

Music services in Tampere

Experiences of 5th and 6th grade pupils

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Abstract <p>The welfare of Finnish youth is a constant topic of research. The 5th and 6th grade pupils are starting to become more independent, and their worldview is starting to expand. The benefits and positive effects of musical participation and music education have been studied. Moreover, it is important for children to have a way of expressing themselves. There are many neurological and social benefits that musical participation offers. There have been studies indicating that on average children spend too much time sitting down, watching screens and using electronic devices.</p> <p>The goal of this thesis was to examine whether there was a sufficient supply of interesting and motivating music services targeted at 5th and 6th graders. The study was divided in two parts. The first part investigated the overall spectrum of music services, occasions and hobby possibilities offered in Tampere. The second part examined the experiences of 5th and 6th graders and their opinions. Moreover, the second part also investigated from which they obtained information about music provision.</p> <p>The data and an overview about the music services in Tampere were mainly collected by using the information available on the Internet. Moreover, some music service producers were contacted in order to obtain more information about their offering for 5th and 6th graders. A questionnaire was created for the target group of 5th and 6th grade pupils. The answers for the questionnaire were given anonymously. The questionnaire was created in order to obtain information about the children's opinions and experiences concerning the music services and hobby possibilities.</p> <p>The results showed that there was a diverse spectrum of music services offered in Tampere that were targeted at 5th and 6th graders. There were occasions, such as cultural festivals, musicals, concerts, clubs and various musical hobby opportunities. It was discovered that most of the respondents of the questionnaire felt that they were satisfied with the music services and hobby possibilities for their age group. However, they wished for events, such as concerts and festivals.</p>		
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Tiivistelmä <p>Suomalaisten nuorten hyvinvointi on jatkuva tutkinnan aihe. Viides- ja kuudesluokkalaisten alkavat itsenäistyä, ja heidän maailmankuvansa alkaa laajentua. Musiikin hyötyjä ja musiikillisen aktiivisuuden ja musiikkiopintojen vaikutusta on tutkittu. Onkin todettu olevan tärkeää, että lapsilla olisi jokin keino, miten he voivat ilmaista itseään. Musiikillisen aktiivisuuden hyötyjä on tutkittu myös neurologisesti, ja sen on todettu tuovan myös sosiaaliselta näkökulmalta hyötyä lapsen hyvinvoinnille. Viimeaikaiset tutkimukset ovat myös osoittaneet, että keskivertoisesti lapset viettävät liikaa aikaa istuen, katsomalla erilaisia ruutuja sekä viihde-elektroniikan parissa suosituksiin nähden. Tämän vuoksi nuorelle kohderyhmälle löytyy tarvetta motivoiville, terveellisille vapaa-ajanviettotavoille.</p> <p>Tutkimuksen tavoitteena oli selvittää, onko Tampereella tarpeeksi mielenkiintoisia ja motivoivia musiikkipalveluita viides- ja kuudesluokkalaisten. Tutkimus on jaettu kahteen osuuteen. Ensimmäisessä osiossa tarkasteltiin erilaisten musiikkipalveluiden, -tapahtumien ja harrastusmahdollisuuksien alueellista kirjoa. Tutkimuksen toisessa osassa tarkasteltiin viides- ja kuudesluokkalaisten kokemuksia ja mielipiteitä sekä sitä, mitä kautta he saavat tietoa musiikkipalveluista.</p> <p>Tutkimuksen data ja musiikkipalveluiden alueellinen kirjo kerättiin pääosin käyttämällä Internetistä palveluntarjoajien sivuilta löytynyttä tietoa. Tämän lisäksi muutettiin alueellisiin palveluntuottajiin oltiin yhteydessä. Viides- ja kuudesluokkalaisten kokemusten mittaamiseksi valmistettiin kysely, joka kartoitti heidän musiikkipalveluihin ja harrastusmahdollisuuksiin liittyviä kokemuksiaan. Kyselyyn vastattiin nimettömästi.</p> <p>Tulokset osoittivat, että Tampereella on laaja kirjo erilaisia musiikkipalveluita ja harrastusmahdollisuuksia kyseiselle kohderyhmälle. Lisäksi tulokset osoittivat, että kohderyhmä oli pääosin tyytyväinen tarjontaan. Erityisesti he kuitenkin toivoivat lisää musiikkitapahtumia, kuten konsertteja ja festivaaleja.</p>		
Avainsanat (asiasanat) Musiikkipalvelut, Tampereen musiikkipalvelut, lasten musiikkipalvelut, 5.–6. luokka		
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KEY CONCEPTS AND TERMINOLOGY

Music services

This thesis examined music services in Tampere. It concentrated on the concrete services such as recreational music activities, hobby possibilities and music occasions. The study did not examine the online music services.

5th and 6th grade pupils

5th and 6th grade pupils refer to Finnish elementary school pupils, who are approximately 11-13 years old.

1 INTRODUCTION

Music and its tempo, rhythm and melody are a natural thing for children. A child can feel the mother's heartbeat already in the womb. Additionally, many of children's important music experiences derive from home and through parents (Campbell, 1998) (Machover & Uszler, 1996) (Pitts, 2012). All children should be able to express themselves and their emotions through hobbies, regardless of their families' economic situation. This thesis dealt with the matter from the musical point of view. For some children the topic of interest, their hobby, can be assumed to be something other than music, for example drawing or sports.

The motivation for this research topic derived from my personal interest in music. For me, music is one the most important ways of expressing myself. I have lived in Tampere for the most of my life, and been involved with its music services through my life. While I was completing my 6-month practical training period in the City of Tampere Cultural Affairs, I had the opportunity to work with many of the local culture providers. I learned how much cultural offering there was for little children, and I learned the emphasis that was given to the youth. However, it also made me wonder how little information reached me about the cultural offerings that would be targeted at children a little younger than teenagers yet older than the small under-school-aged children. Therefore, I ended up limiting the target group and the research scope to 5th and 6th grade pupils. Moreover, I learned that there was little data available about research providing opinions and experiences related to the cultural and musical experiences of elementary-school-aged children.

Tampere is the third biggest city in Finland counted by its population, and there are about 9 000, 11–14-year-old children living in Tampere (Tilastokeskus, 2014). The target group and the number of children can be considered significant, and there is an existing need for leisure time activities.

There are studies showing that children are more and more engaged with screen time and time spent at home (Lasten ja nuorten liikunnan asiantuntijaryhmä, 2008) (World Health Organization WHO, 2012). Additionally, it has been studied that there are great health risks involved with long periods spent sitting down (World Health

Organization WHO, 2012) (Helajärvi, Pakkala, Raitakari, Tammelin, Viikari, & Heinonen, 2013). It should be considered whether there are enough motivating incentives for children to do other activities than sit down and spend time at their homes and to encourage them to socialize and express themselves in a safe environment.

This thesis is divided in two parts. The first part creates an overview of the already existing music services and hobby opportunities for 5th and 6th grade pupils in Tampere. The first part was a vital part of the study as the understanding of the local music services offering was vital for understanding the experiences of the target group. However, the first part does not deal with the services in detail, but it creates an overall understanding of the opportunities for the target group nowadays. The first part does not aim to examine every music service offered, but it describes the variety and gives a few examples. Moreover, the music service offering that is offered for schools at school time, was left out of this thesis, as it was a separate entity and connected to the school curricula.

The second part can be seen as the “main part” of the study. It examined the experiences and opinions of the age group. The aim of this thesis was to examine whether the already existing music services matched the needs of the 5th and 6th graders and if there was a need for new kinds of services. The study aimed to find out the channels of how the 5th and 6th graders would find information about the music services, and the channels from which they wished to receive the information.

In order to collect the information for the first part and to chart the overall picture of the music service offering to the specific target group in Tampere, mainly two different methods were used. First, some of the major music service providers were contacted. Secondly, most of the data was collected by using the Internet and the existing websites that the music service providers had.

In order to conduct the second part of this study, a questionnaire for 5th and 6th grade pupils was created to examine their experiences. The respondents were from different schools in Tampere. The questionnaire was filled under supervised conditions ensuring that only the specific target group was able to answer it. This

was how it was secured that the answers were collected specifically from the intended target group and from Tampere.

2 THEORETICAL BASIS

The theoretical frame of the research explains the importance and benefits of music in children's lives and how it is a natural part of it. Additionally, it presents research presenting the effects that being actively involved with musical hobbies have on a child's development and cognitive skills. It also describes the population structure in Tampere and its neighboring municipalities showcasing the significance and the number of the target group of 5th and 6th graders.

The theoretical frame describes the increased amount of time spent sitting down inside with electronic devices instead of actually doing something and participating physically in different real life activities. This study views the activities from the musical point of view.

The theoretical frame presents the challenges that young people may face in today's world, affecting their willingness and possibility to participate. It examines, for example, the economic situation of families influencing on children's opportunities to participate in musical activities or hobbies. Moreover, it describes children's loneliness in today's busy life style. It also raises the question whether children's leisure time is concentrated too much inside, around electronic devices leaving too little room for concrete participation in real-life activities.

2.1 Tampere and its population

Tampere is the third biggest city of Finland counted by its population, and it has approximately 223 004 citizens (measured on the 31st December 2014). Tampere is a part of the Pirkanmaa province, which comprehends about 503 382 inhabitants. The population growth in the Tampere area was 1.2% in the year 2014 (Tilastokeskus, väestötilastot, 2015).

In 2014 there were 292 299 10–14-year-old children in Finland, which is about 5.3% of the whole population. In 2014 there were altogether approximately 9000 10–14-year-old children in Tampere, and according to the Tilastokeskus statistics, approximately half of this number was girls and the other half was boys (Tilastokeskus, 2014). The number of the target group of 5th and 6th grade students is therefore significant. Additionally, it is probable that children of the same age from the neighbor cities, such as Kangasala, Lempäälä, Nokia, Orivesi, Pirkkala, Vesilahti and Ylöjärvi might use the music services of Tampere. In the whole Pirkanmaa area there were approximately 26 000 10–14-year-old children in 2014 (Tilastokeskus, 2014).

There are 22 elementary schools in Tampere that offer teaching to grades from the 1st to the 6th, and nine comprehensive schools that offer teaching from the 1st grade to the 9th grade (Tampereen kaupunki, 2014).

2.2 Music and children

Music is a natural thing for children, and it serves their needs in various ways. A child can feel the rhythm of the mother's heartbeat and sense music already in the womb. As P. Campbell mentions in her book about children:

“They group together to socialize through music, but they also take music into themselves at their most private of times. They receive it from many sources, and they learn to sing it, play it and dance to it”
(Campbell, 1998, p. 168).

Campbell is not the only one with the opinion about music being a natural everyday-thing in children's lives. Even though many studies have been conducted about the effects and benefits of musical hobbies and playing instruments, there are opinions according to which the most effective and long-term musical experiences are created in family life, at children's homes. The musical taste and opinion of a child's parent naturally affect the child's musical experiences. Moreover, starting a musical hobby needs the kind of consideration from one's parents that regards their child's development and qualifications. 9-year-old children start to be at the age in which

their view about the surrounding world is starting to become wider. According to Machover & Uzler, there may occur some hardships at this age, and they call the years from nine to twelve “*make-or-break*” years from the musical point of view. For children who have not been studying music before this means that if they do not start musical studies during these years, it is likely that they will not start musical studies later, either. For the children who have studied music before the “*make-or-break*” years mean a time when they may start to lose their interest in their musical hobby. Their wider view of the surrounding world is starting to offer new, perhaps more interesting challenges and activities. In their book, Machover & Uzler list characteristic qualities of 9–12-year-old children. Some of the most important factors concerning the subject of this thesis were: children’s increased ability of fine motor coordination; children’s progressed learning style; children’s increased responding to peer group influences; children enjoying similar social groups and clubs; children’s ability to understand responsibility, freedom and authority (Machover & Uzler, 1996, pp. 16-17, 73-74).

S. Pitts (2012) has presented examples of the variety of different influences and paths that direct young people’s lives into musical involvement that lasts through life. As it appeared, there were several different factors influencing young people’s choices. Some were encouraged and motivated by their teachers and parents, whereas some entered musical life by accident. In her book S. Pitts describes:

“Amongst these variable chances and choices, questions are raised not about the ideal route into lifelong musical engagement, since there seem to be many possibilities, but rather about the ways in which the range of musical opportunities available to young people can be strengthened and supported.” (Pitts, 2012, p. 184)

Pitts stated that for the young people, musical discovery seems to be the most effective when it is present in multiple locations (Pitts, 2012, p. 184).

Parents can help their children to understand the variety of music instruments and paths to start their musical journey. Machover & Uzler (1996) present an idea of taking children to concerts and visiting music stores so as to help them to form their

own opinion and taste of different instruments and their sounds, as well as their roles in performing groups, such as an orchestra. Additionally, orchestral and band activities offer children an opportunity to socialize and be a part of a group other than one's family. Moreover, many benefits of starting a musical hobby at the age of 9–12 years have been presented in research. For example, learning is much faster than with younger students (Machover & Uszler, 1996, p. 75).

It is widely known that music has a calming effect and that music can be used to handle different emotions. It is one of the reasons explaining music's significance to young people in regulating their emotions. In her dissertation, Suvi Saarikallio (2007) studied music's psychological significance to young people and how music affected adolescents' mood regulation and development. She categorized four areas in which music helps in young people's psychosocial development. The categories were: identity, agency, interpersonal relationships and emotions. Additionally, a theoretical model was created of how young people use music to regulate their moods. According to the model, there are two main goals that are mood improvement and mood control, and seven regulatory strategies that are: entertainment, revival, strong sensation, diversion, discharge, mental work and solace. The results of the study indicated that girls utilized music for mood regulation purposes more than boys. Additionally, it was discovered that older adolescents used music more than the younger ones (Saarikallio, *Music as mood regulation in adolescence*, 2007).

The effect of music in emotional-self regulation with 3-8-year old children has been studied. The study was conducted from the parents' point of view as they answered questions concerning their children emotion-regulatory musical use, preferences and activities. In the study it was discovered that music helped children with many functions, such as calming down, keeping concentrated and interested, expressing emotions, such as happiness. Moreover, music seemed to help to maintain their energy level, and it helped them to fantasize through mental imagery. This was learnt to be the effect especially with young children (Saarikallio, 2009).

2.3 Benefits of music for child's cognitive skills

Music activities seem to have many benefits for children. It has been a subject of interest whether the hypothesis that music enhances people's intelligence is accurate or not.

In a study lead by Glenn Schellenberg it was examined whether the above hypothesis about was true. In the study it was tested how children, who were divided in four different control groups, would develop their IQ by participating in different lessons. One of the groups had keyboard lessons, the second group had vocal music lessons, the third group participated in drama lessons and the fourth group did not participate in any lessons at all. The study showed that participation in music lessons resulted in having small increases in the IQ. However, non-musical activities did not have the same effect on the children's IQ. On the other hand, it was learned that drama lessons had different kinds of increases in skills, such as social behavior. This could not be found as one of the effects of music lessons (Schellenberg, 2004).

Several studies have proved that children who actively have music as a hobby have better attention skills than the other children in the same age group. Their brain has learned to lower the effect of the outside signals and irritants whilst they are concentrating on something. As the number of challenges with the children's ability to regulate their attention has increased, the Finnish Board of Education has suggested in its report that it should be discussed whether instrumental, choir, orchestral and band activities could be utilized as a part of solving this matter (Opetushallituksen taide- ja taitokasvatuksen asiantuntijatyöryhmä, 2009, p. 45).

In a study a group of children that had had intensive music teaching was compared to a group that had not had such teaching. It was discovered that the intensive music studies had strengthened the children's skills to learn their native tongue and that the studies developed their motor skills. Additionally, music studies had helped them to reach a better intelligence quotient (IQ) and to develop their mathematical and social skills faster than the group without intensive music studies (Korkka, 2011).

According to the results of a study conducted in 2011, even short-term musical studies and participation have an effect on children's cognitive skills. The study was

conducted with pre-school aged children by creating two kinds of computer training programs. The other program's training focus was music and the other one's was visual art. In the study it was learned that it took only 20 days of using the training program when the group using the musical program already showed increase in their verbal intelligence. Moreover, the enhanced verbal intelligence was found to positively correlate with the changes in children's functional brain plasticity during an executive-function task (Moreno, Bialystok, Barac, Schellenberg, Capeda, & Chau, 2011).

As the results above indicate, a long-term musical hobby changes children's brain functions. Additionally, a musical hobby influences the development of children's attention skills. It affects their selective attention as well as the ability to maintain attention (Koelsch, Grossmann, Gunter, Hahne, Schröger, & Friederici, 2003, pp. 683-693). When a child plays an instrument, for example, he/she needs to be able to concentrate on one specific sound and close out the others. This attention skill can develop significantly when music is practiced to a great extent. When a child is playing an instrument, even the shortest distraction of his/her attention can significantly affect the sound of his/her music.

Music and language both have rhythm and tempo. Additionally, by using different levels of pitch, syllables can have a different purpose. Music education affects specific factors such as word and syllable discrimination and the syllables and words that the child pronounces. Children who are actively involved in a musical hobby can analyze sounds that they hear as well as sounds that they produce (Milovanov, Tervaniemi, Takio, & Hämäläinen, 2007). Studies show that neural sound discrimination seems to be connected to both everyday musical routines and systematic musical education. Additionally, it seems that the children who are musically active in the age of 2–3 cannot be as easily disturbed as the ones who have not. The same neural sound discrimination seems to develop faster with the children who are actively involved in musical hobbies (Putkinen, 2014).

As stated by the studies mentioned above, a musical hobby changes brain functions. Moreover, playing an instrument needs accurate regulation of movements and exact

processing of listened information. Usually, one starts music practices at a young age, and the musical studies involve a great deal of repetition and practicing. Music has been shown to activate brain extensively, and practicing requires concentration as well as cognitive agility and skills. People involved in a musical hobby have been found to process sounds more effectively, which can be applied to melodies as well as linguistic sounds. Studies show that hearing skills develop faster with children who have musical hobbies, although the differences result mainly from the amount of practicing. However, as everybody has the same starting point in their skills with learning music, a musical hobby can offer a special tool for supporting a child's cognitive and socio-emotional development. In short it can be said that music affects skills such as: linguistic skills, memory, intelligence, attention and school success. (Tervaniemi, Huotilainen, Putkinen, & Saarikivi, 2014)

2.4 Health benefits of music

The Finnish Board of Education has collected information about health benefits music and other art studies have. It is important for children's mental health and positive psychosocial development to find ways to be able to express oneself, especially in an interactive way. Musical hobby and interest can help children to find a peer group outside of school environment, a peer group that understands the child and supports one. When a child feels oneself fully heard while performing or making music, an important target of maintaining the child's welfare and mental health can be considered fulfilled (Opetushallituksen taide- ja taitokasvatuksen asiantuntijatyöryhmä, 2009, pp. 45-46).

2.4.1 Music therapy

Music therapy is not directly connected to the subject of this thesis. However, it can be considered as a useful music service that is offered in Tampere. Therefore, its idea is presented in the theoretical basis. Music therapy is connected to rehabilitation and welfare of people. Moreover, it can be used with the age group of 5th and 6th graders. Canadian Association of Music Therapy defines music therapy as the following:

“Music therapy is the skillful use of music and musical elements by an accredited music therapist to promote, maintain, and restore mental, physical, emotional, and spiritual health. Music has nonverbal, creative, structural, and emotional qualities. These are used in the therapeutic relationship to facilitate contact, interaction, self-awareness, learning, self-expression, communication, and personal development” (Canadian Association for Music Therapy, 1994).

The concept of music therapy is complex to define, as there is such a large variety of different approaches and methods the different music therapists use. The methods are usually created with the specific needs of the population (Wigram, Nygaard-Pedersen, & Ole-Bonde, 2002). In Finland, music therapy has been used systematically already in the 1960's. Nowadays, it can be used both as the main treatment method and on the side with other treatment methods. Music therapy is used to rehabilitate people with physical and mental challenges and to enhance results of other treatment methods. In music therapy components of music, such as rhythm, harmony, melody, tone and dynamics are used in the treatment interaction. In Finland, it is applied for example in psychiatry, with disabled people and with people who have communicational and neurological challenges. It is applied to all age groups from children to seniors (Finnish Society for Music Therapy, 2015).

Music therapy can be used for example in cases in which the child has: problems with his/her language development, attention disorders, autistic spectrum, limited physical and mental abilities or he/she is born deaf or deaf-blind. (Wigram, Nygaard-Pedersen, & Ole-Bonde, 2002, pp. 11, 183, 186-187).

2.5 Need for motivating leisure time activities

In the following chapters it is presented how children need motivating leisure time activities. Moreover, they need guidance and help from adults even though they are slowly starting to get more independent.

2.5.1 Screen time and sitting down as a health risk

According to recommendations reported by both Lasten ja nuorten liikunnan asiantuntijaryhmä and World Health Organization (WHO), school aged children should avoid to sit down for too long periods of time as it decreases their health (Lasten ja nuorten liikunnan asiantuntijaryhmä, 2008) (World Health Organization WHO, 2012). Therefore, the number of motivating activities for children to take part in, other than what involves a great deal of sitting down passively, should be considered as an important resource.

The recommendations suggest that children should avoid too long periods of time spent sitting down continuously at school as well as on leisure time. Additionally, the time spent around entertainment appliances offers children mainly visual and hearing stimulation, excluding the rest of their body. The studies have shown that it is likely that the children, who spend a great deal of time around the entertainment media, cannot reach the demands of sport and exercise recommendations. The recommendation for the time spent with the entertainment media is maximum two hours per day. The length of the time spent with electronic devices has increased considerably. Nowadays, there is a large number of young people that spend 6-8 hours with entertainment media each day exceeding the health recommendations (Lasten ja nuorten liikunnan asiantuntijaryhmä, 2008, pp. 23-24). Moreover, many studies have examined the health risks caused by too long periods of time spent sitting down. The subject has been an ongoing issue in the media for already some time now. It has been discovered that the long sitting down periods are connected to cardiovascular diseases and metabolic disorders. It can affect health negatively even if one did sports regularly and ate healthy (Helajärvi, Pakkala, Raitakari, Tammelin, Viikari, & Heinonen, 2013, p. 54).

According to World Health Organization's (WHO) report health issues, such as aggressive behaviour, substance use and weight gain in the adulthood can be connected with too much of screen time. In a study conducted by the World Health Organization (WHO), the young people were asked about the length of the screen time they had during their leisure time. It was discovered that in Finland 58% of 11-year-old girls and 61% of 11-year-old boys told that they watched television for two

or more hours every day. The result was similar with 13-year-old children, as 59% of the girls and 60% of the boys informed that they watched television for two or more hours each day. When the screen time of comprehensive level students was studied, it was shown that 26% of the boys and 22 % watched television for 4 hours or more every weekday (World Health Organization WHO, 2012, pp. 133-135). Moreover, it has been explored that when the screen time children spent was cut in half, the children's Body Mass Index (BMI) was lowered and the energy intake was decreased (Epstein, et al., 2008). The results above indicate that children spend too long periods of time by sitting down and watching different electronic screens. Therefore, it should be explored whether there are enough motivating musical leisure time activities for children that would encourage them in an early age out of these habits that may compromise their health.

The amount of electronic devices and appliances as well as the content children can attain with them has increased significantly. Nowadays, children live in a world with media's presence in their everyday life. They experience many things through these electronic devices and through the information attained via online media. Naturally, this affects children and it affects their way to experience the world (Mannerheimin Lastensuojeluliitto).

2.5.2 Children's loneliness

Nowadays, children and teenagers have many challenges in their everyday life. The 5th and 6th graders start be more independent and to face many new things on their own. Children's loneliness in today's busy lifestyle has been discovered to be one of the challenges. In 2014, the Child and Youth Phone of Mannerheim League for Child Welfare received altogether 17 528 phone calls. The age group of 9–14-year old children made 13 615 phone calls, which means 78% of the overall amount of calls. According to the Mannerheim League for Child Welfare report, almost 46% of the calls made to Child and Youth Phone, had everyday life's loneliness as the main topic of the call. In some of these phone calls children wanted to talk, tell tales or perform songs. Many of the callers were asking advice on what to do on boring afternoons.

Moreover, 6% of the phone calls were about school and leisure time that included hobbies such as music, use of media, sports and arts (Pajamäki & Tallgren).

2.5.3 Economic situation affecting children's opportunities to participate music occasions and hobbies

In a recent press release of Finnish Ministry of Education and Culture, Pia Viitanen (Minister of Culture and Housing) stated her opinion about how economic situation of child's parents should not affect child's opportunity to attend hobbies. Moreover, every child should be able to have at least one hobby in which they can express themselves. (Finnish Ministry of Education and Culture, 2015).

In Finland, the Ministry of Education and Culture accepted a new Child and Youth Policy Development Programme. The Programme included the goals of how to improve the living environment of under 29-year-old people. The most recent Programme, the Child and Youth Policy Programme 2012-2015, included the goals of how to decrease the amount of poverty, inequality and social exclusion. There were two important goals the Child and Youth Policy Development Programme that are connected with the subject of this thesis. These goals are children's equal opportunities to attend culture-, sports- and other leisure time activities and the girls and boys having equal rights and opportunities (Ministry of Education and Culture, 2012).

According to Mannerheim League for Child Welfare report (2010) the number of children living in small income households has almost tripled between the years 1995 and 2008. In 1995, 4.7% of the children belonged to small income households, whereas in 2008 the same amount was 13.2% (Tilastokeskus, 2008). The small income families were defined so that they have to live "from hand to mouth". Basically this means that all of the income goes to necessary expenditures without leaving any savings for the family. Moreover, small income families do not reach the same level in consumption as the others and they may not afford surprising yet necessary expenditures. The questionnaire was conducted for 13–18-year-old people. It was discovered that over one third (37%) of the respondents told that at least other one of their parents had been either suspended without pay or

unemployed during the past year. 7% of the respondents told that both their parents had been either suspended without pay or unemployed during the past year. Additionally, 16% of the respondents told that their parents had been worrying about losing their job during the past year (Nikkinen, 2010, pp. 1-2).

It is shown in Mannerheim League for Child Welfare report (2010) that the economic situation of children's families may affect child's opportunities to participate musical activities and hobbies. With the results of the questionnaire it was discovered that 10% of the respondents told that their family's economic situation had affected their ability to participate their old hobbies, 22% told that it had affected their opportunity to start new ones and 34% told that it affected even the opportunity to see their friends. As mentioned in the report, it is extremely important for young people to be able to participate similar activities than their friends and by participating activities to enhance their social relationships (Nikkinen, 2010, p. 3).

3 METHODOLOGY

3.1 Research problem and questions

1. What kinds of music services and music hobby opportunities there are in Tampere for the target group of 5th and 6th grade pupils?
2. How does the target group get the information about the music services and music hobby opportunities?
3. Do the existing music services and music hobby opportunities meet the needs of the target group?
4. Does the information about the music services and music hobby opportunities reach the target group?

3.2 Research methods

The thesis is divided in to parts. The first part creates an overview of the already existing music services and hobby opportunities for 5th and 6th grade pupils in Tampere. The first part was a vital part of the study as the understanding of the local

music services offering was vital for understanding the experiences of the target group. Most of the information for the first part was gathered using the Internet search tools and the information that was available on the websites of music service providers. Additionally, some music service providers were contacted in order to get the sufficient information.

The second part of the thesis could be considered as the main part of the study. The second part's goal was to gather data about the opinions and experiences of 5th and 6th grade pupils of the music services and hobby opportunities in Tampere. A questionnaire was created in order to gather information about the target group's experiences.

3.2.1 Part 1 – Overview of the music services and hobby opportunities

The first part of this thesis creates an overview about the variety of music services and hobby opportunities that was available for the target group of 5th and 6th grade pupils. It is to be emphasized that the first part was the smaller part of the study and it was implemented in order to be able to understand and analyze the results that were attained in research's second part in which the experiences and opinions of the 5th and 6th grade pupils about the music services and hobby opportunities was examined. For this part of the study most of the information was collected by using the information that was available on the Internet. As it turned out, the data that was available online on music service providers' websites was very comprehensive. It was possible to find information about all the categories that were planned to be covered in this study. Additionally, some culture event providers, such as Tampere-talo (Tampere Hall Congress and Concert Centre), The City of Tampere Cultural Affairs and the City of Tampere Youth Services were contacted in order to get sufficient information.

To support the previously mentioned methods I used my own networks, expertise and the factor that I have been living, experiencing and participating the music services in Tampere for twenty years, to examine the variety of music services in the

area. Therefore, some parts of the music services offering were already familiar, which helped in targeting the search process.

The search results were divided in three categories: music activities; music occasions, concerts and festivals; and music hobbies. Music activities covered the services that were not categorized as hobbies yet they offered children an opportunity to participate without long-term engagement. The concept of music occasions, concerts and festivals were the kind of music services, in which one could follow the musical activity without actually participating it. Music hobbies category consisted of the hobby possibilities such as instrument playing lessons and music theory lessons, the kind of lessons that may require long-term commitment.

3.2.2 Part 2 – Questionnaire

An Internet questionnaire was used in this study for the reason that it would offer a chance to collect information and answers in an effective way. To create the questionnaire, the guideline material of KvantimOTV (Research Methods Web Resource, Web Resource for Quantitative Methods) was used (Research Methods Web Resource/Menetelmäopetuksen tietovaranto, 2010).

The questionnaire about the experiences of 5th and 6th grade pupils was created by using an online questionnaire platform of Google Forms. The questionnaire was created in Finnish language for the target group to be able to understand and answer the questions. The questionnaire form can be seen in the Appendix files (Appendix 1). Some pupils were not able to answer the online version of the questionnaire. Therefore, a paper version (see Appendix 3) was created and it was designed to be similar with the Internet questionnaire. Moreover, the pupils were given instructions before and during the answering process. The answers of the paper questionnaire were put into the same Google Forms questionnaire system to make it easier and clearer to analyze the collected data and its results.

As the children were the subjective part in this study and the questions were designed for them to answer, it was important to learn how to create a questionnaire for a young target group. For the ideas and instructions about the

effective way to collect data from children, some guidelines and ideas were used from the article “Lasten positiivisen hyvinvoinnin tutkimus – metodologisia huomioita” (Poikolainen, 2014).

Whilst planning the questionnaire, it was regarded that the questions as well as the answer options should take into account the qualifications and age of the respondents. It was carefully designed that answering the questionnaire would not take more than ten minutes from the respondents to complete, so that they could easily concentrate to answer all the questions. The questions in the questionnaire were made to advance within a logical order. Answer instructions were offered in many of the questions ensuring that the respondents could understand the questions and the answer options easily. The appearance of the questionnaire was created to be appealing and modern to the young target group (Research Methods Web Resource/Menetelmäopetuksen tietovaranto, 2010) (Poikolainen, 2014).

The study was conducted within a tight schedule. Therefore, there was not enough time to test the questionnaire with a pilot group in order to get information whether there was something to be improved or changed. The children completed the questionnaire with adult supervision to ensure that every question could be understood and that help was available should the children have any questions.

The questionnaire was created to find out, from the 5th and 6th grade pupils' point of view, about the following matters: are the 5th and 6th grade pupils utilizing the available music services and hobby opportunities in Tampere; do they know about the existing music services and hobby opportunities; what kind of music services and hobby opportunities they wished to have more; through which channels they got the information about the music services and hobby opportunities; through which channels they preferred to get the information about the music services and hobby opportunities; and does the families' economic situation affect the children's opportunity to attend music activities or hobbies. The same questions were asked from all the respondents.

Whilst implementing the questionnaire, research ethics were taken care of. First the headmasters of different elementary schools in Tampere were contacted. They could

then give their approval for the questionnaire and then pass on the information about the questionnaire to the teachers. Teachers made the final decision whether or not to participate in the study. The timing considering the implementation of the questionnaire was not the best possible (April/2015) as it turned out that elementary schools are extremely busy during the specific time of the year. Many headmasters did not want to participate in any more studies due to the amount different studies they had already participated in during the past year. The city of Tampere has a pediatrics department in the University of Tampere. Therefore, it is well likely that the schools are asked to participate in many studies during an academic year. However, the headmasters were interested about the subject of the study. Some 5th and 6th grade teachers wanted to participate the study. After the teachers' approval, the 5th and 6th graders' parents were contacted in order to get their approval for their children to participate in the study. All the answers were given wholly anonymously. This was informed to the teachers, parents and students as well. Children's approval to answer the questionnaire was asked, and it was explained what this study is about and what answering anonymously means.

The material was gathered from 5th and 6th grade pupils in Tampere (N=72). As the questionnaire was targeted to 11-13-year-old children, it was important that the questions were easily understandable so that everybody was able to understand them in the similar way. Most of the questions were dichotomous questions, in which it was possible to choose only one answer option. Additionally, some multiple-choice questions with more possible answers were used in the questionnaire. Multiple-choice questions with ready answer options were used in the questionnaire for the reason that they would be as little as possible ambiguous for the young target group. However, it has been showed that already 2nd grade pupils can answer questions presented in questionnaires independently (Poikolainen, 2014).

The dichotomous questions in which one could choose only one answer were mainly yes/no questions. In those questions respondent could present their opinion to the statement of the question. The multiple-choice questions in which one could choose more than one option pointed out the channels that children had received and wanted to receive information about the music services and hobby opportunities.

The open questions were avoided in order to make it more reliable and organized to analyze the answers.

4 RESEARCH RESULTS

4.1 Part 1 – Existing music services and hobby opportunities

I ended up dividing the music services and hobby opportunities suitable for the target group of 5th and 6th grade pupils into three different categories: music activities; music occasions, concerts and festivals; and music hobby opportunities. The first part does not deal with the services in detail, but it creates an overall understanding of the opportunities for the target group nowadays. Moreover, it does not aim to examine every music service offered, but it describes the variety and gives a few examples. Exploring the music service offering in Tampere was a vital part of the study in order to understand the results collected in the second part of this study about the experiences of 5th and 6th graders.

Music therapy is not being categorized into any of the categories below as it is not directly connected to the subject and purpose of this thesis. However, it is to be mentioned that there is a possibility for the target group of this study to attend music therapy in multiple locations in Tampere (Suomen musiikkiterapiayhdistys, 2015).

4.1.1 Music activities

Tampere elementary schools have HIP-clubs (Harrastava iltapäivä -hanke) that is supported financially by the City of Tampere and Finnish National Board of Education. The concept includes different clubs that are held at school properties or near them. The clubs are free of cost for the participants offering a chance to participate leisure time activities even though the economic situation of one's family would not be prosperous. The clubs are held at every elementary and comprehensive school in Tampere. In the season 2015-2016 there are around 20 schools having "after-school" clubs that are either directly or indirectly connected to musical

activities targeted to 5th and 6th graders. Examples of directly music-related clubs were: band, school, singing and music clubs. There were altogether 15 clubs that were directly connected with music. Clubs that were indirectly connected with music were mainly dance clubs. There were nine clubs that were indirectly connected with music (Tampereen kaupunki, 2015).

Monitoimitalo 13 is a modern example of a multi-functional property that offers children and teenagers an opportunity to participate many kinds of activities including musical leisure-time activities and hobby opportunities. There are “band evenings” that offer a chance to perform on a stage to a live audience. Moreover, Monitoimitalo 13 has a studio (recording studio and monitoring room) that offers a chance to record own music. Additionally Monitoimitalo 13 has music-related events throughout the year (Tampereen kaupungin nuorisopalvelut, 2015).

There are opportunities to participate in musical activities on youth properties in Tampere. All the youth properties have, for example dj-equipment. Some youth properties may have regulations about first participating a dj-course before being able to use the equipment. Additionally, there are discos that are organized monthly at almost all the youth properties. In these discos young people can work as dj. Some youth properties have band training facilities. Additionally, there are some instruments, such as pianos and guitars that the children can use. The personnel of the youth properties can help with the instruments, within their own abilities. The wishes and interest of the children and teenagers are considered while the activities offering in youth properties are planned.

4.1.2 Music occasions, concerts and festivals

In Tampere there are multiple venues that have musical offering to young participants. There are festivals, concerts, and music theater performances. Moreover, there are festivals that are specifically targeted to young participants. In this thesis there are two different festivals mentioned that are targeted for the young audience. Additionally, there are some children-targeted music performances in Tampere on the side of other music festivals as well.

Lasten Pirkkaset (children's culture festival in Pirkanmaa province) introduces the children cultural offering in Pirkanmaa. In 2015 the theme of Lasten Pirkkaset was "classical music" (City of Tampere Cultural Affairs, 2015). Children and Youth's Culture Festival "Spark" presents art created by children and youth. Moreover, it presents different art types and hobby opportunities. In the festival, there are performances performed by children and teenagers. The target group of this festival was mentioned to be 0–12-year-old children and their families. In 2015 the theme of the festival is "sound". (Tampere City Cultural Affairs, 2015).

The Head of the Concert Department of Tampere-talo was contacted in order to have information about their musical offering to 11-13-year old target group audience. Tampere-talo (Tampere Hall Conference and Concert Centre) is centered in offering concerts and performances. Moreover, it has performances targeted especially to young audiences. It was told that musical events, in which children can participate, could be organized in cooperation with potential partners. However, as mentioned the musical offering of Tampere-talo itself is centered into providing concerts. The children and youth were told to be a significant target group of Tampere-talo event offering. Moreover, Tampere Philharmonic Orchestra (Tampere Filharmonia) has classical music concerts that are targeted to the whole family (Tampere Filharmonia, 2015).

There are occasional concerts in Tampere targeted for young audience. The concerts and artists differ from year to year. As an example, Tampere City Cultural Affairs offers free summer time concerts "Puistokonsertit" (Park Concerts) during summer time. There are performances suitable for the 5th and 6th grade students as well (Tampereen City Cultural Affairs, 2015).

There are many theaters in Tampere that perform musicals. On average, there seemed to be one musical targeted for children in the repertoires of the major theaters in Tampere. In Viikinsaari –island, there is one musical targeted for children each month during the summertime.

4.1.3 Music hobby opportunities

The City of Tampere, Cultural Affairs Office has listed twenty institutions that have music hobby opportunities. There are music institutions, singing schools, instrument education institutions and Tampere Conservatoire. The institutions offer opportunities to study different musical styles, such as jazz-pop education and classical music education. Moreover, there is a chance to study music with various ways, and there is professional teaching available to study for example singing, all the common band instruments (electric guitar, electric bass, base, keyboard, percussion, accordion) and classical music instruments (including woodwinds, brass, percussion, keyboards, strings and harp). Additionally, there is an opportunity to participate choir or orchestra education with one's instrument or singing voice. Music theory lessons are available in many music institutions.

The prices to participate musical education were discovered to vary a lot. The price is typically measured and charged with semester fees (Autumn semester/Spring semester) and the average amount of lessons per semester was approximately fifteen lessons. The price range varied from 170€-840€ for a semester. The price depended on factors, such as the type of the instrument, the length of one lesson and the size of the group being educated (compare group lessons versus private lessons). The most expensive semester prices were private lessons, in which the lesson's length was 60 minutes. The most affordable way to participate musical education were group lessons, in which the lesson length was only 30 minutes. Most of the institutions that are offering music education were situated within the city centre of Tampere (Tampere city cultural affairs, 2014).

In Tampere the Church (Evangelical Lutheran Parishes) offers a comprehensive amount of musical hobby possibilities and an opportunity to participate musical education. The church offers music instrument education in multiple locations. The Evangelical Lutheran Parishes offer education with the following instruments: accordion, strings, kantele, church organ, guitar, singing, percussion, piano, woodwinds and brass. Moreover, there is a chance to join children and youth choirs. The target group of 5th and 6th grade pupils is old enough to participate all these activities. There is an opportunity to participate music theory lessons in addition to

the own instrument lessons. The price range varied from 112€-268€ per semester. The prices were a bit lower for church members (Tampereen ev.lut. seurakunnat, 2015). It is to be noted that there are other parishes in Tampere area offering musical activities as well.

4.2 Part 2 – Questionnaire, Experiences of 5th and 6th grade pupils

The questionnaire was created in order to find out about the experiences of children from their subjective point of view. The answers are presented in the upcoming chapters. The language of the questionnaire was Finnish as the respondents' native tongue was Finnish and their skills in English would not have reached the sufficient level to complete the questionnaire. For the same reason some text parts in the figures are presented in Finnish. However, they are translated into English in the description of each figure. Additionally, the whole outline of the questionnaire's answers can be seen in the Appendix files (Appendix 2).

72 5th and 6th grade pupils answered the questionnaire. There were 34 (47%) respondents from 5th grade, and 38 (52,8%) from the 6th grade.

4.2.1 Experiences of 5th and 6th grade pupils

In the questionnaire, the target group was asked whether they had some music hobby that they regularly went to. 51 of the respondents (70.8%) did not have a musical hobby, and the rest 21 respondents (29.2%) had a music hobby.

56 respondents (77.8%) told that they had been in a music occasion/concert during the past year. The 56 respondents that had been in a music occasion/concert during the past year were asked a follow-up question about the type of the music occasion they had been to. Some of the 56 respondents had been in more than one kind of music occasion. 17 respondents told that they had been in a band/artist concert during the past year, and 7 respondents had been on a music festival. 42 respondents had been in a classical music concert. However, it turned out that some of the classes that answered the question had made a school trip to a classical music concert. Therefore, the reliability about the answer option "classical music concert"

should be considered, as it is possible that the pupils would not have gone to the classical music concert on their leisure time without the school participation. There were also a few “other” options, in which the respondent could fill in with their own words the type of occasions they had been to. Most of the pupils had only used this section to specify the concert they had been to, for example by mentioning *“Tampere filharmonian konsertissa luokan kanssa”* (“In Tampere Philharmonic Orchestra’s Concert with my classmates”) or *“Bändin/Artistin keikka, Nightwish”* (“In a band/artist’s concert, Nightwish”).

23.6% of the respondents told that they had been to a music event/concert in other city than Tampere during the past year. Most of them had been participating a music event in Helsinki. One respondent told that they had been on a concert in Ruka, and one mentioned a concert on a cruise ship.

Out of the respondents, 87.5% told that they were happy with music service offering targeted to their age group in Tampere. Only 12.5% said that they were not content.

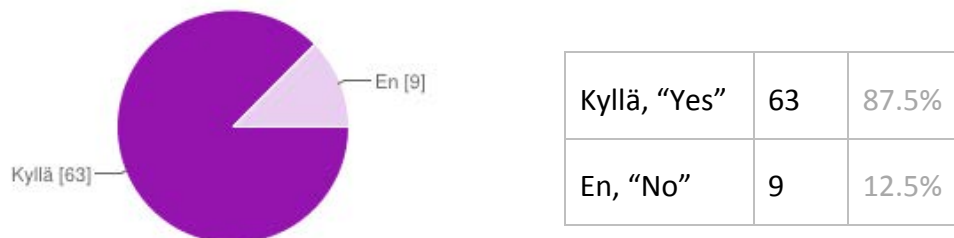
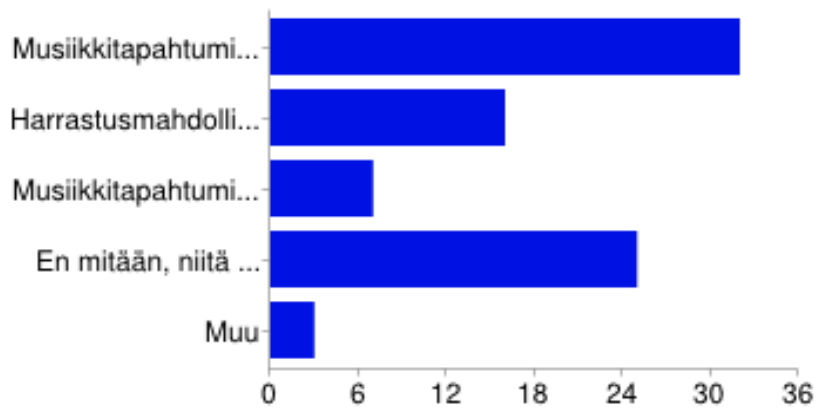


Figure 1 – Question 5 – Reflection about the target group's contentment with the music services in Tampere.

The respondents were asked what type of events they wished to have more in Tampere. 44.4% of the respondents that answered this question told that they would like to have more music events like concerts and festivals, 22.2% wished to have more music hobby possibilities and 9.7% wanted to have music events in which one can participate. 34% of the respondents felt that there is no need for more music services for their age group in Tampere.



Musiikkitapahtumia (esim. konsertteja, festivaaleja)	32	44.4 %
Harrastusmahdollisuuksia	16	22.2 %
Musiikkitapahtumia, joissa voi itse osallistua	7	9.7 %
En mitään, niitä on jo tarpeeksi	25	34.7 %
Muu	3	4.2 %

Figure 2 - Question 6, the type of music services the target group wished to have more. Options translated in English: “music occasions”, “music hobby opportunities”, “music occasions in which one can participate”, “nothing - there is enough already” and “other services”.

It was asked in the questionnaire, whether the respondent felt that their family’s economic situation affected their opportunities to attend music hobbies or music events. Most of the respondents (75%) felt that the economic situation of their family did not have an effect on their opportunities to attend music hobbies or music events. Only 25% said that the economic situation affected their opportunities with musical attendance. The result was in line with Mannerheim League for Child Welfare study’s results (Nikkinen, 2010).

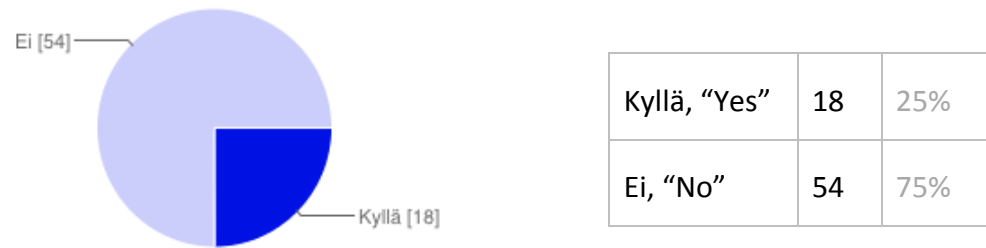


Figure 3 - Question 12 - Reflection of the responds about the target group's opinion whether their parent's economic situation affects their opportunities to have music as a hobby or to attend music occasions.

4.2.2 The information channels

In the questionnaire, it was examined with a few questions how children felt they had received information about the music services and hobby opportunities.

Moreover, it was asked how the target group would like to be informed.

The children were asked how they had received information about music services and occasions in Tampere. In the question, they could choose as many options as they wanted. 56.9% of the respondents mentioned that the information came from school. The secondly popular options were "from friends" (48.6%), "from the Internet" (48.6%) and "from Social Media" (44.4%). Many of the respondents felt that their families were an important source of information about the music services, as 27 of the respondents (37.5%) mentioned that they had received information from their parents and 15 respondents (20.8%) from their siblings. 22 pupils (30.6%) told that they had received information through newspapers. It could be concluded that at least some information about music services and occasions reached the target group well as only three of the respondents felt that they did not get information anywhere. Almost half (47.2%) of the respondents wanted to have more information about music services and events in Tampere. Therefore, it could be seen beneficial to inform even more efficiently about the current music services and events to 5th and 6th grade pupils.

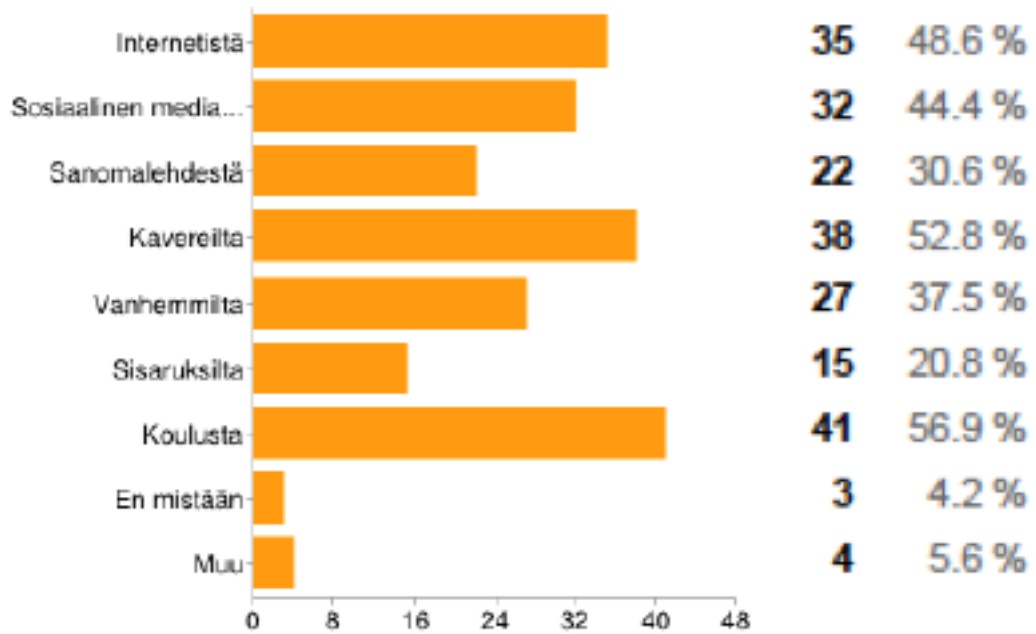


Figure 4 - Information channels, responds about music services and events

Similar question about the information channels for music hobby opportunities was asked. In this question it was possible to choose more than one answer as well. Most of the respondents (65.3%) had gotten information about music hobby opportunities at school. Internet and parents were felt as the secondly important source of information with 43.1% respondents choosing these options. 37.5% of the respondents felt that they had received information about the music hobby opportunities from their friends and 18.1% mentioned receiving information through newspapers. Only nine students told that they had received information on Social Media and seven students from their siblings. Additionally, only seven students felt that they had not gotten information anywhere. About one third (34,7%) of the respondents wanted to have more information about music hobby opportunities in Tampere.

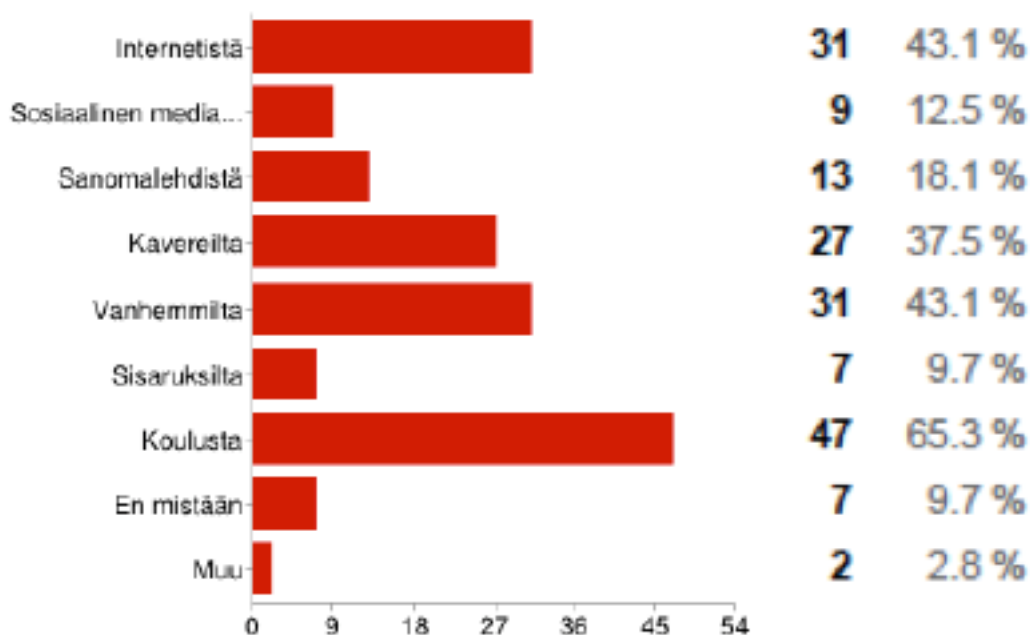


Figure 5 - Information channels, responds about music hobby opportunities

The target group was asked about the channel through which they preferred to receive information about the music services in Tampere. In this question, some answerers choose more than one options, even though they were supposed to choose only one most preferred option. Therefore the percentage represents the percentage of the respondents choosing the specific answer out of the total amount responds to the question like in the previous questions. Most of the respondents (75%) wished to receive information about music services at their school. More than half of the respondents (55%) wished to receive information via Social Media. Around one fifth (22%) chose the option “Newspaper” and around one fifth (20%) chose the option “Internet”. Thirteen students told that they did not want to get information about music services.

The figure in the Appendix files about this question is not reliable. As mentioned in the chapter above, in this question respondents were able to choose only one answer. However, some of the students had chosen the “other” section and then written on the open answer space more than one of the options that were mentioned in the question. Therefore a new figure was created to reflect this question’s answers reliably. The “updated” figure can be seen below.

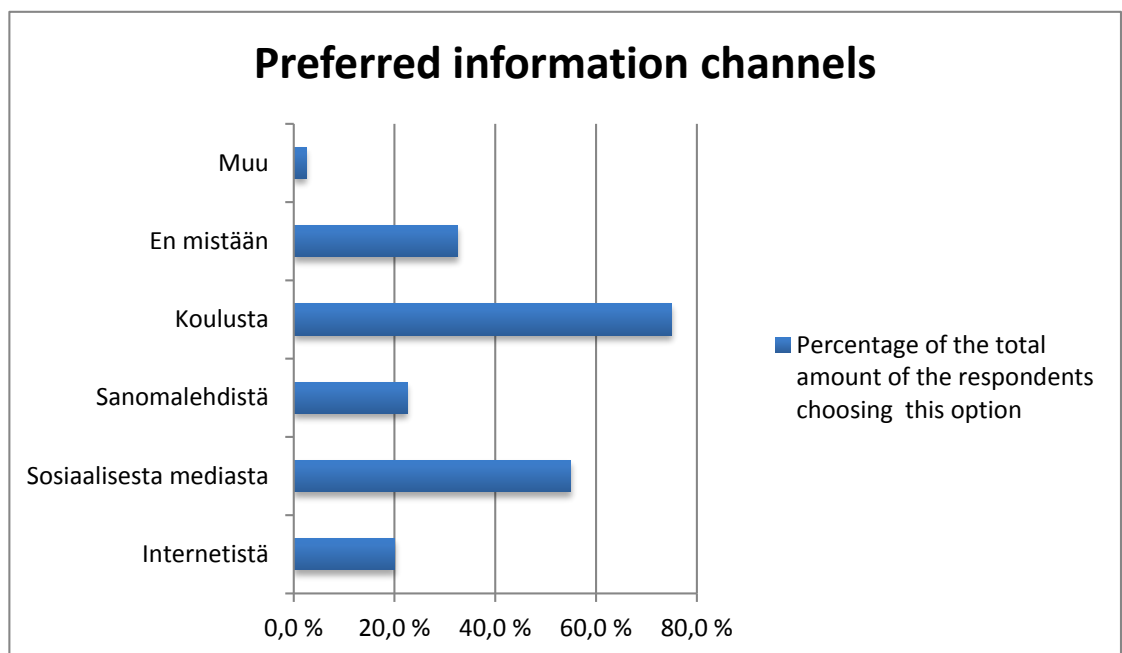
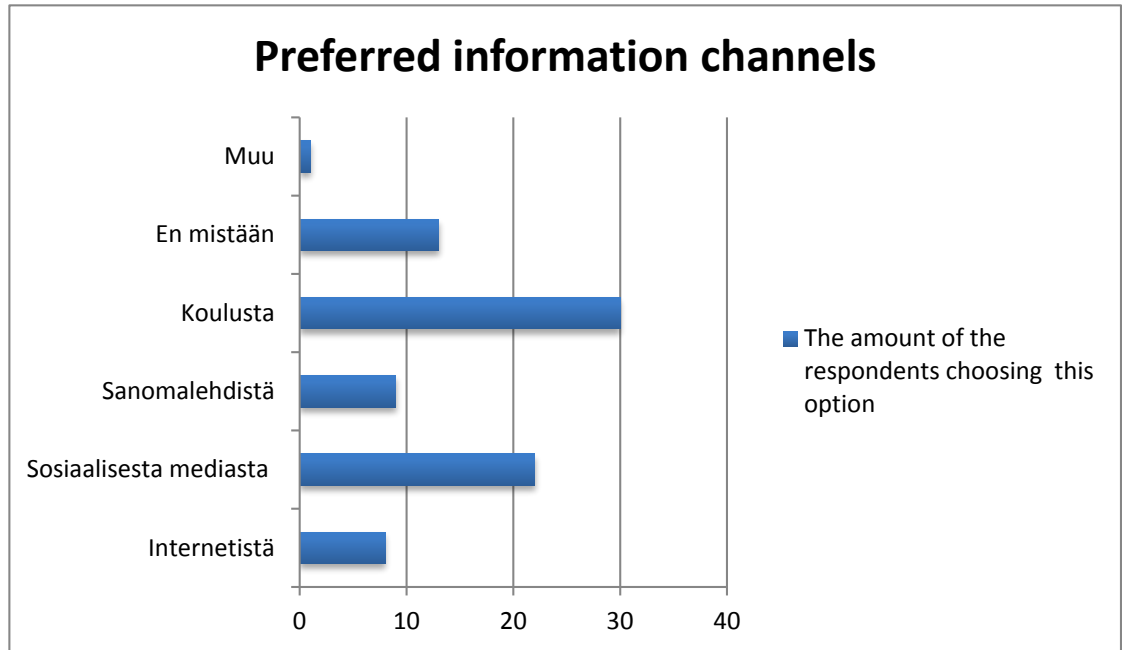


Figure 6 - Question 11 - Preferred information channels

5 DISCUSSION

Music serves children's needs in various ways (Campbell, 1998). Music has been learned to activate human brain extensively. Music education has been discovered to have many benefits on children's development and skills, such as their linguistic skills, motor skills, memory, intelligence, attention and school success (Tervaniemi, Huotilainen, Putkinen, & Saarikivi, 2014) (Korkka, 2011). Moreover, music offers

health benefits and it has been shown to help adolescents to regulate their emotions (Saarikallio, 2007). Even short-term musical studies have been discovered to have an effect on for example child's verbal intelligence. (Moreno, Bialystok, Barac, Schellenberg, Capeda, & Chau, 2011). As the musical involvement has been connected with better attention skills, the Finnish Board of Education has even suggested whether instrumental, choir, orchestral and band activities could be a part of the solution to enhance children's ability to regulate attention. Consequently, it is important for child's mental health and positive psychosocial development to have means to express oneself and feel accepted. Additionally, the importance of supportive peer group should be emphasized (Opetushallituksen taide- ja taitokasvatuksen asiantuntijatyöryhmä, 2009, pp. 45-46). Several studies have shown how the screen time children spend with electronic devices has been increasing and exceeding the health recommendations. Moreover, school aged children should avoid spending too long periods of time sitting down, as it may cause severe health risks (Lasten ja nuorten liikunnan asiantuntijaryhmä, 2008) (Helajärvi, Pakkala, Raitakari, Tammelin, Viikari, & Heinonen, 2013) (World Health Organization WHO, 2012) (Mannerheimin Lastensuojeluliitto). Many children feel themselves lonely in today's busy lifestyle and they are seeking for activities to do on "boring afternoons" (Pajamäki & Tallgren). This research examined whether there are music services, activities, events and hobby opportunities to suit the needs of 5th and 6th grade pupils who are beginning to reach the age when they start to get more independent and seeing the world with a wider perspective. Moreover, there were found challenges that might affect the children's opportunities to participate musical activities and hobbies, such as their families' economic situation (Nikkinen, 2010). Tampere has a significant number, approximately 9 000, 10–14-year-old children (Tilastokeskus, 2014). Moreover, there are 22 elementary schools and nine comprehensive schools in Tampere (Tampereen kaupunki, 2014). The theoretical basis of this research presented some benefits of music as well as the importance and need for motivating and safe leisure time activities to the young target group of 5th and 6th grade pupils. The theoretical frame created the guideline for where the emphasis should be put in this study to support the welfare of the young target group.

5.1 Part 1 – Summary of results

In the first part of this study the goal was to create an overview about the variety of the music services and hobby opportunities targeted for 5th and 6th grade pupils in Tampere. The results of this part of the study were divided in three categories: music activities; music occasions, concerts and festivals; and music hobby opportunities.

It was learned that in Tampere there are occasional concerts and festivals for the specific target group. For example Tampere-talo (Tampere Hall Congress and Concert Centre) and Tampere Philharmonic orchestra have concerts that are suitable for the whole family to participate. Moreover, there are a lot of free leisure time activities, such as music related clubs, music activities that youth properties offer and some free concert offering. This offers the 5th and 6th grade students an opportunity to participate in musical free time activities and hobbies even though their families could not afford expensive music education. This is an important matter as 25% of the respondents of the questionnaire mentioned that they felt that their family's economic situation affected their opportunities to attend music occasions or hobbies. Moreover, the result was in line with previous studies (Nikkinen, 2010).

The music hobby opportunities in Tampere are comprehensive. For the 5th and 6th grade pupils there is an opportunity for example to start playing almost any instrument, to participate music theory lessons and to participate orchestra or choir activities. There are several institutions offering music education with various methods. The prices of musical education varied by the type of the instrument and the length and type of the lesson.

The first part of this study was implemented in order to reach an understanding about the variety of musical services and hobby offering in Tampere, in order to understand the answers given by the target group in the second, the main part of the study. The first part's implementation was challenging, as there is no way of knowing whether the search covered everything. Therefore it can be considered only directional. Moreover, it would not have been beneficial to try and cover everything in detail as the music concert and festival offering varies from year to year. It is more useful to oversee the different types there are available. The music hobby offering

can be seen to remain similar from year to year. Moreover, the number of music service and event offering seems to remain pretty constant from year to year. However, the content of the music occasions as well as the performers may vary.

5.2 Part 2 – Summary of results

In this study the experiences of 5th and 6th grade pupils about the music services and hobby opportunities in Tampere were examined. It was discovered that the target group seemed content with the music service offering in Tampere, as 87.5% of the respondents answered “yes” on the question in which the matter was asked.

However, when it was asked whether something was to be added, almost half (44.4%) of the respondents felt that there could be more music events like concerts and festivals. According to the results, it should be considered whether there could be more live concert offering suitable for the 5th and 6th graders to be able to take part in. Moreover, it would be beneficial to communicate the available concert and festival offering through schools as well as Social Media, as they were the most preferred options when it was asked how the target group wished to receive information about the music services in Tampere. Almost one tenth (9.7%) of the respondents wished to have music occasions in which one can participate in the activity. It should be regarded whether there is a possibility to develop more these kinds of music events that would invite the audience to participate in the occasion. Perhaps these kinds of events could be designed in cooperation with children in workshops. It is possible that the respondents did not know what was meant with “music events in which one can participate”. Therefore, it should be considered whether this option could have gained more popularity if the respondents had been presented an idea what this type of event could for example be.

The communication about the music services and events would perhaps need more emphasis as almost half (47.2%) of the respondents told that they would like to hear more about music services and events in Tampere. When the children were asked about the channels how they had received information about the music services and events, it was learned that most of them seemed to have received information at their school. Additionally friends, Internet and Social Media were felt as an important

channel of information. Only 4.1% of the respondents felt that they did not get information about music services and event offering anywhere. Therefore, it can be concluded that at least some information about music services and event had reached the majority of the target group. However, almost half of the respondents would welcome even more information.

Tampere-talo and City of Tampere Youth Services were contacted to ask about their music offering for the 5th and 6th grade pupils. Moreover, it was asked what were the information channels they used to communicate the events for the specific target group. Tampere-talo told that the information flow is starting to lean more and more on electronic channels, as they believed that young people can be reached most effectively through their own channels. Additionally, they told to have some “traditional” print communication still in use. The City of Tampere Youth Services told that in addition to the “grapevine communication” they used Internet resources, Youth Services advertisements and cooperation with schools and local operators that are working with the target groups. Around half of the respondents told that they had had information about music services and events through Internet, through Social Media, at school and from their friends. Therefore, it could be considered that the information channels that for example Tampere-talo and Tampere Youth Services use are working.

Approximately one fifth of the respondents (22.2%) hoped for more music hobby opportunities. Over one third of the respondents (34.7%) wanted to have more information about the music hobbies in Tampere. 21 respondents (29.2%) told that they were already involved with a music hobby. Only 12,5% of the respondents had received information about the music hobby opportunities in Tampere through Social Media, even though it was discovered that Social Media was the secondly preferred channel for the target group to receive information about music services. Therefore, it should be considered whether Social Media could be utilized more effectively to communicate the local music hobby opportunities to 5th and 6th graders. School proved out to be the most important channel of information about the hobby opportunities with over 65% of the students choosing the option. Moreover, Internet, parents and friends turned out to be a useful source of

information about the music hobby opportunities. About one third of the respondents wanted to have more information about the music hobby opportunities in Tampere. This can be considered as a significant amount. Only 2.8% of the respondents told that they did not receive information about music hobby opportunities anywhere. As there is a great amount of music hobby opportunities in Tampere, yet one fifth of the respondents hoped for more opportunities and one third wanted to have more information about them, it should be considered whether the information about the music hobby possibilities reaches all the students effectively. Moreover, family's economic situation can limit the amount of musical hobbies, for example in cases when a child may already be involved in an expensive other type of hobby, such as sports.

There seemed to be a great difference with Social Media as an information channel between the hobby opportunities and music services and events. Almost half (44.4%) of the respondents mentioned Social Media as a source of information about music services and events in Tampere, whereas only around one tenth (12.5%) mentioned Social Media as an information channel for the music hobby opportunities. It should be considered whether the Social Media could be used more to inform about the hobby opportunities than it is at the moment. It was discovered that Social Media is an important source of information for the target group of 5th and 6th grade pupils. When children were asked about the preferred channel how they wished to get information about music services, over half of the respondents (55%) felt that they wanted to have information through Social Media.

Most of the respondents (75%) felt that their family's economic situation did not affect their opportunities to participate music hobbies or occasions. However, 25% felt that it had an effect on their musical activity. As it was discovered that schools have a great deal of musical leisure time activities, it should be secured that the information about these free clubs and youth properties reaches the young audience. They should also be advised about the offering that other schools than their own might have.

When considering the results of the study, it is hard to measure, how aware the target group actually is about the whole variety of the music services and hobby opportunities in Tampere. Altogether they seemed happy with the amount and service offering in the area, but it was left without measuring what were the limits of their acknowledgement.

5.3 Limitations

As the study was implemented there were some limitations, challenges and reliability issues to be considered. It was challenging to find material for the theoretical basis about the connection between attending musical events and health. After familiarizing myself with literature and researches about 11–13-year old children, it could be assumed, that there would be some (mental) health connections with participating social events at the specific age as the age group is starting slowly to get more independent. Consequently, the matter of socializing and the arising interest for the social events had been studied (Machover & Uszler, 1996). Perhaps there could be seen a research gap for studies about benefits of participating especially musical occasions and activities at the 5th and 6th graders age. Most of the material that studied connections between music and health was about music therapy, and using music as in rehabilitation methods or with people that were already diseased in some way. Moreover, there were studies showing the benefits of long-term involvement with musical education on children's development (Tervaniemi, Huotilainen, Putkinen, & Saarikivi, 2014). However, there can be seen to be a shortage with studies about the health and social benefits or disadvantages of musical activity and participation at the target group's age, in other ways than through consistent long-term instrument or music education. There were not studies showing whether the participation to music occasions would for example support the development and the act of becoming independent or whether the participation should have some disadvantages or risks for the growing individual. Perhaps these matters could be given some emphasis.

When working with children and as they were the subjective respondents in this study, it is to be remembered that even though 11–13-year old children are capable

of answering questionnaires, there may be factors influencing their answers. For example answering at a school environment may have some effect on school being so popular option amongst students while answering the questions. In the questionnaire, it was not asked whether the respondent was a boy or a girl. In case the questionnaire was to be enhanced, this would be beneficial background information. This could perhaps offer useful information about the differences of each gender. The reliability of the respond sheets of 1-3 respondents was to be considered also, as it seemed that the respondent chose the “most negative” options possible. Moreover, those 1-3 respondents answered the questions so quickly that it was to be taken under consideration whether the answers were truthful. This was the feeling that reflected only from those few answer sheets.

As the questionnaire was conducted with children, it was to be taken care of that the research ethics were followed. This needs to be taken under consideration while planning the schedule for the research as it takes time to get all the permissions and other factors completed within the planned timeline. For example, the children that took part in the questionnaire needed permission from their parents. Creating letters for children’s parents’ approval and then actually getting their approvals takes time.

Due to the tight schedule and the busy period at elementary schools, the sample of the questionnaire is quite small compared to the whole number of the 5th and 6th grade pupils in Tampere. The tight schedule of this study did not leave room to test the questionnaire with a pilot group. Using a pilot group would have been beneficial as the children were the respondents of the questionnaire yet an adult created the questionnaire. There are differences how children and adult talk and think about matters and questions. Using a pilot group would have enabled an opportunity to first test the effectiveness and understandability of the questions. Then with the attained information it would had been possible to develop the questions to offer more comprehensive information and to be made to match the children’s point of view more effectively. This would have perhaps made the questions sound more motivating and understandable. However, as the questions were made to be quite simple the answers collected from the target group could be considered reliable. The question about the one preferred information channel should be modified so that

the respondent could choose more than one answer option. In the target group's opinion, there should have been more "between yes and now" answer options. The dichotomous yes/no questions made children to choose either option without leaving room to state an opinion between these two options. However, this would perhaps end up in being "too easy" answer option for many, making it hard to get actual results on matters.

5.4 Future suggestions

This thesis studied the already existing variety of music services and hobby opportunities in Tampere targeted for 5th and 6th grade pupils. Moreover, it explored whether those suited the needs of the target group. The information channels of how the target group had received information about the local music services and hobby opportunities was examined as well as the information channels they preferred.

It could be considered whether this study's questionnaire could be used as a pilot group version that offers information how to develop the questionnaire form and the methods further, so that it would allow even more comprehensive information about the target group's experiences. The research would offer more comprehensive data if there could be respondents from all over Tampere, so that the sample would not be limited in only few areas. Another idea for the future would be to compare the music services with other similar sized cities. The cities could perhaps learn from each other's services and experiences as well as get ideas to improve and develop their music service offering.

The questionnaire in this thesis was created from an adult point of view. Perhaps a new questionnaire could be created together with children to enable children not only to be the subject respondent of the study, but also help in the creation process. Children could provide beneficial ideas of what should be examined and what does the age group of 5th and 6th grade pupils considers as important questions. Additionally, it would enable the question formation to be more child-centered, which would perhaps make the questions more meaningful and understandable for

the children to answer. The future studies could include workshops in which children could be the co-designers of idealistic music services, occasions and hobbies from their point of view. As mentioned in J. Poikolainen's report (2014), adults often may see the different things meaningful, important and beneficial than what children think (Poikolainen, 2014). Therefore, the thoughts and worldview of 11–13-year-old children could also be utilized and combined with the ideas created by adults. Moreover, this would offer the participating children a chance to develop their skills in many ways in the workshops and make them feel heard. This kind of study created together with the target group would enable a close examination of whether the existing services really match the ideas of the target group. This thesis was emphasized to study more whether the already existing services matched the needs and wants of the target group. However, it did not offer the 5th and 6th graders to actually design and discuss about the idealistic music service or event. In the questionnaire of this study they could only express what type of services they preferred to have more.

Most preferred channel to get the information about music services in Tampere was school. However, it is to be considered that the target group answered to the questionnaire at a school environment. The place might have had an effect on the answer option "school" being so popular option amongst answer options. Additionally, as the questionnaire was limited in only few schools, it is possible that the rest of the elementary schools in Tampere do not have such effective way of informing about the music services and hobby opportunities.

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APPENDICES

Appendix 1 – The questionnaire form



Musiikkipalvelut ja -harrastusmahdollisuudet Tampereella

***Pakollinen**

1. Oletko 5.- vai 6.-luokkalainen? *

5.-luokkalainen

6.-luokkalainen

2. Käytkö musiikkiharrastuksessa vapaa-ajallasi? *
Esimerkkejä musiikkiharrastuksesta: soittotunnit, musiikkiteatteri, musiikin teoriatunnit...

Kyllä

En

3a - Oletko käynyt musiikitapahtumassa/konsertissa Tampereella viimeisen vuoden aikana? *
Esimerkiksi: bändin tai artistin keikka, musiikkifestivaali...

Kyllä

En

3b - Jos vastasit edelliseen kysymykseen kyllä, niin missä/minkälaisessa tapahtumassa olet käynyt?
Tässä kohdassa voi valita useamman vaihtoehdon

Bändin/Artistin keikka

Musiikkifestivaali

Klassisen musiikin konsertti

Muu:

4a - Oletko käynyt musiikitapahtumassa/konsertissa jossain muualla kuin Tampereella viimeisen vuoden aikana? *

Kyllä

En

4b - Jos vastasit edelliseen kysymykseen kyllä, niin missä/minkälaisessa tapahtumassa olet käynyt?

Esimerkiksi: Helsingissä keikalla, Turussa festivaaleilla...

5. Oletko tyytyväinen Tampereen musiikkipalveluiden tarjontaan ikäisillesi? *

- Kyllä
 En

6. Mitä seuraavista toivoisit Tampereella olevan enemmän? *

Tässä kohdassa voit valita useamman kuin yhden vaihtoehdon

- Musiikkitapahtumia (esim. konsertteja, festivaaleja)
 Harrastusmahdollisuuksia
 Musiikkitapahtumia, joissa voi itse osallistua
 En mitään, niitä on jo tarpeeksi
 Muu:

7. Mistä olet saanut tietoa musiikkitapahtumista ja musiikkipalveluista Tampereella? *

Tässä kohdassa voit valita useamman vaihtoehdon

- Internetistä
 Sosiaalinen media (esim. Facebook, Instagram, Twitter...)
 Sanomalehdestä
 Kavereilta
 Vanhemmilta
 Sisaruksilta
 Koulusta
 En mistään
 Muu:

8. Mistä olet saanut tietoa musiikin harrastamismahdollisuuksista Tampereella? *

Tässä kohdassa voit valita useamman vaihtoehdon

- Internetistä
 Sosiaalinen media (esim. Facebook, Instagram, Twitter...)
 Sanomalehdistä
 Kavereilta
 Vanhemmilta
 Sisaruksilta
 Koulusta
 En mistään

 Muu:

9. Haluaisitko saada lisää tietoa Tampereen musiikkipalveluista ja -tapahtumista? *

- Kyllä
 En

10. Haluaisitko saada lisää tietoa musiikin harrastusmahdollisuuksista Tampereella? *

- Kyllä
 En

11. Mitä kautta haluaisit mieluiten saada lisää tietoa musiikkipalveluista Tampereella? *

Valitse vain yksi vaihtoehto

- Internetistä
 Sosiaalisesta mediasta (esim. Facebook, Instagram, Twitter...)
 Sanomalehdistä
 Koulusta
 En mistään
 Muu:


12. Koetko, että perheesi rahatilanne rajoittaa mahdollisuuksiasi harrastaa musiikkia tai osallistua musiikkitapahtumiin? *

- Kyllä
 Ei

Lähetä

Älä koskaan lähetä salasanaa Google Formsin kautta.

100 %. Sait sen valmiiksi.

Palvelun tarjoaa
 Google Forms

Google ei ole luonut tai hyväksynyt tätä sisältöä.
Ilmoita väärinkäytöstä - Palveluehdot - Lisäehdot

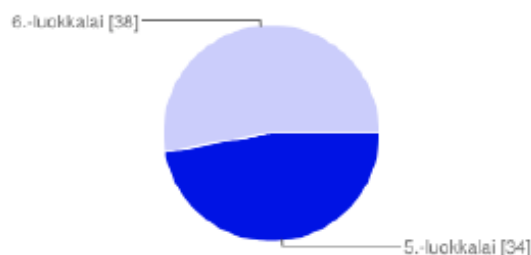
Appendix 2 – Outline of the responds of the questionnaire

72 vastausta

[Näytä kaikki vastaukset](#) [Julkaise tiedot](#)

Tiivistelmä

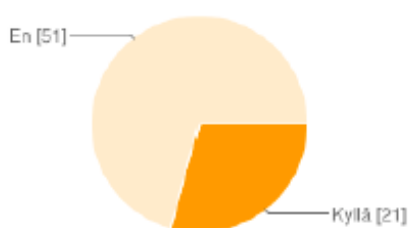
1. Oletko 5.- vai 6.-luokkalainen?



5.-luokkalainen 34 47.2 %

6.-luokkalainen 38 52.8 %

2. Käytkö musiikkiharrastuksessa vapaa-ajallasi?



Kyllä 21 29.2 %

En 51 70.8 %

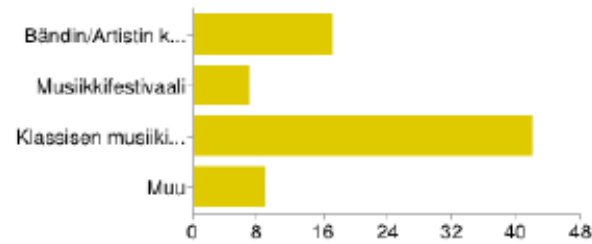
3a - Oletko käynyt musiikkitapahtumassa/konsertissa Tampereella viimeisen vuoden aikana?



Kyllä 56 77.8 %

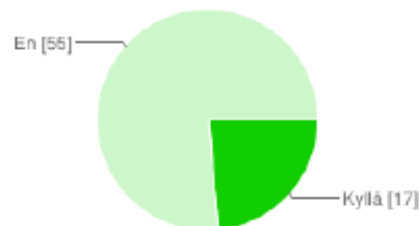
En 16 22.2 %

3b - Jos vastasit edelliseen kysymyksen kyllä, niin missä/minkälaisessa tapahtumassa olet käynyt?



Bändin/Artistin keikka	17	23.6 %
Musiikkifestivaali	7	9.7 %
Klassisen musiikin konsertti	42	58.3 %
Muu	9	12.5 %

4a - Oletko käynyt musiikkitapahtumassa/konsertissa jossain muualla kuin Tampereella viimeisen vuoden aikana?



Kyllä	17	23.6 %
En	55	76.4 %

4b - Jos vastasit edelliseen kysymyksen kyllä, niin missä/minkälaisessa tapahtumassa olet käynyt?

keikalla, en muista tarkkaan missä

Jossain keikalla helsingissä

Rukalla keikalla

Helsingissä keikalla

Helsingissä Cheekin keikalla

Helsingissä klassisen musiikin konsertissa

Helsingissä musikaalissa

helsingissä musiikkiohjelmassa

Helsingissä stadion keikalla

Helsingissä festivaaleilla

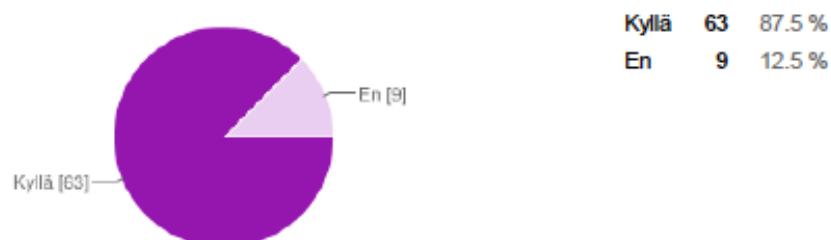
Laicalla TCT keikalla

Kävin Helsingissä klassisessa konsertissa

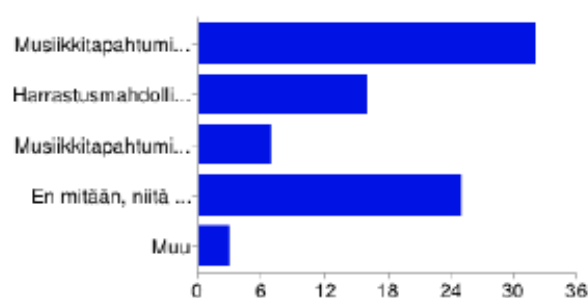
Pyynikin koululla jossain "musikaali" jutsussa :)

En tiä paikkaa

5. Oletko tyytyväinen Tampereen musiikkipalveluiden tarjontaan ikäisillesi?

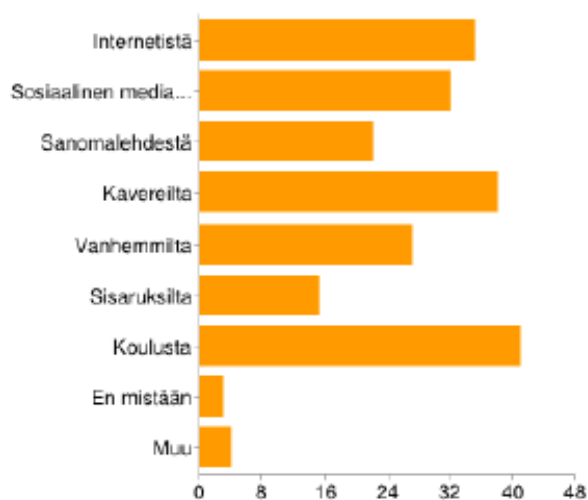


6. Mitä seuraavista toivoisit Tampereella olevan enemmän?



Musiikkitapahtumia (esim. konsertteja, festivaaleja)	32	44.4 %
Harrastusmahdollisuuksia	16	22.2 %
Musiikkitapahtumia, joissa voi itse osallistua	7	9.7 %
En mitään, niitä on jo tarpeeksi	25	34.7 %
Muu	3	4.2 %

7. Mistä olet saanut tietoa musiikkitapahtumista ja musiikkipalveluista Tampereella?



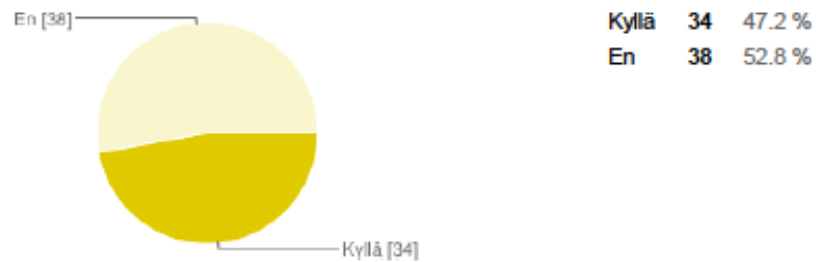
Internetistä	35	48.6 %
Sosiaalinen media (esim. Facebook, Instagram, Twitter...)	32	44.4 %
Sanomalehdestä	22	30.6 %
Kavereilta	38	52.8 %
Vanhemmilta	27	37.5 %
Sisaruksilta	15	20.8 %
Koulusta	41	56.9 %
En mistään	3	4.2 %
Muu	4	5.6 %

8. Mistä olet saanut tietoa musiikin harrastamismahdollisuuksista Tampereella?

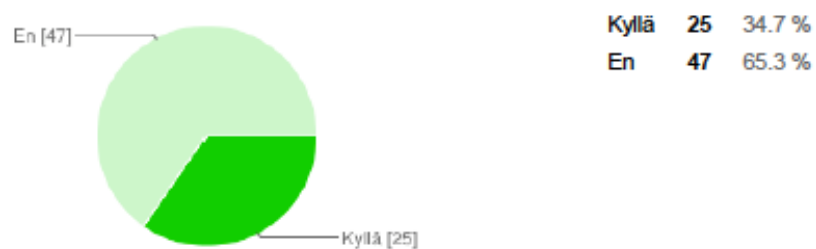


Internetistä	31	43.1 %
Sosiaalinen media (esim. Facebook, Instagram, Twitter...)	9	12.5 %
Sanomalehdistä	13	18.1 %
Kavereilta	27	37.5 %
Vanhemmilta	31	43.1 %
Sisaruksilta	7	9.7 %
Koulusta	47	65.3 %
En mistään	7	9.7 %
Muu	2	2.8 %

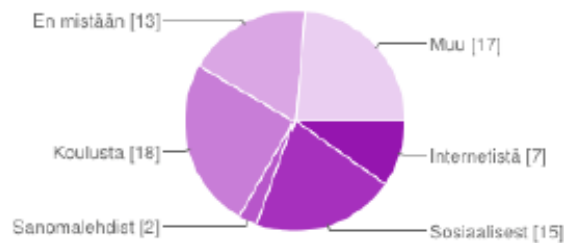
9. Haluaisitko saada lisää tietoa Tampereen musiikkipalveluista ja -tapahtumista?



10. Haluaisitko saada lisää tietoa musiikin harrastusmahdollisuuksista Tampereella?

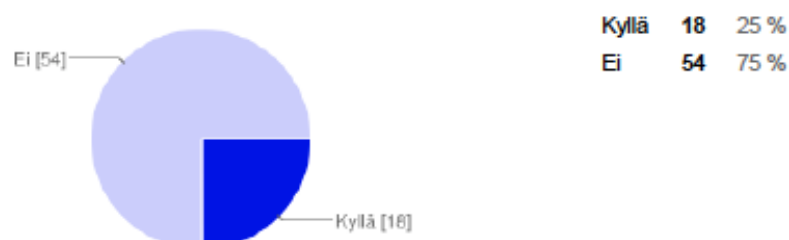


11. Mitä kautta haluaisit mieluiten saada lisää tietoa musiikkipalveluista Tampereella?



Internetistä	7	9.7 %
Sosiaalisesta mediasta (esim. Facebook, Instagram, Twitter...)	15	20.8 %
Sanomalehdistä	2	2.8 %
Koulusta	18	25 %
En mistään	13	18.1 %
Muu	17	23.6 %

12. Koetko, että perheesi rahatilanne rajoittaa mahdollisuuksiasi harrastaa musiikkia tai osallistua musiikkitapahtumiin?



Appendix 3 – Paper version of the questionnaire

Musiikkipalvelut ja – harrastusmahdollisuudet



1. Oletko 5.- vai 6.-luokkalainen?

- 5.-luokkalainen 6.-luokkalainen

2. Käytkö musiikkiharrastuksessa vapaa-ajallasi?

Esimerkkejä: soittotunnit, musiikkiteatteri, musiikin teoriatunnit...

- Kyllä En

3a - Oletko käynyt musiikkitapahtumassa/konsertissa Tampereella viimeisen vuoden aikana?

Esimerkiksi: bändin tai artistin keikka, musiikkifestivaali...

- Kyllä En

3b - Jos vastasit edelliseen kysymykseen kyllä, niin missä/minkälaisessa tapahtumassa olet käynyt? Tässä kohdassa voi valita useamman vaihtoehdon

- Bändin/Artistin keikka Musiikkifestivaali
 Klassisen musiikin konsertti Joku muu: _____

4a - Oletko käynyt musiikkitapahtumassa/konsertissa jossain muualla kuin Tampereella viimeisen vuoden aikana?

- Kyllä En

4b - Jos vastasit edelliseen kysymykseen kyllä, niin missä/minkälaisessa tapahtumassa olet käynyt? Esimerkiksi: Helsingissä keikalla, Turussa festivaaleilla...

5. Oletko tyytyväinen Tampereen musiikkipalveluiden tarjontaan ikäisillesi?

- Kyllä En

6. Mitä seuraavista toivoisit Tampereella olevan enemmän?

Tässä kohdassa voit valita useamman kuin yhden vaihtoehdon

- Musiikkitapahtumia (esim. konsertteja, festivaaleja)
 Harrastusmahdollisuuksia
 Musiikkitapahtumia, joissa voi itse osallistua
 En mitään, niitä on jo tarpeeksi
 Jotain muuta: _____



7. Mistä olet saanut tietoa musiikkitapahtumista ja musiikkipalveluista Tampereella? Tässä kohdassa voit valita useamman vaihtoehdon

- Internetistä Sosiaalisesta mediasta (esim. Facebook, Instagram, Twitter..)
- Sanomalehdestä Kavereilta
- Vanhemmilta Sisaruksilta
- Koulusta En mistään
- Jostain muualta, mistä? _____

8. Mistä olet saanut tietoa musiikin harrastamismahdollisuuksista Tampereella?

Tässä kohdassa voit valita useamman vaihtoehdon

- Internetistä Sosiaalisesta mediasta (esim. Facebook, Instagram, Twitter..)
- Sanomalehdestä Kavereilta
- Vanhemmilta Sisaruksilta
- Koulusta En mistään
- Jostain muualta, mistä? _____

9. Haluaisitko saada lisää tietoa Tampereen musiikkipalveluista ja -tapahtumista?

- Kyllä En

10. Haluaisitko saada lisää tietoa musiikin harrastusmahdollisuuksista Tampereella?

- Kyllä En

11. Mitä kautta haluaisit mieluiten saada lisää tietoa musiikkipalveluista Tampereella? Valitse vain yksi vaihtoehto

- Internetistä Sosiaalisesta mediasta (esim. Facebook, Instagram, Twitter..)
- Sanomalehdistä Koulusta En mistään
- Jostain muualta, mistä? _____

12. Koetko, että perheesi rahatilanne rajoittaa mahdollisuuksiasi harrastaa musiikkia tai osallistua musiikkitapahtumiin?

- Kyllä En



Kiitokset vastauksistasi, ja mukavaa kevättä! 😊