

**MUSICAL EXPOSURES AND CREATIVITY AMONG
MUSIC MAJOR TRAINEE TEACHERS
IN MALAYSIA**

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**CULTURAL CENTRE
UNIVERSITY OF MALAYA
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ABSTRACT

The primary purpose of this study was to investigate the relationships between musical exposures and creativity among the pre-service music major trainee teachers from the teacher education institutions in Malaysia. This study also sought to examine the nature of musical creativity and general creativity. Individual differences such as gender, ethnicity, academic years, and socioeconomic status were examined to investigate to what extent these differences moderate the relationships between musical exposures and creativity. In addition, this study also determined the predictors of musical creativity and general creativity

In this study, musical exposures were investigated by looking at four aspects namely keyboard grades, musical activity involvement, aural discrimination, and self-esteem of musical ability. Meanwhile, creativity was examined by using two constructs which were musical creativity and general creativity.

To address the purposes of the study, quantitative data were collected using a survey approach. As the research questions concerned the relationships between musical exposures and creativity, a correlation design was adopted.

The respondents of the study were 159 pre-service music major trainee teachers randomly selected from seven teacher education institutions in Malaysia. In total there were 51 males and 108 females.

The dependent variables of this study were musical creativity and general creativity. The independent variables were personal variables and musical exposures. Data for dependent variables were collected using two instruments, namely the Torrance Test of Creative Thinking, and the Composition Test. Data for independent variables were collected from demographic questionnaire, musical activity involvement

questionnaire, self-esteem of musical ability questionnaire and the Aural Discrimination Test.

Descriptive statistics were used to ascertain musical exposures and the nature of creative abilities of the trainee teachers. Inferential statistics were used to ascertain the relationships between musical exposures and creativity. One-way ANOVAs and Tukey HSD were performed to determine significant differences between variables and Pearson Product-Moment correlation were used to analyse the correlations between variables. Besides that, stepwise multiple regression analysis and hierarchical multiple regressions analysis were used to determine the predictors of musical creativity and general creativity.

Based on the results of this study, it was concluded that male trainee teachers were more creative in musical creativity than female trainee teachers. However, there was no significant difference between genders in general creativity. Findings of the study also showed that musical exposures influenced musical creativity. Musical creativity were significantly related to musical activity involvement ($r = .19, p < .05$), aural discrimination ($r = .48, p < .05$) and self-esteem of musical ability ($r = .31, p < .05$). On the contrary, musical exposures were not related to general creativity.

Stepwise multiple regression analysis revealed that aural discrimination is the strongest predictor of musical creativity, which alone accounted for 29.0% of the variance in total. Subsequently, self-esteem of musical ability is modest in predicting musical creativity. Surprisingly, musical activity involvement did not appear to contribute to musical creativity. As for general creativity, all the variables in musical exposures were not predictor of general creativity.

PENDEDAHAN MUZIKAL DAN KREATIVITI DALAM KALANGAN GURU PELATIH MAJOR MUZIK DI MALAYSIA

ABSTRAK

Kajian ini meninjau tentang perhubungan antara pendedahan muzikal dan kreativiti dalam kalangan guru pelatih pra-perkhidmatan jurusan muzik daripada institut pendidikan guru di Malaysia. Kajian ini juga meninjau kreativiti muzikal dan kreativiti umum guru pelatih. Perbezaan individual seperti jantina, etnik, tahun akademik, dan status socioekonomi juga dikaji untuk meninjau sejauh mana perbezaan individu ini mempengaruhi perhubungan antara pendedahan muzikal dan kreativiti. Tambahan kepada itu, kajian ini juga menentukan variabel peramal untuk kreativiti muzikal dan kreativiti umum.

Dalam kajian ini, pendedahan muzikal dikaji daripada empat aspek iaitu gred permainan kibod, penglibatan aktiviti muzikal, diskriminasi aural, dan penghargaan diri dalam keupayaan muzikal. Manakala, kreativiti dikaji dengan menggunakan dua konstruk iaitu kreativiti muzikal dan kreativiti umum.

Analisis data secara kuantitatif digunakan dalam kajian ini untuk menjawab soalan kajian. Memandangkan soalan kajian adalah berkenaan dengan perhubungan antara pendedahan muzikal dan kreativiti, kaedah perbandingan dan korelasi digunakan. Bentuk kajian secara tinjauan ini lebih merupakan kaedah penyelidikan kuantitatif.

Sampel kajian terdiri daripada 159 orang guru pelatih dipilih secara rawak daripada tujuh institut pendidikan guru di Malaysia. Terdapat 51 guru pelatih lelaki dan 108 guru pelatih perempuan.

Kreativiti muzikal dan kreativiti umum adalah variabel bersandar. Variabel bebas adalah variabel personal dan pendedahan muzikal guru pelatih. Data daripada variabel bersandar dikutip dengan menggunakan dua instrumen iaitu *Torrance Test of Creative Thinking* dan Ujian Penciptaan. Untuk variabel bebas pula, soal selidik

digunakan untuk mengutip data berkaitan dengan maklumat peribadi, penglibatan dalam aktiviti muzikal, dan penghargaan diri dalam keupayaan muzikal. Ujian Diskriminasi Aural diguna untuk mendapatkan data tentang pencapaian aural guru pelatih.

Statistik deskriptif iaitu min, sisihan piawai, median, minimum dan maksimum diguna untuk menganalisis variabel dalam pendedahan muzikal dan setiap komponen dalam kreativiti muzikal dan kreativiti umum. Statistik deskriptif dan statistik inferen diguna untuk menentukan perhubungan antara pendedahan muzikal dan kreativiti. Ujian ANOVA satu-hala diguna untuk menentukan kesignifikan perbezaan antara variabel bebas dan variabel bersandar dan ujian kolerasi Pearson Product Moment diguna untuk menganalisis perhubungan antara variabel. Selain daripada itu, analisis regresi pelbagai and analisis hierarchical regresi pelbagai digunakan untuk mengenalpasti variabel peramal untuk kreativiti muzikal dan kreativiti umum.

Berdasarkan dapatan kajian ini, boleh disimpulkan bahawa guru pelatih lelaki mempunyai kreativiti yang lebih tinggi daripada guru pelatih perempuan dalam kreativiti muzikal. Walau bagaimanapun, tidak terdapat perbezaan antara jantina untuk kreativiti umum. Dapatan kajian juga menunjukkan terdapat perbezaan yang signifikan antara kreativiti muzikal dan penglibatan aktiviti muzikal ($r = 19, p < .05$), diskriminasi aural ($r = 48, p < .05$), and penghargaan diri dalam keupayaan muzikal ($r = 31, p < .05$). Pendedahan muzikal tidak mempunyai perhubungan dengan kreativiti umum.

Analisis daripada regresi pelbagai menunjukkan bahawa diskriminasi aural merupakan variabel peramal yang utama untuk kreativiti muzikal di mana ia menyumbangkan sebanyak 29.0% perubahan varians dalam variabel kreativiti muzikal. Penghargaan diri dalam keupayaan muzikal merupakan variabel peramal kreativiti muzikal yang sederhana. Agak menakjubkan ialah penglibatan aktiviti muzikal bukan merupakan peramal kepada kreativiti muzikal. Untuk kreativiti umum pula, didapati semua variabel pendedahan muzikal bukan peramal untuk kreativiti umum.

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LIST OF SYMBOLS AND ABBREVIATIONS

<i>M</i>	Mean
<i>SD</i>	Standard deviation
<i>n</i>	Sample size
<i>p</i>	Probability
<i>F</i>	<i>F</i> -ratio
<i>df</i>	Degrees of Freedom
<i>d</i>	Cohen <i>d</i>
ANOVA	Analysis of Variance
SES	Socioeconomic status
SMC	System Model of Creativity

APPENDICES

- A Demographic Questionnaire
- B Musical Activity Questionnaire
- C Aural Discrimination Test Answer Sheet
- D Self-Esteem of Musical Ability Questionnaire
- E Scoring Sheet and Examples of TTCT
- F Results of Tukey HSD test
- G Approval to Conduct Research