

# Music Education and Traditional Games. Sex differences in a Sample of Primary School Students in Spain

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## ABSTRACT

This study investigates the use traditional musical games (TMG) as an instructional instrument to augment the academic abilities of primary school students. TMGs are a cooperative activity that promotes communication among individuals and their peers, assisting in the formation of personal and collective identities. The properties of TMGs, pertaining to the community, society, and culture, bring to mind the ideas presented in Allport's intergroup contact hypothesis. We may ascertain four key categories that are universally embraced by all academics. These categories provide the conceptual basis for conducting statistical analyses in order to empirically assess the hypotheses stated in the study. C1: Right to Play/C2: Emotion and Inclusion/C3: Choice of Game Partners/ C4: Fun and Preferences. On the basis of a validated scale of 18 items the possible differences between boys and girls were analysed. A quantitative approach was carried out (ANOVA) to examine the utilisation of TMG among a cohort of 276 elementary school children, with 52.2% being male and 47.8% being female, aged between 8-10 (Mean: 8.70; SD: 0.77). We found significant differences ( $F= 15.030$ ;  $p<.001$ ; boys>girls) in category 3 (Choice of Game Partners). The choice of game partners in a TMG (Category 3) is determined by well-being, mutual acceptance, interaction, and cooperation, associated with the acceptance of specific social norms pertaining to TMGs. Similarly, we find significant differences in C4 ( $F= 20.682$ ;  $p<.001$ ; boys<girls) (Having Fun and Preference for a TMG) includes the aspect of harmony, which, in turn, incorporates the acceptance of the social environment within a game-playing context, embodying the values of peaceful coexistence by forming a cohesive unit with other human beings, with nature, and with tradition. From a theoretical perspective, it would be necessary for government administrative organs and legislation to take these findings into account in the sense that educational institutions should foresee appropriate spaces and schedule slots for TMG activities.

**Keywords:** Music Education, Traditional Music Games, Children Education, Inclusion, Right to Play.