

The effectiveness of Iranian musical instrument education on self-actualization and mindfulness of adolescent girls

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Abstract

Introduction: Music as a means of communication can be a means of expressing emotions, attitudes and feelings. The aim of this study was to determine the effectiveness of Iranian musical instrument education on self-actualization and mindfulness of adolescent girls.

Methods: The research method was quasi-experimental with pre-test-post-test design and with control group. The statistical population of the present study consisted of girls from District 2 of Punak neighborhood who had just started playing and training in schools in this area, from which 30 people were selected and randomly in 2 experimental group trained by an Iranian instrument and control group. The research tools were mindfulness questionnaire and Short Index of Self-Actualization, which was administered in two stages: pre-test and post-test. The experimental group underwent training with an Iranian musical instrument based on Santoor standard training book in 12 sessions. Data were analyzed using analysis of covariance.

Results: The results of the present study showed that the Iranian musical instrument education was effective on the components of mindfulness and self-actualization at the level of 0.01 and had an increasing effect on them.

Conclusion: Based on the results of the present study, the Iranian musical instrument education for students and adolescents, which increases their mindfulness and self-actualization, is one of the implications and practical suggestions of the present study.

Keywords: Iranian musical instrument" mindfulness" self-actualization

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