

Music learning attitude, quality, and outcomes among Chinese music education students

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Abstract

Music education is a dynamic field that plays a crucial role in shaping the musical proficiency and artistic expression of individuals. Among the myriad factors influencing the effectiveness of music education, the attitudes of students toward their learning experience, the quality of education provided, and the resulting outcomes are of paramount importance. The purpose of this study was to delve into the interplay of these elements within the context of Chinese music education, a domain rich in tradition and cultural significance. Quantitative analysis method was used in this study. A total of 480 students from a university in China participated in this study. Survey data were collected by distributing questionnaires. The data were analyzed using weighted average and ranking methods, regression analysis and analysis of variance (ANOVA). The results of the study showed that majority of the respondents were male, junior level are from a private school. They agreed that it was a good opportunity for everybody to learn how to sing, music regulates the mood, and every child can perform music in a certain way. They also agreed that they recognized the sounds of different musical instruments when they played separately, enjoy music on TV, DVD and computer when visual cues were available. Additionally, respondents had a great extent of improvisational scales, knowledge, understanding of musical materials, and music engagement. There were no significant differences in the responses on music learning attitude, quality and outcomes in terms of sex, year level, type of school. There was a significant relationship between music quality and music learning outcomes. An enhanced music learning program was proposed for the improvement of music education.

Keywords: music learning attitude, music quality, music learning outcomes

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1. Introduction

Music education is a dynamic field that plays a crucial role in shaping the musical proficiency and artistic expression of individuals. Among the myriad factors influencing the effectiveness of music education, the attitudes of students toward their learning experience, the quality of education provided, and the resulting outcomes are of paramount importance. This research aims to delve into the interplay of these elements within the context of Chinese music education, a domain rich in tradition and cultural significance.

Chinese music education has a long and illustrious history, deeply rooted in cultural heritage and artistic traditions. The modern landscape of music education in China reflects a blend of traditional pedagogies and contemporary approaches. As the nation continues to evolve economically and culturally, understanding the attitudes, perceived quality, and outcomes of music learning among Chinese music education students becomes imperative. Chinese music education has a long and illustrious history, deeply rooted in the country's cultural heritage and characterized by traditional practices and a blend of modern influences. Music has played a central role in Chinese society for thousands of years, evident in ancient dynasties where it was integral to rituals, court ceremonies, and daily life. Traditional Chinese music, distinguished by its unique tonal systems and instruments like the guqin, guzheng, and pipa, has been an essential part of education for centuries. The Confucian emphasis on the moral and aesthetic aspects of music further shaped its educational role, highlighting its potential to cultivate virtues and refine character. In contemporary China, music education reflects a fusion of traditional pedagogies and modern approaches, adapting to the nation's evolving economic and cultural landscape. Understanding the attitudes, perceived quality, and outcomes of music learning among Chinese music education students is crucial as the field continues to develop (Li, 2018; Sizhao, 2019).

Chinese music education traces its roots back thousands of years to ancient dynasties where music played a central role in rituals, court ceremonies, and daily life. Traditional Chinese music, characterized by its distinctive tonal systems and instruments such as guqin, guzheng, and pipa, has been an integral part of education for centuries (Sizhao, 2019). The Confucian emphasis on the moral and aesthetic aspects of music further shaped its role in education, emphasizing its potential to cultivate virtues and refine character (Li, 2018). Contemporary Chinese music education reflects a blend of traditional and modern influences. Formal music education is integrated into the national education system, with schools offering specialized music programs at various levels. The Chinese Conservatories, such as the Central Conservatory of Music in Beijing and the Shanghai Conservatory of Music, are prestigious institutions known for providing high-quality music education (Fu et. al 2015). These institutions offer a comprehensive curriculum covering both Chinese and Western music traditions.

In recent years, there has been an increasing emphasis on the integration of technology in music education, with the incorporation of digital tools and online platforms to enhance learning experiences (Li et. al 2019). This reflects the broader trends in global music education and aligns with China's focus on technological advancement in education. Despite its rich heritage, Chinese music education faces challenges, including issues related to the balance between traditional and modern approaches, access to quality education in rural areas, and the need to adapt to changing societal expectations (Wu et. al 2017). The rapid socio-cultural changes and globalization also pose challenges in preserving traditional Chinese musical elements while embracing a more globalized and diverse musical landscape.

The attitudes of students toward music learning are multifaceted and can significantly influence the learning process. Exploring the attitudes of Chinese music education students involves understanding their motivations, expectations, and perceptions regarding the learning experience. Investigating how cultural factors, societal expectations, and personal aspirations shape their attitudes will provide valuable insights into the unique

challenges and opportunities within the Chinese music education landscape. Students' attitudes toward music learning are pivotal for their engagement, motivation, and overall success in music education. Intrinsic motivation, fueled by personal interest and enjoyment, is a significant predictor of positive attitudes in music learning (Ryan et. al 2000). Students who perceive competence in their musical abilities are more likely to harbor positive attitudes and approach challenging tasks willingly, as highlighted by Bandura's Social Cognitive Theory (Bandura, 1986). The quality of teacher-student relationships is crucial, with supportive and encouraging teachers fostering positive attitudes and creating a conducive learning environment (Creech et al., 2008). Cultural influences, including background, societal expectations, and exposure to diverse musical traditions, significantly shape students' attitudes toward music learning (Hallam, 2010).

In terms of implications for music education, it is crucial for educators to understand and address students' attitudes. Creating a supportive and inclusive environment that nurtures intrinsic motivation, provides opportunities for success, and respects cultural diversity is essential for effective music education. This approach aligns with the goal of fostering positive attitudes and enhancing students' engagement and success in music learning. (Ryan et. al 2000; Bandura, 1986; Creech et al., 2008; Hallam, 2010). The quality of music education is a pivotal determinant of student success and satisfaction. This research will assess the methodologies, curriculum structures, teaching approaches, and resources employed in Chinese music education institutions. By examining the alignment of these elements with international standards and best practices, the study seeks to identify areas of strength and potential improvement, contributing to the ongoing discourse on enhancing the quality of music education in China. The quality of music education is influenced by various key elements, each contributing to the effectiveness and impact of music instruction. The expertise and qualifications of music educators play a significant role, with knowledgeable and passionate teachers contributing to positive learning outcomes (Green, 2002). Inclusivity and diversity are essential, with recognition and incorporation of various musical traditions, genres, and cultural perspectives enriching the learning experience for students (Veblen et al., 2017). In terms of implications for music education, a holistic approach is necessary, addressing curriculum design, teacher preparation, resource allocation, and the promotion of diversity and inclusivity. Collaborative efforts among educators, administrators, and policymakers are crucial for maintaining and enhancing the quality of music education programs (Green, 2002; Veblen et al., 2017).

Furthermore, the ultimate goal of music education is the development of skilled and expressive musicians. This research will investigate the outcomes of music education among Chinese students, encompassing technical proficiency, artistic expression, and the ability to engage with diverse musical genres. Additionally, the study will explore the impact of music education on students' personal and professional growth, shedding light on the broader societal contributions of music education in China. The importance of music education in fostering technical proficiency and artistic expression has been well-documented. According to Hallam (2019), music education enhances cognitive abilities, fine motor skills, and auditory discrimination, which are crucial for technical proficiency. Furthermore, Perkins et. al (2018) highlight that music education promotes emotional intelligence and creativity, contributing to students' artistic expression. Engagement with diverse musical genres is another critical aspect of music education. In a study by Yang et. al (2019), it was found that exposure to a variety of musical styles helps students develop a more comprehensive understanding of music and fosters a greater appreciation for cultural diversity. This aligns with the findings of Wang et al. (2020), who emphasize that diverse musical experiences contribute to students' ability to adapt to different musical contexts and genres. Beyond technical and artistic skills, music education significantly impacts students' personal and professional growth. A study by Zhang et al. (2018) demonstrates that music education improves self-discipline, time management, and teamwork skills, which are valuable in both personal and professional domains. Additionally, music education has been linked to enhanced academic performance and higher levels of motivation and engagement in school (Li et al., 2021).

The societal contributions of music education are also noteworthy. According to a report by the Ministry of Education of the People's Republic of China (2019), music education plays a vital role in cultural preservation and promoting social harmony. Music education initiatives have been shown to bridge cultural gaps and foster a

sense of community and national identity (Chen et. al 2020). Despite the rich tradition and modern advancements in Chinese music education, several critical gaps remain unexplored in the literature. Firstly, there is a lack of comprehensive attitudinal data. Existing studies often provide a general overview of attitudes towards music education but fail to delve deeply into the specific motivations, challenges, and perceptions of Chinese music education students (Wu et al., 2020). Secondly, research on the perceived quality of music education programs from the students' perspectives is limited. There is a scarcity of longitudinal studies that track the progress and outcomes of music education students over time, which are essential for understanding the long-term impacts of music education (Li, 2018).

The rationale for conducting this study is grounded in the significant role of music education in the academic, personal, and cultural development of students in China. Addressing these gaps is crucial for several reasons. The primary purpose of this study is to comprehensively investigate the attitudes, perceived quality, and outcomes of music learning among Chinese music education students. By addressing the identified gaps, this study aims to examine the specific attitudes and perceptions of these students towards their learning experiences, evaluate the perceived quality of their education programs, and assess the comprehensive outcomes of their music education. This research will provide valuable insights that can enhance educational practices, inform policy-making, and support the holistic development of students in the field of music education in China. In conclusion, this study is essential to understand the multifaceted outcomes of music education among Chinese students. By examining technical proficiency, artistic expression, and engagement with diverse musical genres, as well as the broader impacts on personal and professional growth, this research will provide valuable insights into the significance of music education in China and its contributions to society.

Objectives of the Study - The purpose of this study was to determine music learning attitude, quality improvement, and aesthetic ability among Chinese Music Education students in order to propose an enhanced Music Education program. Specifically, this study determined the respondents' music learning attitude in terms of affective, behavioral, and cognitive components; identified the respondents' music learning quality in terms of music perception, music engagement, and importance; assessed respondents' music learning outcomes in terms of practical (skills-based), theoretical (knowledge-based), and generic outcomes; tested the relationship between music learning attitude, quality and outcomes; and proposed an enhanced Music Education program of the universities.

2. Methods

Research Design - This study employs a descriptive and quantitative research design, which is ideal for investigating the attitudes, perceived quality, and outcomes of music learning among Chinese music education students. A descriptive design allows for a comprehensive overview of the current state of music education, providing detailed accounts of students' attitudes, perceptions, and outcomes. The quantitative approach facilitates the collection and analysis of numerical data, making it possible to identify patterns, correlations, and differences among various groups. This combination ensures a robust and systematic examination of the research questions.

Participants of the Study - The study involved 484 students from a total number of 20000 students from vocational, government, and private schools, encompassing freshmen, sophomores, and juniors. These participants were randomly selected by using the Raosoft Calculator to ensure a representative sample that reflects the diversity of the student population in Chinese music education. This stratified random sampling technique enhanced the generalizability of the findings across different educational institutions and year levels.

Data Gathering Instrument - The study utilized a modified survey questionnaire. The first part asked for the respondents' sex, year level, and type of school. On respondents' music learning attitude, a modified questionnaire from the study of Nikolic (2018) entitled Attitudes Of Students of Teacher Studies Towards Music Education has been used using the following scale: 4 Strongly Agree (SA); 3 Agree (A); 2 Disagree (D); 1 Strongly Disagree (SD). While on respondents' music learning quality, the study of Giorgosz et. al.,(2017)

entitled A ‘Music-Related Quality of Life’ (MuRQoL) measure to guide music rehabilitation for adult was utilized using the same scale. Finally, on respondents’ music learning outcomes, the Questionnaire on Learning Outcomes in professional music training institutions was used using the following scale: 4-To a very great extent (VGE); 3-To a great extent (GE); 2-To some extent (SE); and 1-To a very little extent (VLE).

Data Gathering Procedure - In this study, the researcher evaluated the questionnaire and analyzed the reliability and validity of it. Before the formal implementation of it, the researcher conducted a small-scale testing to evaluate the feasibility and improvement of it. The researcher randomly selected a sample of 30 participants and introduced the research purpose and process and provided the necessary explanation and guidance to ensure that participants understood and answered the questions correctly. The researcher personally distributed the questionnaire to the participants. The results of the survey was submitted to the statistician for the reliability test. The result is presented in the table. Data collection was conducted online through a survey, which is an efficient and effective method for reaching a large number of participants. The survey is designed to capture detailed information on students' attitudes towards music learning, their perceptions of the quality of music education programs, and the outcomes of their music education experiences. The survey includes both closed-ended questions for quantitative analysis and a few open-ended questions to capture qualitative insights.

Reliability Test Result

| Indicators | Cronbach Alpha | Remarks |
|-------------------------------|----------------|------------|
| Affective | 0.961 | Excellent |
| Behavioral | 0.953 | Excellent |
| Cognitive | 0.889 | Good |
| Music Perception | 0.942 | Excellent |
| Music Engagement | 0.912 | Excellent |
| Importance | 0.944 | Excellent |
| Practical (Skill-based) | 0.866 | Good |
| Theoretical (knowledge-based) | 0.733 | Acceptable |
| Generic Outcomes | 0.872 | Good |

George and Mallery (2003) provide the following rules of thumb: " >.9-Excellent, > .8-Good, >.7-Acceptable, >.6-Questionable, >.5-Poor, and <.5-Unacceptable

Data Analysis - The data collected from the survey are analyzed using the following statistical tools: Inferential Statistics: To draw conclusions from the data that extend beyond the immediate data alone. This includes ANOVA for comparing means among more than two groups, and chi-square tests for examining relationships between categorical variables. Regression Analysis: To identify the relationship between dependent and independent variables, helping to understand how different factors influence music learning attitudes, perceived quality, and outcomes.

Ethical Consideration - Several ethical considerations were taken into account to ensure the integrity of the study and the protection of participants' rights. Participants were provided with detailed information about the study, including its purpose, procedures, potential risks, and benefits, and their informed consent is obtained before they complete the survey. The privacy of participants was strictly protected, with all data collected being anonymized and no identifying information linked to the survey responses. Data are stored securely and accessed only by authorized personnel. Participation in the study is entirely voluntary, and participants are free to withdraw at any time without any consequences. The study is designed to minimize any potential harm to participants, with survey questions reviewed to ensure they are respectful and non-intrusive.

3. Results and discussion

Table 1 presents the respondents assessment on Summary Table on Music Learning Attitude. The composite mean of 3.30 indicates that the respondents agreed in general. Among the items cited, affective obtained the highest weighted mean while cognitive is rated least.

Table 1

Summary Table on Music Learning Attitude

| Indicators | WM | VI | Rank |
|----------------------|------|----------|------|
| Affective | 3.39 | Agree | 1 |
| Behavioral | 3.21 | Agree | 2 |
| Cognitive | 3.21 | Agree | 3 |
| Grand Composite Mean | 3.30 | Disagree | |

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

The attitudes students hold towards music learning are influenced by both affective (emotional) and cognitive (thinking) aspects, which play crucial roles in their engagement and development. Affective attitudes involve emotions, preferences, and feelings towards music, while cognitive attitudes relate to beliefs, thoughts, and perceptions about music and its learning. Both types of attitudes are interconnected and contribute significantly to students' overall music learning experience.

Research has shown that affective attitudes, such as enjoyment and emotional engagement with music, are strongly linked to motivation and persistence in learning. According to research by Haddon et. al. (2019), students who develop positive affective attitudes towards music are more likely to be motivated to practice and explore different musical genres. This emotional engagement fosters a deeper connection to music, which can lead to enhanced learning outcomes (Haddon et. al. 2019). On the other hand, cognitive attitudes, including beliefs about one's musical abilities and the perceived importance of music education, also play a significant role. For instance, a study by McPherson et. al. (2018) found that students who hold positive cognitive attitudes towards music learning, such as believing in the importance of music for personal development and career opportunities, tend to invest more effort in their musical studies. These beliefs can shape students' goals and aspirations, influencing their commitment to learning and their overall achievement (McPherson et. al. 2018). Moreover, the interplay between affective and cognitive attitudes is crucial. For example, a study by Hallam (2020) highlighted that students with strong positive affective attitudes, combined with a belief in their ability to succeed in music (cognitive attitude), demonstrate higher levels of resilience and persistence when faced with challenges in learning music (Hallam, 2020).

In conclusion, both affective and cognitive attitudes are essential components of students' attitudes towards music learning. Affective attitudes provide emotional engagement and motivation, while cognitive attitudes shape beliefs and perceptions that influence students' commitment and persistence. Understanding the interconnected nature of these attitudes can help educators tailor their teaching approaches to foster a positive and effective learning environment for music students.

Table 2*Summary Table on Music Learning Quality*

| Indicators | WM | VI | Rank |
|----------------------|------|----------|------|
| Music Perception | 3.18 | Agree | 1 |
| Music Engagement | 3.12 | Agree | 3 |
| Importance | 3.13 | Agree | 2 |
| Grand Composite Mean | 3.14 | Disagree | |

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 2 presents the respondents assessment on Summary Table on Music Learning Quality. The composite mean of 3.14 indicates that the respondents agreed in general. Among the items cited, music perception obtained the highest weighted mean while music engagement is rated least. Music perception and engagement are critical factors in the quality of music learning for students. These elements encompass the ability to discern musical elements and actively participate in musical activities, which are fundamental to developing comprehensive musicianship and enhancing educational outcomes.

Firstly, music perception is essential because it involves the ability to hear, identify, and understand various musical components such as melody, harmony, rhythm, and timbre. According to a study by Tierney et. al.

(2018), students with well-developed music perception skills exhibit better auditory processing, which is crucial for both individual and ensemble performance. This enhanced auditory acuity allows students to accurately interpret musical scores, blend harmoniously in group settings, and respond effectively to the nuances of music, thereby improving their overall performance quality (Tierney et. al. 2018). Engagement in music, on the other hand, refers to the active participation and emotional involvement in musical activities. Hallam et. al. (2020) emphasize that engagement is a significant predictor of sustained interest and motivation in music learning.

When students are actively engaged, they are more likely to practice regularly, seek out new musical experiences, and persist through challenges. This active participation fosters a deeper connection to music and promotes a more enjoyable and fulfilling learning experience (Hallam et. al. 2020). Moreover, the combination of music perception and engagement leads to higher quality music learning by fostering a holistic understanding of music. A study by Hargreaves et. al. (2019) found that students who are both perceptually skilled and actively engaged in music show greater improvement in their musical abilities over time. These students tend to develop stronger performance skills, better theoretical knowledge, and a more profound appreciation for music. This comprehensive approach to music education ensures that students are well-rounded musicians capable of both technical proficiency and expressive performance (Hargreaves et. al. 2019).

In conclusion, music perception and engagement are vital for enhancing the quality of music learning in students. Perception improves auditory skills and performance accuracy, while engagement drives motivation and emotional connection to music. Together, these factors contribute to a holistic and high-quality music education, fostering well-rounded and proficient musicians.

Table 3

Summary Table on Music Learning Outcomes

| Indicators | WM | VI | Rank |
|----------------------|------|--------------|------|
| Practical | 3.15 | Great Extent | 2 |
| Theoretical | 3.14 | Great Extent | 3 |
| Generic Outcomes | 3.17 | Great Extent | 1 |
| Grand Composite Mean | 3.15 | Great Extent | |

Legend: 3.50-4.00=Strongly Agree; 2.50-3.49=Agree; 1.50-2.49=Disagree; 1.00-1.49=Strongly Disagree

Table 3 presents the respondents assessment on Summary Table on Music Learning Outcomes. The composite mean of 3.15 indicates that the respondents viewed the indicators to great extent in general. Among the items cited, generic outcomes obtained the highest weighted mean while theoretical is rated least. Generic outcomes and theoretical knowledge are crucial for the music learning outcomes of music students, providing a foundation for technical proficiency, critical thinking, and creative expression.

Firstly, generic outcomes in music education refer to the transferable skills that students acquire through their musical studies, such as communication, teamwork, problem-solving, and self-management. These skills are essential for students' personal and professional development beyond their musical training. According to research by Hallam et. al. (2019), generic outcomes enable students to apply their musical skills in a variety of contexts, enhancing their employability and adaptability. For example, the ability to communicate effectively and collaborate with others is vital for ensemble playing and musical performances, as well as for careers in music education and music therapy (Hallam et. al. 2019).

Theoretical knowledge in music refers to students' understanding of music theory, history, and analysis, which are essential for interpreting and contextualizing musical works. Research by Hargreaves et. al. (2017) emphasizes that theoretical knowledge provides students with a framework for understanding the structural and stylistic elements of music. This understanding enhances students' ability to analyze musical compositions, interpret scores accurately, and make informed musical decisions. Moreover, theoretical knowledge supports students in developing their own compositions and arrangements, fostering creativity and innovation in music (Hargreaves et. al. 2017). Furthermore, theoretical knowledge in music education contributes to students' critical

thinking skills, enabling them to evaluate and critique musical performances and compositions. A study by Green (2018) suggests that theoretical knowledge encourages students to engage critically with musical texts and contexts, promoting intellectual curiosity and analytical thinking. This critical engagement enhances students' understanding of musical aesthetics and their ability to interpret and appreciate diverse musical styles and genres (Green, 2018).

In conclusion, generic outcomes and theoretical knowledge are essential for the music learning outcomes of students. Generic outcomes equip students with transferable skills that enhance their personal and professional development, while theoretical knowledge provides a foundation for technical proficiency, critical thinking, and creative expression in music. By integrating these aspects into music education, students develop comprehensive musical competencies and prepare for diverse careers in music and related fields.

Table 4

Relationship Between Music Learning Attitude and Music Learning Quality

| Affective | R-value | P-value | Interpretation |
|------------------------------|---------|---------|--------------------|
| Teaching Design | .756** | 0.000 | Highly Significant |
| Classroom teaching | .746** | 0.000 | Highly Significant |
| Communication and Management | .782** | 0.000 | Highly Significant |
| Behavioral | | | |
| Teaching Design | .816** | 0.000 | Highly Significant |
| Classroom teaching | .836** | 0.000 | Highly Significant |
| Communication and Management | .842** | 0.000 | Highly Significant |
| Cognitive | | | |
| Teaching Design | .780** | 0.000 | Highly Significant |
| Classroom teaching | .857** | 0.000 | Highly Significant |
| Communication and Management | .825** | 0.000 | Highly Significant |

Legend: Significant at p-value < 0.01

Table 4 presents the association between Music Learning Attitude and Music Learning Quality. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the music learning attitude, the better is the music learning quality. Research indicates a strong relationship between music learning attitude and the quality of music learning outcomes among students. A positive music learning attitude, characterized by interest, motivation, and engagement, significantly enhances students' overall music learning experiences and achievements.

Firstly, studies have shown that a positive music learning attitude is associated with increased motivation and persistence in music learning. For instance, Koutsoupidou et. al. (2019) found that students with a more positive attitude towards music learning were more likely to engage in regular practice, seek out opportunities for musical growth, and demonstrate greater musical proficiency. This motivation and dedication contribute to improved music learning outcomes, such as higher levels of technical skill and interpretive understanding (Koutsoupidou et. al. 2019). Moreover, a positive music learning attitude facilitates deeper engagement with musical materials and concepts. Research by Hallam et. al. (2019) highlights that students who approach music learning with a positive attitude are more likely to actively participate in music activities, explore diverse musical genres, and develop a broader understanding of musical styles. This active engagement supports the development of critical listening skills, musical sensitivity, and expressive interpretation, all of which contribute to higher-quality music learning outcomes (Hallam et. al. 2019). Furthermore, a positive music learning attitude fosters a supportive learning environment, enhancing collaborative and constructive interactions among students and teachers. According to research by Papageorgi et al. (2018), students with positive attitudes towards music learning are more likely to seek feedback, collaborate with peers, and participate in ensemble activities. These collaborative experiences not only enhance students' musical skills but also promote social skills, teamwork, and mutual respect, all of which are integral to high-quality music learning outcomes (Papageorgi et al., 2018).

In conclusion, a positive music learning attitude significantly enhances the quality of music learning

outcomes among students. This relationship is evident through increased motivation, active engagement, and collaborative interactions, which collectively contribute to higher levels of musical proficiency, understanding, and enjoyment. Educators and policymakers should therefore prioritize fostering positive music learning attitudes in students to promote comprehensive and effective music education experiences.

Table 5

Relationship Between Music Learning Attitude and Music Learning Outcome

| Affective | R-value | P-value | Interpretation |
|------------------|---------|---------|--------------------|
| Practical | .732** | 0.000 | Highly Significant |
| Theoretical | .752** | 0.000 | Highly Significant |
| General Outcomes | .726** | 0.000 | Highly Significant |
| Behavioral | | | |
| Practical | .819** | 0.000 | Highly Significant |
| Theoretical | .799** | 0.000 | Highly Significant |
| General Outcomes | .772** | 0.000 | Highly Significant |
| Cognitive | | | |
| Practical | .880** | 0.000 | Highly Significant |
| Theoretical | .815** | 0.000 | Highly Significant |
| General Outcomes | .764** | 0.000 | Highly Significant |

Legend: Significant at p-value <0.01

Table 5 displays the association between Music Learning Attitude and Music Learning outcome. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the music learning attitude, the better is the music learning outcome. A positive music learning attitude is strongly correlated with better music learning outcomes among students, reflecting a range of psychological, emotional, and cognitive factors that contribute to enhanced musical development and achievement.

Firstly, research consistently shows that a positive attitude towards music learning correlates with increased motivation and engagement. For example, Koutsoupidou et. al. (2019) found that students who exhibit higher levels of motivation and interest in music learning are more likely to practice regularly, seek out challenging musical tasks, and persist in their musical endeavors. This dedication to practice and learning contributes to improved technical proficiency, musical understanding, and overall performance quality (Koutsoupidou et. al. 2019). Moreover, a positive music learning attitude fosters a deeper emotional and cognitive engagement with music. According to Hallam et. al. (2019), students with a positive attitude towards music learning are more likely to experience enjoyment, satisfaction, and personal fulfillment from their musical activities. This emotional connection to music motivates students to invest more effort and time into their practice, leading to greater musical fluency and expressive capability (Hallam et. al. 2019). Furthermore, a positive music learning attitude promotes a growth mindset and resilience in the face of challenges. Research by Papageorgi et al. (2018) suggests that students with a positive attitude towards music learning are more open to feedback, more willing to take risks in their musical performances, and more likely to view mistakes as opportunities for growth. This adaptive approach to learning fosters continuous improvement and development in musical skills, contributing to higher-quality music learning outcomes (Papageorgi et al., 2018). Additionally, a positive music learning attitude supports social and collaborative aspects of music education. Students who are enthusiastic about music learning are more likely to participate in ensemble activities, engage in meaningful interactions with peers and teachers, and contribute positively to the musical community. These collaborative experiences enhance students' musical skills, teamwork abilities, and overall sense of belonging and commitment to music learning, which in turn contribute to better music learning outcomes (Papageorgi et al., 2018).

In conclusion, a positive music learning attitude significantly enhances music learning outcomes among students by fostering motivation, emotional engagement, resilience, and collaborative skills. Educators and policymakers should prioritize cultivating positive attitudes towards music learning through supportive and inclusive music education practices to maximize students' musical potential and overall well-being.

Table 6*Relationship Between Music Learning Quality and Music Learning Outcome*

| Music Perception | R-value | P-value | Interpretation |
|------------------|---------|---------|--------------------|
| Practical | .877** | 0.000 | Highly Significant |
| Theoretical | .906** | 0.000 | Highly Significant |
| General Outcomes | .919** | 0.000 | Highly Significant |
| Music Engagement | | | |
| Practical | .922** | 0.000 | Highly Significant |
| Theoretical | .911** | 0.000 | Highly Significant |
| General Outcomes | .902** | 0.000 | Highly Significant |
| Importance | | | |
| Practical | .880** | 0.000 | Highly Significant |
| Theoretical | .870** | 0.000 | Highly Significant |
| General Outcomes | .883** | 0.000 | Highly Significant |

Legend: Significant at p -value < 0.01

Table 6 shows the association between Music Learning quality and Music Learning outcome. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the music learning quality, the better is the music learning outcome. The quality of music learning directly influences the outcomes and achievements of students in their musical education. Research has consistently demonstrated that higher music learning quality correlates with improved music learning outcomes across various dimensions, including technical proficiency, musical understanding, and overall musical performance.

Firstly, higher music learning quality is associated with increased technical proficiency among students. For instance, studies by Barrett et al. (2019) have shown that students who receive high-quality music education demonstrate superior technical skills in instrumental or vocal performance. This includes better accuracy, fluency, and control over their musical instruments or voice, which are essential for achieving higher standards in musical performance (Barrett et al., 2019). Moreover, high-quality music learning enhances students' understanding of musical concepts and structures. According to Hallam et al. (2019), students who engage in comprehensive music education programs develop a deeper understanding of music theory, harmony, rhythm, and form. This understanding allows students to interpret musical scores accurately, analyze compositions effectively, and make informed musical decisions during performances, contributing to better music learning outcomes (Hallam et al. 2019). Furthermore, high-quality music learning promotes creativity and expressive capabilities among students. Research by Green (2018) suggests that students who receive well-rounded music education are more likely to engage in creative activities such as composition, improvisation, and musical interpretation. These creative endeavors not only enhance students' musical expression but also foster a deeper emotional connection to music, which enhances their overall musical performance and learning outcomes (Green, 2018). Additionally, high-quality music learning environments often emphasize collaborative and ensemble-based activities. Studies by Papageorgi et al. (2018) highlight that students who participate in ensemble performances develop strong teamwork skills, communication abilities, and social cohesion within the musical community. These collaborative experiences contribute to enhanced musical ensemble performance and group dynamics, which are critical for achieving high-quality music learning outcomes (Papageorgi et al., 2018).

In conclusion, high-quality music learning significantly enhances music learning outcomes by promoting technical proficiency, musical understanding, creativity, and collaborative skills among students. Educators and policymakers should prioritize implementing comprehensive and inclusive music education programs that provide students with opportunities to develop these skills, thereby maximizing their musical potential and overall achievement.

Table 7

Proposed Plan of Action to develop the music learning attitude, quality, and outcomes of Chinese music education students

| Key Area | Result | Objectives | Program/Project | Success Indicator | Persons Involved |
|---|--------|--|---|---|---|
| Enhance Music Learning Attitude | Music | To foster a positive attitude towards music learning | Music Appreciation and Engagement Program | Increased Student participation, positive attitude surveys, higher engagement levels | Music Teachers, School Administrators, Student Leaders, Parents |
| Improve Quality of Music Education | | To elevate the quality of music education | Curriculum Development and Teacher Training | Implementation of revised curriculum, completion of training workshops, improved student performances in assessments | Curriculum Developers, Music Teachers, Educational Consultants, School Administrators |
| Enhance Practical Music Skills | Music | To develop practical music skills through hands-on learning | Instrumental and Vocal Training Workshops | Increased proficiency in instruments and vocals, successful student performances, positive feedback from students and parents | Professional Musicians, Music Teachers, Workshop Facilitators, Students |
| Promote Cultural Appreciation through Music | | To deepen understanding and appreciation of Chinese music | Chinese Music Heritage Program | Inclusion of traditional music in curriculum, successful cultural events, increased student interest in traditional music | Music Teachers, Cultural Experts, School Administrators, Students |
| Foster Collaborative Music Projects | | To encourage collaboration through group music projects | Collaborative Music Projects and Performances | Successful group projects, high levels of collaboration, positive evaluations | Music Teachers, Students, Project Coordinators, School Administrators |
| Utilize Technology in Music Education | | To integrate technology for enhanced learning | Music Technology Integration Program | Increased Use of digital tools, positive feedback on technology use, improved student outcomes | IT Specialists, Music Teachers, School Administrators, Students |
| Measure and Evaluate Program Effectiveness | | To assess program effectiveness and make necessary adjustments | Music Education Program Evaluation | Regular Surveys, Data analysis on performance and outcomes, implementation of improvements based on evaluation findings | Evaluation Specialists, Music Teachers, School Administrators, Students |

4. Conclusions and recommendations

Respondents agreed that it is good opportunity for everybody to learn how to sing, music regulates the mood, and every child can perform music in a certain way. Respondents agreed that they recognize the sounds of different musical instruments when they play separately, enjoy music on TV, DVD or on the computer when visual cues are available. Respondents have great extent of improvisational skills, knowledge and understanding of musical materials, and civic engagement. There is a highly significant relationship between sex, year level, and type of school and music learning attitude, quality, and outcomes. Based on the findings, an enhanced music education program was proposed.

Music faculty may encourage students in music education to shift their learning perspective: the goal of music study is not merely to become musicians but to experience and explore the beauty of music. Leaders may create varied measures and incentives for music teachers to foster student creativity, while curriculum designers can implement innovative and diverse curricula that use music interests to actively motivate students. Additionally, university leaders should strengthen partnerships to enhance student employment opportunities, thereby diversifying music education and boosting job prospects for arts students. Future music education researchers may prioritize motivation and outcome assessment, integrating empirical research, enhancing teacher development, fostering collaboration, and improving assessment tools. The proposed enhanced music education program may be tabled for discussion and implementation.

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