moderate. Self-esteem scores do not differ according to grade and gender variables. The contentment levels of music education students showed a substantial difference, favoring females. Looking at the faculty of education in general, all departments are at a moderate level in the self-liking aspect, and all are at a good level in the self-competence aspect. In happiness scores, it was determined that Music and Turkish-Social Sciences students had good scores, while Mathematics-Science group students had average scores at medium level. It was determined that music education pupils had higher averages in all aspects. As the outcome of the comparison analysis, it was determined that the happiness levels of Music Education students were significantly higher than Mathematics-Science Education students.

Keywords: Music education, faculty of education, preservice teacher.

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INTRODUCTION

Music is one of the most important means of human expression. Human beings have transformed the sounds of limited frequencies they can perceive into art and revealed the phenomenon of music (Boşnak et al., 2017). Uçan (1994) defines *music* as an aesthetic whole consisting of sounds processed and combined according to a particular purpose and method and a specific understanding of beauty. Üstün (2021) states that the primary goal of music education is to meet the artistic needs of individuals and society. He stated that this need would be met by developing behaviors to create appreciation and musical awareness in individuals.

Music is taught in general, amateur, and professional ways (Uçan, 2005). General music education takes place in schools in a planned and programmed manner to acquire the basic musical skills expected to develop in every individual. Abeles et al. (1994) categorized the social-psychological dimensions of music education as foresight, roles, expectations, competition, cooperation, leadership, self-confidence, and attitudes. They also stated that one of the main objectives of music education is to foster good attitudes toward music. Teachers are responsible for the realization of these goals.

The efficient and high-quality sustainability of the education system is directly related to teachers' competencies (Işıktaş, 2015). Şişman (2016) listed some of the personality traits required for teaching as follows: Superior cognitive abilities, being creative, being adaptable, being happy to communicate with students, having a positive attitude towards students and teaching, giving importance to friendly relations, giving importance to personal development, having self-confidence. The educational evaluation of teachers can be measured not by what they know or do but by what they are

themselves, that is, by their characteristics (Bulut, 2011).

Self-esteem is a fundamental psychological idea (Doğan and Eryılmaz, 2013). The good and negative feelings a person has about themselves are referred to as *self-esteem* (Rosenberg, 1965). Self-esteem consists of self-acceptance and self-respect, unlike narcissism indicators such as excessive self-esteem and self-aggrandizement (Ackerman et al., 2011). Because of this, people with high self-esteem may not always think of themselves as superior to others (Rosenberg, 1965). In parallel with this view, Coopersmith (1967) defined self-esteem as an individual's evaluation of himself/herself as adequate, valuable, and essential. He explained the source of this evaluation as the amount of respectful, accepting, and caring treatment that the individual receives from other people in his/her life. Özkan (1994) stated that self-esteem has emotional, mental, and social elements. Self-esteem is not static and can develop positively and negatively according to the conditions (Efilti and Çıkılı, 2017). With its positive development, people tend to perceive themselves as necessary and valuable people worthy of respect and acceptance (Dönmez, 1985). Feeling valuable, being able to demonstrate their talents, knowledge, and skills, achieving, being proud of their achievements, being admirable in society, being accepted, being loved and accepting, and taking on their physical traits are the key elements in the construction and growth of self-esteem (Özkan, 1994).

The level of self-esteem affects a person's success and skills at school and work, his/her effectiveness in coping with stress, the development of friendly relations, and the degree of vitality and enjoyment (Özkan, 1994). Sanford and Donovan (1984) stated that the level of self-esteem affects everything a person thinks, says, and does (Güloğlu and Karaırmak, 2010). Thus, one's view of the world, other people's attitudes, choices, ability to give and receive love, and the power from taking action for change are affected. According to studies, having a high sense of self-worth lowers the likelihood of depression and positively predicts relationship happiness, career success, and physical health (Krauss et al., 2020). High self-esteem is associated with assertiveness, strong coping skills, not giving up the struggle, happiness, and longevity (Güloğlu and Karaırmak, 2010). Given the significance of self-esteem, according to Krauss et al. (2020), it is imperative to comprehend how people create good self-images. However, there is still a dearth of research regarding what causes some people to evaluate themselves favorably while others have thoughts of inadequacy (Krauss et al., 2020). It can be said that the increase in the self-esteem of individuals will affect their work and friendship environment as well as society. Therefore, raising self-esteem and preventing low self-esteem is a social goal, and achieving this goal deserves interventions (Orth and Robins, 2014).

The concept of happiness (well-being) is one of the most critical areas of study and research in positive psychology (Doğan and Eryılmaz, 2013). Human behavior's ultimate goal is happiness (Sapmaz and Doğan, 2012). In general, satisfaction with life and the excess of positive emotions over negative ones is defined as happiness (Diener, 1984). Veenhoven (1991) defined happiness as liking one's life. People who are evaluated as happy have different evaluations and reactions to life (Lyubomirsky, 2007). The concept means that an individual evaluates his/her own life and makes a judgment about his/her evaluation (Kangal, 2013). Happiness contributes positively to fickle such as good health, high life contentment, positive human relationships, and success in professional life (Lyubomirsky et al., 2005). Diener (1984) stated that happiness has three entrails. These are affirmative and unfavorable emotions and life satisfaction. While the frequency of experiencing positive and negative emotions establishes the affective aspect of happiness, life satisfaction constitutes the cognitive element of happiness (Pavot et al., 1991). Many variables, such as life satisfaction, family satisfaction, absence of depression and distress, positive affect, and moods, are within the scope of these components (Kangal, 2013). Lyubomirsky et al. (2005) explained the factors determining happiness as demographic variables (10%), genetics (40%), and purposeful activities (50%). Accordingly, half of the happiness level can be met with purposeful activities under the control of the individual, such as improving social relations, exercising, doing good deeds, and thinking positively (Doğan et al., 2013).

When other studies are examined, it is seen that research on the concept of happiness has been conducted with different groups. These include adults (Akın and Şentürk, 2012), youth (Gülcan and Nedim Bal, 2014), university students (Özdemir and Koruklu, 2011), and high school students (Doğan, 2016). The approach to self-esteem has also been examined in a wide range of studies (Çelikbaş et al., 2019; Doğruyol and Yetim, 2019; Özbey and Gültekin, 2021). Preservice teachers are also included in these fields of study.

Yılmaz Akbaba (2020) measured that self-perception and social resources determine about half of the happiness level in a study conducted with 238 preservice teachers. Traş et al. (2019) determined that parental income status and attitude significantly affect the happiness level of preservice teachers. Demir and Murat (2017) determined that preservice teachers' happiness levels differed according to their parents' attitudes and ability to study in the targeted department. Güleç and Özbek Ayaz (2017) examined preservice teachers' self-esteem and vocational self-esteem. The study settled that the self-esteem of preservice science teachers was significantly higher than those of English language teachers. Aslan and Köksal Akyol (2006) examined the self-esteem of preservice preschool teachers. The study determined that occupational preference and having a teacher in the family made a difference in self-esteem

and the grade level was ineffective. Piji Küçük (2010) conducted a study with 66 music teachers in the third and fourth grades and found a significant link between test anxiety and self-esteem. Özmenteş (2014) determined a significant accord amidst self-esteem and music self-efficacy among high school and university-level music educators. Increasing self-esteem and happiness seems necessary for prospective teachers, who will be the most critical building blocks of future educational organizations, as in all people.

Firstly, the study tried to determine future music teachers' self-esteem and happiness levels. In addition, preservice music teachers' self-esteem and happiness levels were compared with other students. For this purpose, the self-esteem and happiness ranks of other education faculty students were also tried to be determined. In this respect, the study is essential in revealing the current situation of preservice teachers and making comparisons. In this background, the problem statement of the research is as follows: Do the self-esteem and happiness levels of music teacher candidates differ from other teacher candidates? The study addressed four research questions below:

1. What is the level of self-esteem of preservice music teachers?
2. What is the level of happiness of preservice music teachers?
3. What are the self-esteem and happiness levels of education faculty students?
4. Do preservice music teachers' self-esteem and happiness levels differ from other preservice teachers?

METHOD

Study design

This study was conducted using a quantitative approach. The quantitative approach uses large data sets, statistical analyses, correlations, and objective measurements (Newsome, 2016). The survey method was used to determine preservice music teachers' self-esteem and happiness levels and compare them with other department students. "A survey is a study of many cases from the same category" (Newsome, 2016: 410). Survey research aims to collect data on people's perceptions, opinions, attitudes, motives, and beliefs while describing behaviors (Lodico et al., 2006).

Participant

This study was conducted with Gazi University Gazi Faculty of Education students. The maximum number was tried to be reached in the music education department. According to the number of participants in music education, preservice teachers in other departments were tried to be reached. No sampling was done when selecting participants. Preservice teachers enter into the study voluntarily and randomly. Table 1 shows the information on the participants.

Table 1. The demographic characteristics of the participants.

Group		f	%
Department	Music Education	84	34.7
	Mathematics and Science Education	77	31.8
	Turkish and Social Science Education	81	33.5
Gender	Female	134	55.4
	Male	108	44.6
Grade	1	64	26.4
	2	68	28.1
	3	56	23.1
	4	54	22.3
Total		242	100

As shown in Table 1, the study was conducted with three groups of preservice teachers. The highest number of participants was seen in music education, female and second-year students. In general, the rates are quite close to each other, and a balanced participation was realized.

Data collection

There were three different groups of preservice teachers in the study. Self-esteem and happiness levels of preservice music teachers were collected. Then, comparisons were made with preservice teachers from

the Math-Science and Turkish-Social groups. The data was gathered between December 2021 and January 2022. The questionnaires were filled out within fifteen minutes of being informed of the study's goal.

The study has two data collection tools: Two Dimensional Self-Esteem Scale and the Oxford Happiness Scale Short Form. The researcher added a personal information form to the scales.

Two-dimensional self-esteem scale: It is a 16-item scale developed by Tafarodi and Swann (2001). The questionnaire quota self-esteem into two elements. For the "self-competence" sub-dimension of the questionnaire, the test-retest reliability coefficient is.78, and for the "self-liking" sub-dimension, it is.75. Turkish adaptation of the questionnaire was conducted by Doğan (2011). The adaptation study was conducted with 604 university students. The scale has the same original two-factor structure. The internal reliability coefficients of the questionnaire consisting of self-liking and self-competence dimensions were measured as .83 and .74. Eight items were reverse-coded. In this study, the reliability coefficients were calculated as .83 and .68.

The Oxford happiness questionnaire short form (OHQ-SF) was prepared by Hills and Argyle (2002) to determine happiness levels. Doğan and Akıncı Çötok (2011) adapted the form into Turkish. The adaptation study was conducted with 532 university students. The original scale has eight items and a six-point Likert-type scale. The adaptation study was prepared as a five-point scale, and seven items were obtained at the end of the research. The one-factor scale's internal reliability coefficient was reported to be.74. Two items are reverse coded. A high level of happiness is indicated by high scores on the scale. In this study, the internal reliability coefficient was calculated as .71.

Data analysis

The collected questionnaire results were entered into the SPSS (Statistical Package for the Social Sciences) 21 program. A total of ten items with negative statements were reverse-coded. Skewness and kurtosis values were examined for normal distribution control. It was determined that the Oxford Happiness Scale Short Form (.266-.054) and the Two-Dimensional Self-Esteem Scale factors of self-liking (.236 to .239) and self-competence (.367 to .311) were within the normal distribution range (±1) (George and Mallery, 2019). Accordingly, parametric tests were used in the analysis. Two groups were compared using the Independent Samples t-Test, and more than two groups were compared using a one-way ANOVA. Scheffe, a multiple comparison test, was used to determine the difference in ANOVA analysis between the groups.

The results of the 5-point Likert-type scales were interpreted according to arithmetic averages. The evaluation was interpreted according to fixed interval scores (4/5=0.8). Accordingly, the results were interpreted according to the interval scores of "1-1.80 very low", "1.81-2.60 low"; "2.61-3.40 moderate,"; "3.41-4.20 good,"; "4.21-5.00 very good".

FINDINGS

In the study, firstly, music teachers' self-esteem and happiness levels were determined. The data collected from eighty-four music education department students were analyzed and interpreted respectively.

The results that the Department of Music Education students received on both scales are listed in Table 2. The lowest average is self-liking, and the highest average is self-competence. According to these results, music education students' happiness and self-competence levels are good, and self-liking levels are moderate. The score results according to the demographic characteristics of music education students are presented in Table 3.

Table 3 shows the results of the scores of preservice music teachers distributed according to gender and grade level. There are more female students than males. A more balanced structure is observed at the grade level. Both men and women have moderate self-liking and good self-competence. Men have a moderate level of happiness, while women have a good level of happiness. First, second and fourth graders have a moderate level of self-liking, while the averages of other grades and variables are good.

It was investigated whether gender and grade level differences existed in the scale mean scores of preservice music teachers. According to Independent Samples t-Test results, there is no difference in self-liking and self-competence dimensions. In the Happiness dimension, female students' scores (3.65) differed statistically (3.29) positively and significantly from male students' scores (p > 0.04). According to the One-Way ANOVA analysis for the grade level, there was no difference between the levels.

Self-esteem and happiness level scores of preservice music teachers were compared with Mathematics-Science Education and Turkish-Social Sciences Education students. The results obtained from the education faculty students are shown in Table 4.

Table 4 shows information about the scale scores collected from the faculty of education students. In the self-liking dimension, all departments are at a moderate level. When we look at the self-competence dimension averages, it is seen that all of them are at a good level. When the Happiness scale results are examined, it is determined that music and Turkish-social group preservice teachers have a good average score. In

Table 2. Scale scores of preservice music teacher.

	N	Minimum	Maximum	Mean	Std. Deviation
Self-liking	84	1.13	5.00	3.26	.83
Self-competence	84	2.25	5.00	3.88	.61
Happiness	84	1.57	5.00	3.54	.69

Table 3. Results according to demographic characteristics of preservice music teacher.

Group	N	Self-liking ($\bar{x}$)	Self-competence ($\bar{x}$)	Happiness ($\bar{x}$)
Female	59	3.21	3.87	3.65
Male	25	3.37	3.92	3.29
1	20	3.38	4.08	3.57
2	27	2.97	3.64	3.56
3	21	3.60	4.01	3.42
4	16	3.16	3.90	3.64

Table 4. Scale scores of faculty of education students.

	Group	N	Minimum	Maximum	Mean	Std. Deviation
Self-liking	Music	84	1.13	5.00	3.26	.83
	Mathematics-Science	77	1.13	4.88	3.09	.80
	Turkish-Social	81	1.38	4.75	3.05	.78
Self-competence	Music	84	2.25	5.00	3.88	.61
	Mathematics-Science	77	2.25	4.63	3.80	.54
	Turkish-Social	81	2.43	5.00	3.79	.46
Happiness	Music	84	1.57	5.00	3.54	.69
	Mathematics-Science	77	1.14	5.00	3.14	.79
	Turkish-Social	81	1.71	5.00	3.42	.67

contrast, mathematics-science group preservice teachers have a medium average score. Music students had the highest mean score in all dimensions.

The mean scores of education faculty students according to their demographic characteristics are given in Table 5.

Table 5 shows the results of self-esteem and happiness scale averages collected from the faculty of education students in terms of gender and class variables. In the self-liking dimension, all averages are at a medium level. In the self-competence dimension, all averages are at a good level. In the Happiness dimension, female and first-year students are good, and the other groups are moderate.

It was examined whether the mean scores of the faculty of education students differed according to demographic characteristics. According to the Independent Samples t-test results for the gender variable, there is no difference in self-liking and self-competence dimensions. On the happiness component, a statistically significant difference was found in favor of women ($p > 0.03$). The One-Way ANOVA study of grade level revealed no difference between the levels.

Table 6 shows the findings of the One-Way ANOVA analysis performed to ascertain whether the mean scores varied between departments.

Table 6 shows the findings of the One-Way ANOVA performed to see if the mean scores for the sections varied. The table shows that the dimensions of self-liking and self-competence are not significantly different. Average happiness score differences were discovered to be statistically significant. Scheffe posthoc test was applied to determine the source of the difference. The research revealed a statistically significant difference between the mean scores of students in Mathematics-Science Education and Music Education. The mean scores of Turkish-Social Science Education and Music Education pupils did not significantly differ from one another.

Table 5. Results according to demographic characteristics of faculty of education students.

Group	N	Self-liking ($\bar{x}$)	Self-competence ($\bar{x}$)	Happiness ($\bar{x}$)
Female	134	3.16	3.83	3.46
Male	108	3.11	3.83	3.26
1	64	3.19	3.94	3.43
2	68	3.01	3.75	3.38
3	56	3.29	3.87	3.31
4	54	3.08	3.75	3.36

Table 6. Comparison of mean scores between departments.

		Sum of Squares	df	Mean Square	F	p
Self-liking	Between Groups	2.017	2	1.008		
	Within Groups	156.355	239	.654	1.541	**.216**
	Total	158.371	241			
Self-competence	Between Groups	.408	2	.204		
	Within Groups	71.241	239	.298	.685	**.505**
	Total	71.649	241			
Happiness	Between Groups	6.611	2	3.305		
	Within Groups	123.792	239	.518	6.382	**.002**
	Total	130.403	241			

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this study, the self-esteem and happiness levels of preservice music teachers were examined. The determined levels were compared with preservice teachers of Mathematics-Science and Turkish-Social Sciences. The study was conducted with 242 preservice teachers.

According to the data collected with the Two-Dimensional Self-Esteem Scale and the Oxford Happiness Scale Short Form, music teacher candidates' self-liking is moderate. Self-competence and happiness levels are in the range determined as reasonable. Self-liking of women (3.21) and men (3.37) was measured at a moderate level. Self-competence levels were good in both groups (3.87 to 3.92). According to the outcome of the analysis, there is no meaningful difference between these averages. Özcan Coşkunsoy (2019) determined that the self-esteem levels of music teacher candidates and Otacıoğlu (2017) determined that the self-esteem levels of students receiving professional music education did not vary according to gender. In the same study, self-esteem levels were measured at a medium level. Similarly, Özmenteş (2014) found that the gender variable did not significantly affect self-esteem. It can be said that other research results support the results of the data obtained from this study.

The happiness level of women was good (3.65), while men had a moderate level of happiness (3.29). According to the comparison made for this result, the scores of female students were statistically positive and significantly higher (p>0.04). Self-liking of first, second, and fourth graders was moderate, while third graders had a reasonable level. Self-competence and happiness levels were within the range determined as suitable. The One-Way ANOVA study of grade level revealed no difference between the levels. Similarly, Güleç and Özbek Ayaz (2017) found that grade level did not affect self-esteem.

Mathematics-Science Education students had moderate levels of self-liking (3.09) and happiness (3.14) and good levels of self-competence (3.79). Self-liking (3.05), self-competence (3.79), and happiness (3.42) levels of preservice Turkish-Social Sciences Education teachers were found to be good.

When we look at the students of the faculty of education in general, self-liking is moderate, and self-competence is good. Women's happiness level is good, and men's happiness level is moderate. The difference is statistically significant. Demir and Murat (2017) stated that there is no effect of gender variables on the happiness level of pedagogical formation education pupils. Similarly, Yılmaz Akbaba (2020) and Traş et al. (2019) stated that the gender variable does not affect the happiness levels of education faculty students. There

were no music education students in the study group of these studies. The source of the difference detected in this study may be due to the difference detected in favor of women in music education pupils. It can be said that music may positively affect the happiness level due to the intensity of music teaching in the study group. Various studies can look into this scenario.

Faculty of education students' results were examined, and no difference was found in the self-esteem dimensions of self-liking and self-competence. At the level of happiness, it was seen that the mean scores of the Music and Turkish-Social group teachers differed statistically and positively from the Mathematics-Science group. The self-esteem and happiness levels of preservice music teachers were higher than the others. This high level between the averages is significant only at the level of happiness. Piji Küçük (2011) determined that students' self-esteem in out-of-school music activities was significantly higher. Demirel and Terzioğlu (2022) found that the self-concept levels of students who play instruments are significantly higher than those who do not play.

The study showed that preservice music teachers' self-esteem and happiness levels had higher averages than other students. It is known that music has many positive effects on people. Music may be the source of the difference observed in self-esteem and happiness levels, among essential areas of psychology. The main drawback of this study is that there is just one university in the study group. It is advised to conduct comparative research with more significant sample sizes in various studies.

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