

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

A significant level of group dynamics existed and played a part in determining the results of the NEMP music tasks. However, its importance varied from group to group and also from task to task. The presence of peer influence affected the actions and the musical responses of the group members. In addition, it was found that some tasks were performed better by boys at year 4 while others were performed better by the girls.

The domination of a certain gender in a particular activity also depended on the age of the child and the nature of the activity. Also, it was found that the spatial factors did affect the actions and the musical responses of the group and that most of the activities had leaders. The leader of a group was not always the most musical child but was almost always the most aggressive or charismatic. Some were good musical leaders while others were not.

Other factors which affected the dynamics of a group included the TA's attitude and mannerism. The level of help they gave the children in the performance of their tasks and their degree of adherence to the instructions of the tasks also influenced the results.

Besides the TA's factor, group dynamics were also affected by the noise in the environment, the level of disruptions present during the performing of the task, the nature of the task itself and finally, the appropriateness of each task to the age group.

Therefore, we can now answer the research questions to this study set in Chapter I. The presence of group dynamics did affect the musical results of the test. The children were influenced by their peers and the seating arrangement did have an effect on the workings of the group dynamics.

However, the physical attributes and musical ability of a child ^{was} ~~was~~ not the only criteria to a leadership position. The gender of the group members did not necessarily affect the musical result of that group but certain activities were dominated by a certain gender. Some of the tasks placed a greater emphasis on individual effort and might be better if offered as an individual task.

On a larger scale, group dynamics should be recognised as an important factor in determining the success of any activity and have ~~a~~ greater implications in teaching in a classroom situation. The nurturing of the dynamics of a group can lead to a motivated and interested class.

The results shown in this study reflect the importance of the group dynamics within the NEMP group and team music tasks and this information will prove to be useful in the administering of future NEMP tasks.

5.2 Recommendations

The following recommendations are based on the results of this study.

Recommendation 1:

That the training of all TAs to be more standardised with a conscious effort to minimise personality differences in the NEMP tasks.

Recommendation 2:

That TAs to be informed of their roles as task administrator^{and} do not include participation in the activities designed for the children.

Recommendation 3:

That the level of TA's involvement be standardised and an appropriate length of time for children to work out the answers for themselves before attempting to help them be determined.

Recommendation 4:

That the children to be allowed to explore the full potential of their musicality and instruments without being stopped.

Recommendation 5:

That not more than one task to be performed in one area. Also, the area should be a quiet area. This is to reduce distractions to the children.

Recommendation 6:

That it is made known to the others in the school to keep out of the areas where the tasks are performed to lessen disruptions.

Recommendation 7:

That the appropriateness of the task for each age group be re-evaluated. Certain tasks may be more appropriate to be offered as an individual task.

Recommendation 8:

That the adequate video-recording of each task is ensured for future study purposes.

Recommendation 9:

To ensure that the selected children turn up to perform the tasks.

Recommendation 10:

That there should be a short break between each activity.