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An examination of high school students' social skill levels according to participation in musical activities

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Abstract

The aim of this study is to determine the social skill levels of high school students according to their participation in musical activities. Social skills are important in all stages of an individual's development, but due to physical and mental changes in high school years when adolescence is intensely experienced, the individual may have problems in adapting to the environment and expressing herself/himself. This study group consisted of 258 students from different types of high schools. In this research, the screening model, which is one of the quantitative research methods, was used. In this study, Social Skills Inventory, which was developed by Riggio (1986) and adapted to Turkish by Yuksel (1997), is used. According to the results of this research; female students' emotional sensitivity, emotional expressivity and social control scores were significantly higher than that of male students, and male students' emotional control scores were significantly higher than that of female students; it was also found that the total social skill scores, social sensitivity scores, emotional sensitivity and social expressivity scores of the students playing instruments were significantly higher than those who did not play; it was also observed that emotional expressivity scores of the choir group were significantly higher than the students singing solo or taking part in an orchestra. According to these results, it can be found that music contributed positively to the increase of social skills of high school students who are exposed to some problems due to adolescence during high school.

Keywords: Adolescents, music, music education, social skills.

[1] A Part of this study was presented as an oral presentation at the 3rd Global Conference on Education and Research (Sarasota/Florida/USA) held on May 21–24, 2019, but it has not been published as full text anywhere.

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1. Introduction

Communication and interaction network that starts to take shape as of the individual's birth continues to develop in due course with the addition of social environment apart from family. One of the conditions for individual's adaptation to social pattern in question is that she/he can develop behaviours suitable to the environment in which she/he grows and lives. This adaptation process shows the individual's need for maintaining his/her life as a social being and refers to the importance of socialisation in human life. Also, in this process, the individual goes through experiences like expressing his/her emotions and thoughts correctly and at the right time, understanding the people around him/her correctly and exhibiting constructive and suitable behaviours in relation with them, making effective and pursuant decisions, receiving approval from others. All these experiences show up as various skills that a person as a social being develops in favour of expectation of a happy and healthy life and being in compliance with his/her environment.

Some researches show that students who do not have social emotional skills on enough level have difficulty in or outside school, in surroundings in which they live in comparison to students who have higher social skills. It is seen that these students have difficulty in learning and are at more risk in situations like being prone to crime, violence, absence from school and dropping out (Bradley, Doolittle & Bartolotta, 2008; Colman et al. 2009). On the other hand, it is seen that students who have higher social emotional skills have better academic performance (Rivers et al., 2012), work up better relations (Lopes et al., 2004) are more effective at problem-solving skills (Reis et al., 2007) and maladaptive behaviours are rare in these students (Brackett, Mayer & Warner, 2004).

1.1. Social skills and adolescents

As the high school students who constitute this study group are in the adolescence period, physical and emotional changes created by adolescence are gaining importance in social skills. Adolescence begins with sexual and psychosocial maturation caused by physical and emotional processes and ends when the individual gains independence, sense of identity and social productivity. This period is characterised by biological, psychological and social developmental changes (Derman, 2008, p. 19). Adolescence is also important in terms of providing a healthy social interaction with the environment as it is a period in which the individual is in search of a social identity, thinking about the future, making plans and making efforts to implement them. Effective and adequate social skills facilitate the control of intrinsic and extrinsic coercive factors, especially in adolescence. The individual's ability to manage these challenging conditions is also her/his coping strategies, and the whole of emotional and physical processes that underpin social skills.

Unlike childhood, adolescence is a period in which the individual is expected to solve daily problems, to fulfil personal duties and responsibilities and to develop social relations. It is important for the social development of adolescents to make friendships of different ages and sexes, to participate in social activities and to see oneself as a part of groups of friends. Since all these tasks include also interpersonal relationships, it is important to use social skills effectively. Besides, many adolescents have difficulties in establishing relationships with other adolescents and need social skills (As cited in Uzamaz, 2000, p. 51; Christof, et. al, 1985). Javidi and Garmoroudi (2019, p. 121) state that adolescents with problems related to depression, stress and socialisation also cannot use coping strategies effectively. According to Casel (2015), adolescents also engage in more risky behaviour than younger students and face a variety of challenging situations, including increased independence, peer pressure and exposure to social media.

1.2. Music and social skills

The aim of general music education is to contribute to the development of students' character and self-confidence; making it easier for them to express their feelings and thoughts; to support their

cognitive development; to improve aesthetic feelings; to increase feelings of respect, love and responsibility; to strengthen individual and social relations. Music education is an area that includes all of the individual, social and cultural interactions. In this respect, it can be observed that music education has a close connection with social skills. Ucan (1997) stated that social functions of music education are establishing bonds between people, providing emotion-thought-impression trading, joining group studies-being a group member-earning social trust within the group, strengthening collaboration-cooperation-alignment and sharing. It is seen that music education has a positive relation with speech perception, other language skills (reading, vocabulary knowledge, spelling, learning a second language), skills in various areas including visual-spatial ones and more general ones (memory, management, intelligence and academic success) (Schellenberg & Weiss, 2013). Ilari, Perez, Wood and Habibi (2019) stated that the socio-emotional skills and personality development of children who take part in music and sports programmes were higher than those who did not participate, and Yun and Kim (2013) found that middle school students improved their self-expression, self-efficacy and social skills with the Orff approach in music education, and Pasiali & Clark (2018) stated with the help of music therapy training that they gave to the students between the ages of 5–11, representing the lower socio-economic group, social skills developed positively and academic achievement increased. However, it is possible to say that individuals who make music are more sensitive and willing to take part in social services and social benefit activities. In a study on the choir and singers in the choir, it is stated that the ones who take part in the chorus are 32% more likely to participate in voluntary community services (Schneider, 2008).

In the study of Campbell, Connell and Beegle (2007), the contribution of music education and personality development of adolescent students between the ages of 13–18 are discussed. The results were categorised. Regarding the category related to social gains of music, adolescents stated that being a part of a music community increased the sense of belonging and that music groups and music removed all distinctions between people (age, gender, religion, colour, social status). Students also stated that they live in a small city and that music is a good tool for socialising and getting to know new people.

In the study of Kokotsaki & Hallam (2011), about the university students who are not music students and the effects of their making music in a community on their lives, it was found that it had positive effects on social skills. Regarding the social benefits from these environments, students expressed that they find friends with similar views, find a chance to socialise in an environment where they do not feel stressed and a chance to travel to participate in performance-related activities. One of the important findings in Kokotsaki and Hallam's study (2011) is that in group activities students feel more comfortable, less emotional and have more fun than solo performances.

Among the developmental stages, adolescence is a period in which emotional changes are experienced intensively. When not consciously controlled by the family and school, adolescents may display worried, anxious and maladaptive personality traits in the social environment. One way to manage this situation positively is to direct adolescent individuals to musical activities. According to the results of this research on adolescents, music education has positive effects on adolescents' personality development in many aspects (Apaydinli, 2012; Cesit, Ece & Kafadar, 2012; Erdem, 2011; Guven, 2017). Within the scope of this study, social skill attitudes of high school students were evaluated according to their gender, whether or not to play instruments and whether or not to take part in concert activities. Accordingly, the problem sentence of this research was formed as follows.

What are the social skill levels of high school students according to their gender, whether they play instruments or not and whether they take part in concert activities?

1.3. Sub-problems

Sub-problems created according to the purpose of this research are as follows.

Is there a statistically significant difference in the social skill total scores of high school students in sub-dimensions of emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity and social control;

1. According to gender?
2. According to the status of playing a musical instrument?
3. According to the status of participation in the concert?

2. Methodology

This study, in which the quantitative research method is used, serves for assessing the situation.

2.1. Research model

This research is a relational screening model which is a type of general survey model. These models refer to the screening studies on the whole of a universe or a sample taken from it in order to reach a judgment about the universe consisting of many elements. Relational screening models are research models that show the degree of co-change between two or more variables (Karasar, 2004, p. 81).

2.2. Measuring tool

In the Social Skills Inventory developed by Riggio (1999), the structures forming the social skills are defined in six sub-dimensions. These dimensions express the skills in two main areas. Accordingly, emotional areas express non-verbal communication skills that are used by individual by internalising; and social areas express behaviours involving verbal communication skills. In addition to that balance of the following sub-dimensions is important in terms of effectiveness of social communication (Riggio, 1986).

The sub-dimensions are as follows:

1. Emotional Expressivity: Emotional expressivity measures an individual's non-verbal communication skills, especially the ability to send emotional messages.
2. Emotional Sensitivity: Emotional sensitivity is the ability to receive and interpret others' non-verbal communications. Emotionally sensitive individuals accurately and fully interpret the emotional implications of other individuals.
3. Emotional Control: Emotional control is the ability of individuals to regulate and control their emotional and non-verbal responses.
4. Social Expressivity: Social expressivity is verbal expression and the ability of individuals to communicate and participate in social communication with each other.
5. Social Sensitivity: Social sensitivity is the ability to interpret others' verbal communication.
6. Social Control: Social control is the ability of social role playing and individual's social self-expression.

In this research, it is tried to be answered that to what extent the relationship of adolescence students with music influences their social skill manners. In this study, personal information form is used as a data collection tool; and in this form, there are questions about the participant like gender, level status of participating in musical activities and relationship with music. As the assessment tool, 90-item social skills inventory that was developed by Riggio (1986) and adapted to Turkish by Yuksel (1997) is used. Cronbach Alpha coefficient for the overall scale was 0.94; Cronbach Alpha coefficients of the sub-dimensions were found to be 0.70–0.72–0.70–0.74–0.76 and 0.81.

Each of the scales consists of 15 items. A five-point Likert-type response key was prepared for the items in the inventory. The lowest score is 1 and the highest score is 5. A person can get 90 points at least from the whole inventory and 450 points at most. At least 15 points and at most 75 points can be obtained from the sub-scales.

2.3. Study group

This study group is comprised the students at Anatolian High School, Vocational High School and regular high school in Selcuk/Izmir, Turkey. The participants consisted of a total of 258 students; 99 females (38.37%) and males 159 (61.62%). In this study, the students are participated voluntarily.

2.4. Data analysis

At first, the missing values were looked for in this study, and no such values could be determined. Then, the extreme values were examined and the subjects numbered with 24, 94, 104, 157, 203, 224, 238, 250, 294, which were identified as the extreme values, were excluded, and the analysis continued with 258 people.

In this study, for social skill sub-dimensions;

Independent samples *T*-test was performed since social skills, emotional sensitivity and social expressivity were distributed normally in the gender sub-groups, and Mann–Whitney U test was performed because other structures were not suitable for normal distribution in some sub-groups.

Mann–Whitney U test was performed since the social skill, emotional expressivity and social sensitivity were not suitable for normal distribution in some sub-groups related to playing a musical instrument (instrument), and independent samples t-test was performed because other structures were distributed normally.

Kruskal–Wallis H test was performed since the social skill, emotional expressivity and social sensitivity were not suitable for normal distribution in some sub-groups related to participating as a chorist, soloist or player, etc. in the concert.

3. Findings

The first sub-problem of this study is "Do social skill, emotional narrative, emotional sensitivity, emotional control, social expression, social sensitivity and social control structures differ statistically and significantly by gender?"

In order to find answers to this question, while the differences of social skills, emotional sensitivity and social expression structures were examined according to gender, t-test was performed; and while emotional expressivity, emotional control, social control and social sensitivity structures were examined according to gender, t-test was performed. T-test results and Mann–Whitney U test results were presented in Tables 1 and 2, respectively.

Table 1. *T* test results by gender

	Group	N	$\bar{X}$	S	Sd	T	P
Social Skill	Female	99	282.996	23.860	256	1.313	0.190
	Male	159	279.332	20.411			
Emotional	Female	99	50.164	8.999	256	2.092	0.037
Sensitivity	Male	159	47.911	8.027			
Social	Female	99	45.799	7.702	256	−0.430	0.667
Expressivity	Male	159	46.197	6.901			

When Table 1 is examined, it is seen that social skill scores of students (t (256) = 1.313, $p > 0.05$) and social expressivity scores (t (256) = −0.430, $p > 0.05$) did not show a statistically significant difference according to gender. The emotional sensitivity scores of the students (t (256) = 2.092, $p < 0.05$) showed a statistically significant difference according to gender.

Table 2. Mann–Whitney U test results by gender

	Group	N	Mean rank	Rank sum	U	P
Emotional Expression	Female	99	147.57	14,609.50	6,081.500	0.002
	Male	159	118.25	18,801.50		
	Total	258				
Emotional Control	Female	99	107.70	10,662.00	5,712.000	0.000
	Male	159	143.08	22,749.00		
	Total	258				
Social Sensitivity	Female	99	129.03	12,773.50	7,823.500	0.936
	Male	159	129.80	20,637.50		
	Total	258				
Social Control	Female	99	143.56	14,212.50	6,478.500	0.017
	Male	159	120.75	19,198.50		
	Total	258				

When Table 2 is examined, it is seen that social sensitivity scores of the students (U = 7,823.500, $p > 0.05$) did not show a statistically significant difference according to the gender of the students. It is seen that students' emotional expressivity scores (U = 6,081.500, $p < 0.05$), emotional control scores (U = 5,712.000, $p < 0.05$) and social control scores (U = 6,478.500, $p < 0.05$) show a statistically significant difference according to the gender of the students. The emotional expression and social control scores of the female students are higher than that of males, and the emotional control scores of them are lower than that of males.

The second sub-problem of this study is "Do social skill, emotional expression, emotional sensitivity, emotional control, social expressivity, social sensitivity and social control structures differ statistically and significantly according to the status of playing any instrument?"

In order to find an answer to this question, while the difference between social skills, emotional expression and social sensitivity structures were examined according to the status of playing any instrument, Mann–Whitney U test was performed; and while the difference between emotional sensitivity, emotional control, social expressivity and social control structures were examined according to the status of playing any musical instrument, t-test was performed. The results of the Mann–Whitney U tests are given in Table 3, and the results of the t-tests are presented in Table 4.

Table 3. Mann–Whitney U test results by the status of playing any musical instrument

	Group	N	Mean rank	Rank sum	U	P
Social Skill	Yes	65	131.33	8,536.50	4,008.500	0.007
	No	160	105.55	16,888.50		
	Total	225				
Emotional Expressivity	Yes	65	117.23	7,620.00	4,925.000	0.534
	No	160	111.28	17,805.00		
	Total	225				
Social Sensitivity	Yes	65	127.78	8,305.50	4,239.500	0.030
	No	160	107.00	17,119.50		
	Total	225				

When Table 3 is examined, it is seen that the emotional sensitivity scores of the students (U = 4,925.000, $p > 0.05$) did not show a statistically significant difference according to the status of playing a musical instrument of the students. It was observed that the students' social skill scores

(U = 4,008.500, $p < 0.05$) and social sensitivity scores (U = 4,239.500, $p > 0.05$) showed a statistically significant difference according to the status of playing any musical instrument. These differences are in favour of those who play musical instruments. The average score of social skill and social sensitivity scores of those who play musical instruments is higher than those who do not play them.

Table 4. T-test results by the status of playing any musical instrument

	Group	N	$\bar{X}$	S	Sd	T	P
Emotional	Yes	65	51.0617	8.30222	223	2.488	0.014
Sensitivity	No	160	47.9864	8.44531			
Emotional Control	Yes	65	45.0086	6.78885	223	−0.048	0.962
	No	160	45.0563	6.77079			
Social Expressivity	Yes	65	47.6950	8.07552	223	2.007	0.046
	No	160	45.5407	6.95967			
Social Control	Yes	65	50.6084	7.30754	223	0.981	0.328
	No	160	49.5264	7.57149			

When Table 4 is examined, it is observed that the students' emotional control scores (t (223) = −0.048, $p > 0.05$) and social control scores (t (223) = 0.981, $p > 0.05$) did not show a statistically significant difference according to the status of students' playing musical instruments. The students' emotional sensitivity scores (t (223) = 2.488, $p < 0.05$) and social expressivity scores (t (223) = 2.007, $p < 0.05$) showed a statistically significant difference according to the status of students' playing musical instruments. These differences are in favour of those who play musical instruments. The mean scores of the emotional sensitivity and social expressivity of the ones who play musical instruments were higher than those who did not.

The third sub-problem of this study is "Do social skill, emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity and social control structures differ statistically and significantly according to the status of participation in the concert?"

In order to find answers to this question, Kruskal–Wallis H test was performed when the difference between social skill, emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity and social control structures was examined according to the status of participation in the concert. The results of the Kruskal–Wallis H tests are presented in Table 5.

Table 5. Kruskal–Wallis H test results by participation in the concert

	The Music Instrument Played	N	Mean rank	H	Sd	P
	Solo Singing	13	31.81	4.488	3	0.213
	Singing in the Choir	23	47.72			
Social Skill	Playing in the Orchestra	17	43.65			
	Other	28	38.14			
	Total	81				
	Solo Singing	13	44.69	17.491	3	0.001
	Singing in the Choir	23	56.59			
Emotional	Playing in the Orchestra	17	34.79			
Expressivity	Other	28	30.25			
	Total	81				
	Solo Singing	13	34.77	1.955	3	0.582
	Singing in the Choir	23	44.46			
Emotional Sensitivity	Playing in the Orchestra	17	44.35			
	Other	28	39.02			
	Total	81				
	Solo Singing	13	36.62	3.205	3	0.361
	Singing in the Choir	23	36.61			
Emotional Control	Playing in the Orchestra	17	48.88			

	Other	28	41.86			
	Total	81				
	Solo Singing	13	32.50	2.184	3	0.535
	Singing in the Choir	23	43.78			
Social Expressivity	Playing in the Orchestra	17	40.79			
	Other	28	42.79			
	Total	81				
	Solo Singing	13	39.19	0.170	3	0.982
	Singing in the Choir	23	42.02			
Social Sensitivity	Playing in the Orchestra	17	40.00			
	Other	28	41.61			
	Total	81				
	Solo Singing	13	27.08	6.783	3	0.079
	Singing in the Choir	23	48.26			
Social Control	Playing in the Orchestra	17	40.76			
	Other	28	41.64			
	Total	81				

When Table 5 is examined, it is observed that social skill scores of the students (H (3) = 4.488, $p > 0.05$), emotional sensitivity scores (H (3) = 1.955, $p > 0.05$), emotional control scores (H (3) = 3.205, $p > 0.05$), social expressivity scores (H (3) = 2.184, $p > 0.05$), social sensitivity scores (H (3) = 0.170, $p > 0.05$) and social control scores (H (3) = 6.783, $p > 0.05$) show no statistically significant difference according to the students' taking part in the concert. It is observed that the students' emotional expressivity scores (H (3) = 17.491, $p < 0.05$) showed a statistically significant difference according to the way students took part in the concert. Emotional expressivity scores of the singers in the choir were statistically and significantly higher than those in other activities.

4. Conclusions and discussion

In this study, it was examined whether there was a significant difference between the social skill sub-scales and total score averages of female and male students. According to the findings, emotional sensitivity, emotional expressivity and social control scores of female students are higher than those of male students and emotional control scores of females are lower than that of males. However, male students' scores obtained from the emotional control sub-scale were significantly higher than that of female students.

Social skills are a multi-dimensional structure with emotional and behavioural characteristics. Adolescence is a process in which physical and mental changes occur. In this process, as well as the balanced relationships established by the adolescent individual with the same sex and the opposite sex, the interaction with the whole social environment is also important. As can be seen from the results of this study, social skills with various sub-dimensions also vary according to the gender variable. Different gender-related results revealed that there are some differences in social skills of male and female students. These differences are important in terms of understanding in which social skills adolescents are weak and in which ones they are strong and how to handle them appropriately. In the related literature, there are studies showing similarities and differences with the results of this research on the gender factor in social skills and their sub-dimensions.

Riggio (1986, as cited in Riggio, 1999) stated that emotional expressivity and social control levels of females are significantly higher than that of males, and emotional control level of males is higher than that of females; a study by Friedman et al. (1980) and Rosenthal et al. (1979) suggests that emotional expressivity and emotional sensitivity levels of females are higher than that of males (as cited Deniz, 2003). Canbay (2010) stated that emotional control scores of male students were higher than that of female students; however, emotional sensitivity levels of female students were higher than that of

male students. In his study, Deniz (2003) observed that female students scored significantly higher than male students in social expressivity, emotional sensitivity, social sensitivity sub-dimensions, and male students scored significantly higher than the female students in the emotional control sub-dimension. This may be because females' ability to send emotional messages and to socially manifest themselves is higher than that of males. The emotional control levels of males were significantly higher than females due to emotional and non-verbal responses, and the ability to control emotions that are attributed to males. Also, the difference in emotional response between genders may have been effective in the emergence of this difference. Although males often tend to hide their feelings and thoughts, females often tend to open their feelings and thoughts to people around them. Akelaitis and Lisinskiene (2018) examined social-emotional skills and prosocial behaviours in 15–16 year-old adolescents and found that girls had higher scores on understanding and analysing emotions and co-operating when compared to boys, whereas males had higher scores in prosocial skills related to adaptation to a community or a social environment.

In this study, it was found that the social sensitivity and the social skill total score of those who play a musical instrument were higher than the ones who did not play musical instruments. Hallam (2010) evaluated the studies examining the effects of music on the intellectual, social and personal development of children and adolescents. It is seen that music has positive effects on personal and social development.

In their study on the relationship between music education and social skills, Rittblat, Longstreth, Hokoda, Cannon & Weston (2013, p. 257) state that music education contributes widely to the development of social and emotional skills of children in the process of readiness for school. In the studies, Music Education with a Group and Social Skills of Children, by Schellenberg, Corrigal, Dys and Malti (2015), social skill levels of third- and fourth-grade students who join the experiment and control groups are examined. After the completion of programme, important differences arose between social skill levels of control and experiment groups. A significant increase was observed in the social skill levels of the experiment group who received expanded music education. In the study of Guven (2017), called as the examination of the relationship between attitudes related to music and social skill levels of children in the age group of 12–14, it was found that average social skill scores of students who play a musical instrument and attend a music course were significantly higher than that of students who do not play a musical instrument and attend a music course.

In his study, Heyworth (2013) examined the impact of music on social learning by addressing music education with socially and economically disadvantaged students in Australia in a proactive and constructive approach and stated that music lessons performed with a group have some useful effects like self-esteem, sense of belonging, cooperation, active participation in learning as well as development of social skills.

According to the results of this research, it was seen that the students who performed as a solo, in orchestra or choir did not make a significant difference in terms of total social skill scores; only the students who participated in the choir had higher emotional sensitivity scores than solo and orchestra students. Emotional sensitivity is the ability to understand and interpret non-verbal communications, and there is a combination of visual and emotional communication when singing in the choir, it is a matter of breathing at the same time, listening to each other, making music together. In order to be able to take part in the instrument groups, it is necessary to receive instrument training and play the instrument at a certain level. Considering that only the voice is used musically to take part in choral activities, it can be observed that it is more difficult and demanding to take part in an instrument group. According to the results of this study, it draws attention that the students who participated in the choir have higher emotional sensitivity scores than the students who play an instrument and participate in instrument groups, and this may be because singing in a choir is easier than playing in an instrument group.

As a result of this study, the emotional expressivity scores of the singers in the choir were found to be statistically different. Atilgan and Ordekci (2015) examined the role of choir education in the

socialisation of elementary school students and there was an increase in students' self-confidence, desire to participate in activities, desire to take responsibility, taking the lead within the group and students established a more positive relationship with their families. Kaynak (2018) examined the contribution of choral education to children's social development, self-confidence and personal development over a three months period in line with the observations of parents. According to the results of this research, choral education, by enabling them to easily express themselves in the community, helps children develop their social skills as well as their musical acquisitions.

Blosser and Parker (2011) stated that the choir experience is universal and helps people connect. In their research, the students stated that they used their bodies as an instrument when they were singing, and they act together-like breathing at the same time. It was pointed out that, regarding the behaviours about cooperation and harmony, students create a safe area for themselves in the environment they are in so that they are more comfortable in expressing themselves, and the appropriate ground for new friendships is formed spontaneously. It was stated that with choral education, items such as being a part of the community, belongingness and role definition within the community were emphasised in the life of individuals and especially adolescents developed socially with the choir experience.

When the results of this study were taken into consideration, it was seen that the total social skill scores and the above-mentioned sub-dimensions of the high school students who played instruments or participated in a music group were higher than the students who did not play any instruments or who performed solo in at least one concert. These results show that engaging in music has a positive effect on social skills in high school years when adolescence is intensely experienced. Therefore, as stated in the related literature, adolescents with socialisation problems during adolescence should be encouraged to participate in choirs, to receive instrument training and to be included in instrument groups. In this context, well-planned, sustainable music education activities should be increased in addition to music lessons in schools and students should be motivated to participate in these activities by school, families and their environment.

In this study, social skill levels of high school students who participated in music activities were determined, in comparison to the ones who did not participate. When the literature is examined, it is observed that there are few studies on social skills within the framework of music education and the existing studies are mostly directed to mentally disabled children, and when the importance of social skills in the life of the individual is considered, it is seen that in groups that have different characteristics, the effect of music education on the socialisation of the individual should be taken into consideration. Moreover, in addition to general music education, the effects of musical activities such as playing instruments, playing in an orchestra and singing in a choir need to be examined in more detail. For the continuation of this research, experimental studies should be conducted in order to investigate the effect of participating in music activities on social skills.

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