

School climate, sense of satisfaction and belonging to school and school music activities - literature review



Maja Sokolović Ignjačević, Jelena Stanivuković, Ljiljana Plazinic

Faculty of Education, University of Belgrade

maja.ignjacevic@gmail.com, jelena.stanivukovic@uf.bg.ac.rs, ljiljana.plazinic@uf.bg.ac.rs

The importance of art education for the cognitive, social, and emotional development of children and youth

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Abstract

Students' experiences at school affect their psychosocial development, general well-being, and the achievement of educational goals. The feeling of belonging is an important psychological need, which is especially prominent in the period of adolescence, when relationships among peers gain importance. The feeling of belonging to the school community is closely related to the child's perception of the school climate and overall satisfaction with the school, and it is influenced by many factors. The importance of music in the life of children and adolescents in the formation and expression of their social identity is unquestionable (Hargreaves et al., 2015; O'Neill, 2005), both in private life and at school. A school's music life consists of music education classes and optionally also various extracurricular activities - school choir, orchestra, smaller ensembles, bands - various group activities, in which children collaborate through music. This paper aims to examine the relevant literature on the relationship between school climate, a sense of belonging to the school community, student satisfaction with school, and the school's music program. It will explore the potential of music education to positively influence these factors and highlight the importance of developing high-quality music programs within school environments.

The literature analyzed includes an action research (Parker, 2010), correlational research (Ilari & Cho, 2023), quantitative (Weiss et al., 2017) and qualitative research (Adderley et al., 2003), and specifically case studies (Barrett & Bond, 2015). This paper will demonstrate how various school music programs contribute significantly to a child's overall school experience, as evidenced by diverse perspectives on their importance.

Key words

extracurricular activities, feeling of belonging to school, feeling of satisfaction with school, general music education, school climate, school music programs

Maja Sokolović Ignjačević, Jelena Stanivuković, Ljiljana Plazinic

Faculty of Education, University of Belgrade

maja.ignjacevic@gmail.com, jelena.stanivukovic@uf.bg.ac.rs, ljiljana.plazinic@uf.bg.ac.rs

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Sažetak

Iskustva učenika u školi utječu na njihov psihosocijalni razvoj, opću dobrobit, kao i na ostvarivanje obrazovnih ciljeva. Osjećaj pripadnosti je važna psihološka potreba koja je posebno izražena u razdoblju adolescencije kada odnosi među vršnjacima dobijaju na važnosti. Osjećaj pripadnosti školskoj zajednici u uskoj je vezi s djetetovom percepcijom školske klime i ukupnim zadovoljstvom školom, a na njih utječu mnogobrojni faktori. Važnost glazbe u životu djece i adolescenata, formiranju i izražavanju njihovoga socijalnoga identiteta je nesporna (Hargreaves i sur., 2015; O'Neill, 2005), kako u privatnom životu, tako i u školi. Glazbeni život škole čine nastava glazbene kulture, a opcionalno i različite izvanškolske i izvannastavne aktivnosti – školski zbor, orkestar, manji sastavi, odnosno različite grupne aktivnosti u kojima djeca surađuju kroz glazbu.

Cilj je ovoga rada pregled relevantne literature koja se bavi vezom između školske klime/osjećaja pripadnosti školskoj zajednici/zadovoljstva školom i glazbenoga života škole i ukazivanje na potencijal koji glazba u školi nosi u ovom pogledu, a time posredno i na važnost razvijanja kvalitetnih glazbenih programa u okviru školskih okružja. Među obuhvaćenim radovima zastupljena su akcijska istraživanja (Parker, 2010), korelacijska istraživanja (Ilari i Cho, 2023), kvantitativna (Weiss i sur, 2017) i kvalitativna istraživanja (Adderley i sur., 2003), konkretno, studije slučaja (Barrett i Bond, 2015). U radu ćemo prikazati na je koji način, iz različitih perspektiva, ukazano na važnost raznovrsnih obrazovnih glazbenih programa za djetetov doživljaj obrazovnoga iskustva.

Ključne riječi

nastava glazbene kulture; osjećaj pripadnosti školi; osjećaj zadovoljstva školom; školska klima; školski glazbeni programi; izvannastavne aktivnosti

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