

Students' Well-being questionnaire results



Erasmus+

The aim of the questionnaire

- **1.To identify how the application of new music teaching methods affect children's emotions, feelings, physical well-being and social behavior and to compare the results of the same polls at the beginning and the end of the project.**



Juodšiliai „Šilas“ gymnasium

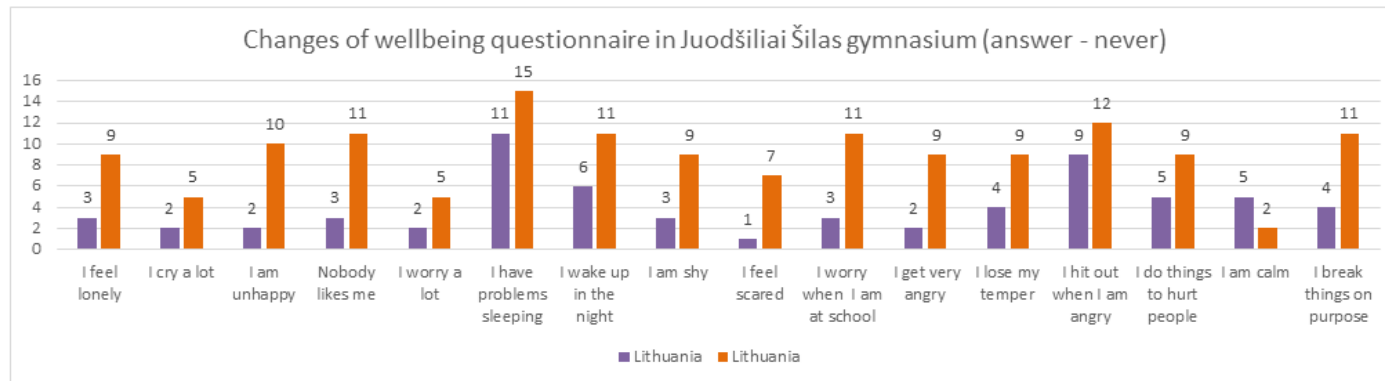


Table 1 illustrates respondents' answer *Never* in Juodšiliai „Šilas“ gymnasium (■ 2018 ■ 2020)



Juodšiliai „Šilas“ gymnasium

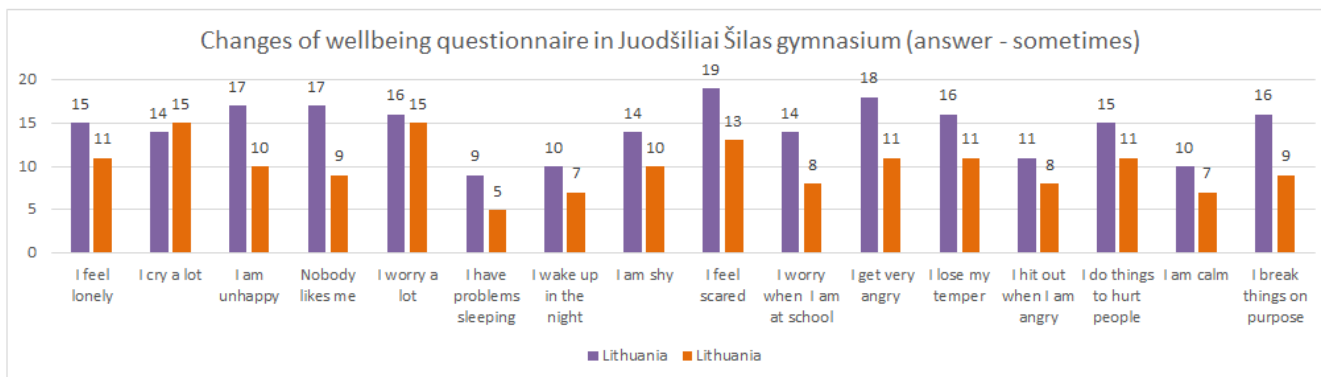


Table 2 provides data for response *Sometimes* in Juodšiliai „Šilas“ gymnasium (■ 2018 ■ 2020)



Juodšiliai „Šilas“ gymnasium

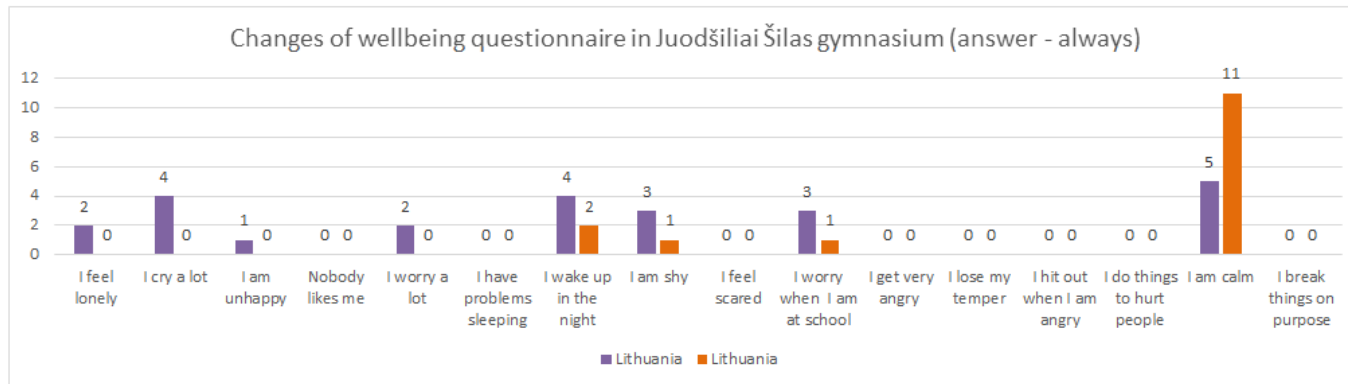




Table 3 illustrates the respondents' answer Always to the questions of the wellbeing survey in Juodšiliai „Šilas“ gymnasium

( 2018  2020)



Lockerbie primary school

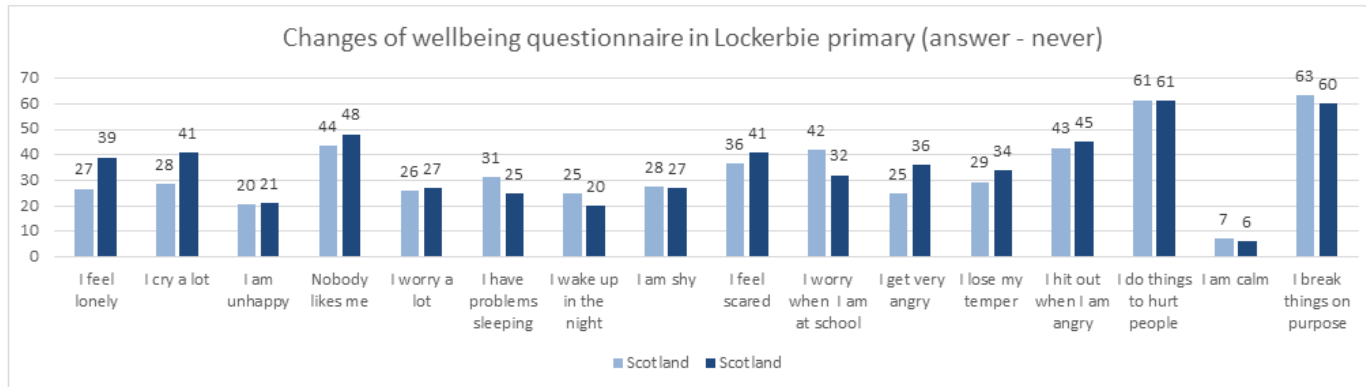


Table 4 presents the respondents' answer **Never** in Lockerbie primary (2018 2020)



Lockerbie primary school

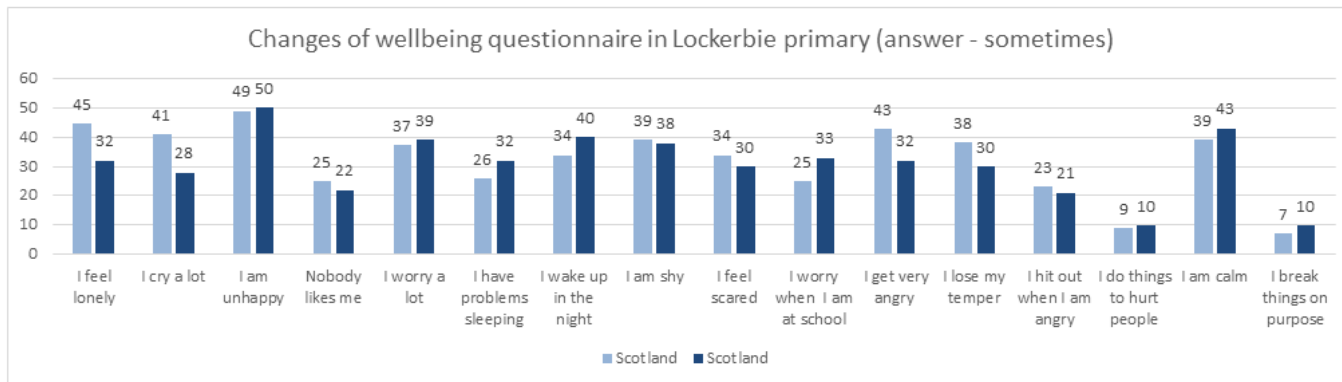
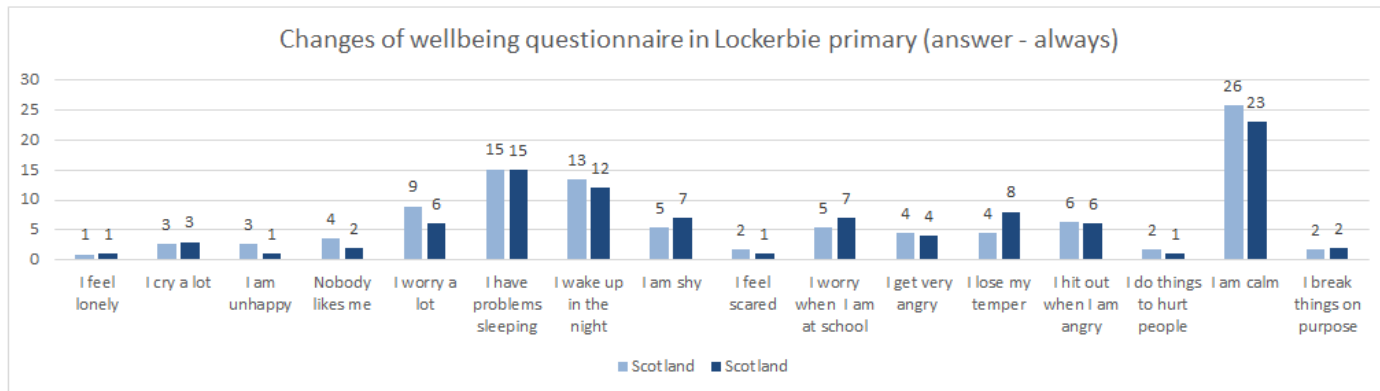


Table 5 illustrates the dynamics of answer *Sometimes* in Lockerbie primary (2018 2020)



Lockerbie primary school



*Table 6 presents the dynamics of answer **Always** in Lockerbie primary (2018 2020)*



Vehbi Necip Savasan primary school

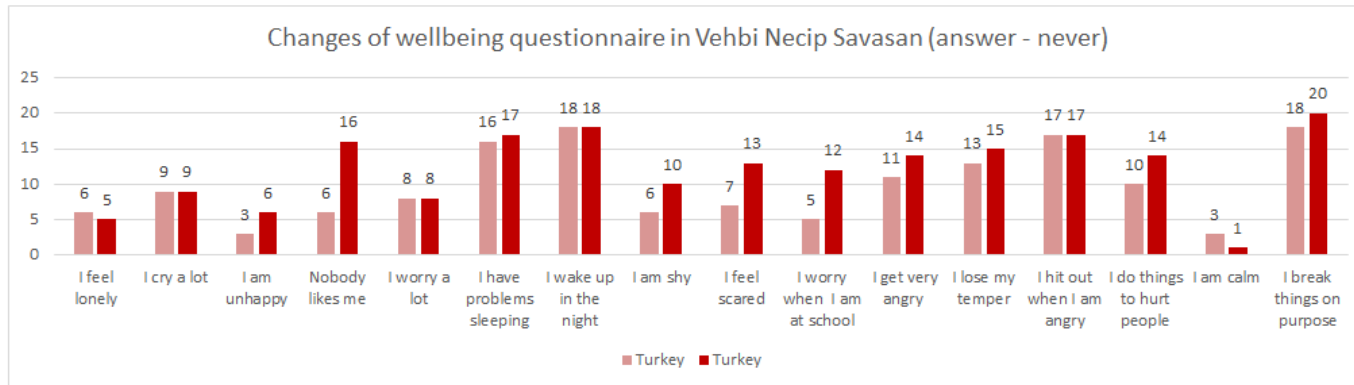


Table 7 demonstrates the dynamics of answer *Never* in Vehbi Necip Savasan primary school (2018 2020)



Vehbi Necip Savasan primary school

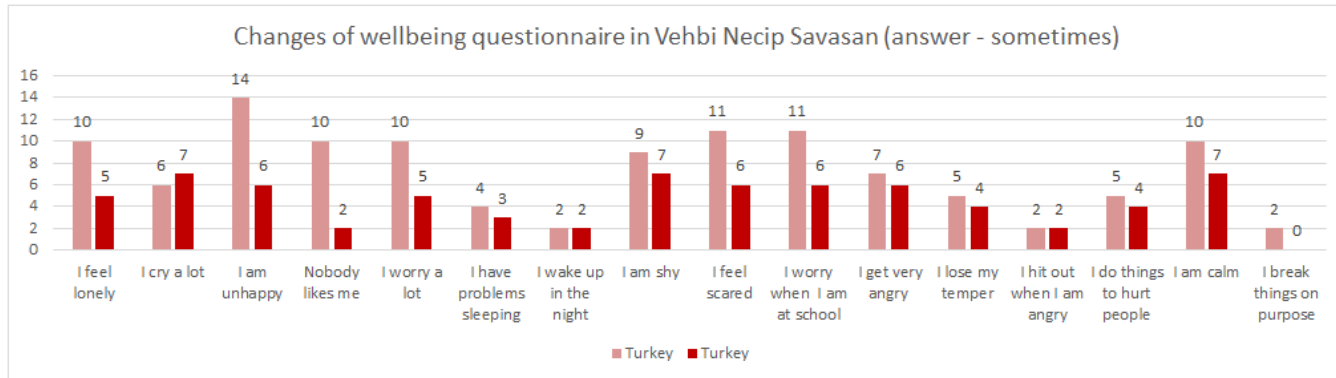


Table 8 illustrates the dynamics of answer *Sometimes* in Vehbi Necip Savasan primary school (2018 2020).



Vehbi Necip Savasan primary school

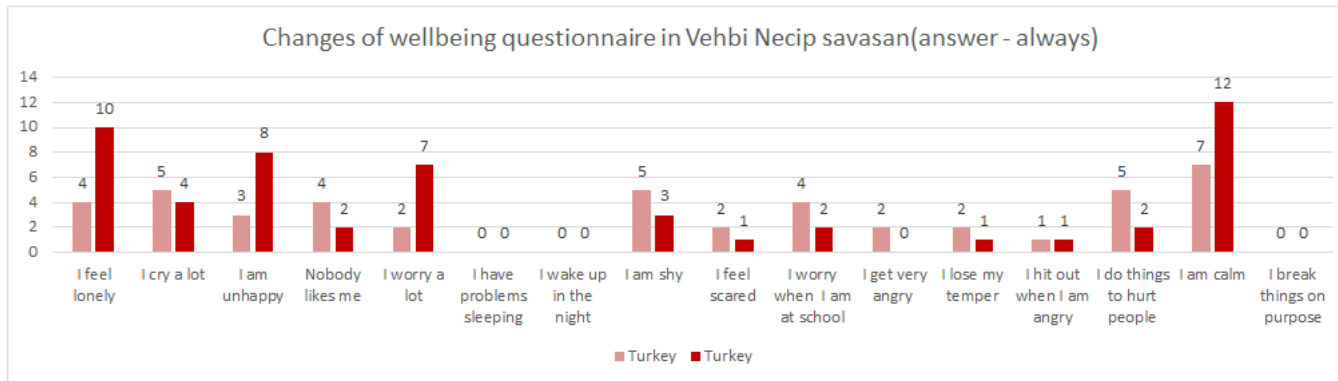


Table 9 presents the respondents' answer *Always* of the questionnaire in Vehbi Necip Savasan (2018 2020)

Conclusions

- 1. Listening to music, singing and making music impact children's emotions and feelings positively. Applied new music methods have a calming effect, reduce negative emotions, uplift the spirit of children from project target groups. After examining and analysing the responses to 9 statements that reflect children's emotional state, it was revealed that the overall improvement of all emotional indicators in all three project partner schools is **87%** (Lithuania-**100%**, Scotland-**90%**, Turkey-**70%**). Especially positively improved indicators (in all 3 schools) : **I am shy 77%** **I cry a lot 42%** **I get very angry 41%** **I feel scared 37%** **I feel lonely 34%** **I am unhappy 28%** **I am calm 26%** **I worry a lot 11%** **I lose my temper 10%**.

Conclusions

- 2. Incorporating new music teaching methods into the curriculum increased social bonds, allowed to improve social adjustment and positively changed children's attitudes to relationships with friends, teachers. That facilitates team work; increases self esteem; builds confidence. Responses to **5** statements that reflect social and behavioral indicators demonstrate the improvement by **33%** in general in all 3 project schools. The most significant change is notable in statements **Nobody likes me 49%** **I break things on purpose 37%** **I do things to hurt people 37 %**. Next 2 indicators also reflect positive tendency **I worry a lot when I am at school 32%** **I hit when I am angry 10%**.

Conclusions

- **3.** Implemented new music teaching methods provided learning motivation and improved children's general physical ability. Through reduction of muscle tension and the improvement of coordination and movement, music is a beautiful way of assisting children's physical development. Analysis of the responses to **2** statements related to children's general physical well-being revealed that this indicator has improved by **9%** in general in all 3 project schools. Although the improvement in this area is not very significant, it is still positive: **I have problems sleeping 6% and I wake up in the night 11%.**

Conclusions

- 4. Comparing the results of the survey of special needs students with the group of students in which they participated together with mainstream students, it can be stated that the well-being results of SEN students improved significantly more than in the group in which they participated together with the mainstream students. The overall improvement in all survey indicators was **92%** in the groups with children with special needs (**98%** in Juodšiliai „Šilas“ Gymnasium, **86%** in Vehbi Necip Savasan Primary School), while in the group with all students together it is **50%** (Lockerbie primary school). Thus, the application of various music teaching / learning methods has a much more positive effect on the emotional, psychological and physical well-being of the target group of children, which facilitates and expands their opportunities to become more involved in the educational process.