International Journal of Research Studies in Management
2026 Volume 14 Number 5, 169-184

Music listening adaptive functions, management behavior and working condition of teachers in China music schools

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ISSN: 2243-7770
Online ISSN: 2243-7789

OPEN ACCESS

Received: 17 June 2026 **Revised**: 22 August 2026 **Accepted**: 29 August 2026
Available Online: 31 August 2026 **DOI**: 10.5861/ijrsm.2026.26119

Abstract

Music played a vital role in educational settings, yet its adaptive functions and management within academic institutions remained underexplored, particularly in South Chinese universities. This study addressed this gap by examining the adaptive functions of music listening, music management behavior, and the working conditions of music teachers. The primary objectives were to assess the impact of music listening on stress and emotional regulation, evaluate music management practices, and analyze working conditions in terms of funding, facilities, teaching workload, and school culture. Employing a quantitative research design, the study surveyed 455 music teachers using stratified random sampling. The data were analyzed to determine significant differences and relationships among the variables. The results revealed a strong correlation between adaptive music functions and effective music management behavior, suggesting that better management of music listening was associated with improved working conditions. Notably, the study identified that anxiety and loneliness regulation through music were areas that needed improvement and that the management of passive listening activities could be enhanced. This research contributed new insights into how music management and adaptive listening functions influenced the working conditions of music teachers, highlighting the need for targeted interventions. A significant recommendation was to develop specialized programs aimed at improving anxiety and loneliness regulation through music, which could enhance overall music management practices and working conditions.

Keywords: music management, adaptive functions, music education, working conditions, South Chinese universities

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1. Introduction

Music both symbolizes and describes life but also embodies and expresses life. Music gives its creator, listener, and person who experiences it an opportunity to different kinds of landscapes of mind. In the musical expression, there is a presence of people's self-hood and their way of expressing themselves. Music is also a way to think, to interact with others, and to communicate (Cheremisova, 2019). Music is connected to our whole personality because it affects our conscious and unconscious parts of self-hood at the same time. It looks like music communicates spontaneously and without obstacles of the preconscious, the unconscious, and the physical world of experience, as well as with conscious parts of the humane way of experience (Sloboda, 2023).

People listen to music for a wide variety of different reasons. The constant change in technology also changes the ways people listen to music. The functions of music are primarily emotional, whilst the social functions of music are of secondary importance (Juslin et al., 2023). Furthermore, in cultures around the world music is associated with numerous life events including religious gatherings, social occasions, concerts, graduations, weddings, christenings, and funerals (Powell et al., 2023). Subjective experience which arises when people listen to music depends on, for example, the taste of music, emotional state, state of mental alertness, age, and cultural background. For many people, music is an important part of their daily life. Some rely on music to get them through the morning and others turn up a favorite playlist to stay motivated during a workout. Music is often linked to mood. A certain song can make people feel happy, sad, energetic, or relaxed. The researcher also recognized that music may trigger unwanted memories, evoking upset or anger (Wang et al., 2022).

Studies have revealed that listening to music leads to positive changes in mood and increased creativity (Chen, 2022). In fact, in "music-listening work cultures," which students are certainly part of, there is a psychological withdrawal when the musical stimulus is taken away. However, in the Chinese educational system, which involves many demands like the modern world, it is crucial to explore how to foster a collegial and collaborative learning environment. This can entice the views and behavior of teachers in the music realm, deepening the use of music in the teaching experience as a basis for behavior and aiding in the creation of crafting and learning in the classroom. While school culture sets the tone for the educational institution, comprehensive safety education is crucial in ensuring a secure, nurturing, and supportive environment for effective teaching and learning. In the modern world, safety encompasses a wide range of aspects, and in the era of rapid technological advancement, digital safety has become as vital as physical safety. This research analyzes safety education in China through five primary dimensions: school facility safety, school security, network information security, health and hygiene, and safety education and exercise programs.

Music can significantly affect behavior and learning outcomes. It can serve as a powerful motivator, helping students stay focused and engaged in their tasks. Music can also be used as a timer, providing a rhythmic structure to guide the completion of activities. Additionally, music has the ability to influence one's mood, creating a more positive and energized learning environment. Moreover, consistent exposure to music, whether through learning to play an instrument or participating in vocal lessons, strengthens a unique set of academic and social-emotional skills that are essential for effective learning. These skills include improved cognitive abilities, enhanced creativity, better communication, and stronger emotional intelligence - all of which contribute to a more holistic and enriching educational experience for students.

The need to understand the unique challenges and motivations of teachers is crucial, as their behavior and performance can be significantly influenced by the type of music they are exposed to and how they incorporate it into their professional development. By providing in-depth training on using music as a means of self-management

and fostering a deeper appreciation for their role within the cultural context of Chinese schools, teachers can enhance their ability to contribute meaningful knowledge and insights to the field of education. This, in turn, can lead to a more compassionate, dedicated, and hardworking approach, ultimately driving the development of the best educational practices that leverage the power of music in their daily lives. Incorporating music as a central component of the teaching experience can elevate the quality of instruction and create a more enriching and engaging learning environment for students.

Objectives of the Study - The objective of the study was to comprehensively examine and understand the relationship between music listening, music management behavior, and music teachers' learning conditions among music schools in South China. More specifically, this study identified the adaptive function of music listening in terms of stress regulation, strong emotional experience, rumination, reminiscence, anger regulation, anxiety regulation, awe and appreciation, loneliness regulation, and identity among music schools in South Chinese universities, assessed the music management behavior, including participation in passive and active listening, preferred playback, importance and variance of songs, popularity of music sources, and library management among schools in South Chinese universities, evaluated the music teachers' working conditions in terms of funding, facilities, teaching workload, and school culture in some music schools in South China University, tested the significant relationship between adaptive functions of music listening, music management behavior, and music teachers' working conditions, and proposed a development plan according to the results of the study.

2. Methods

Research Design - This study utilized descriptive research to establish the relationship between school culture and safety education in China. Based on the combination of literature review and empirical research, this study first collected relevant literature for retrospective analysis, in -depth grasp of the theory and practice of Chinese school culture and safety education in the school and understand the problems and problems of schools in the current practice and reforms. At the same time, analysis and evaluation methods such as questionnaires, on -site inspections, and analyzing and evaluating the results of teaching observation to determine the teaching methods and measures that college students should take at school and provide a practical basis for promoting students to improve school culture and safety education improvement.

Participants of the Study - The participants of this study were music teachers in South China University. A total of three schools/universities were taken as samples. Out of 3,000 teachers, 455 respondents were selected based on the Raosoft Sample Size Calculator. To ensure diversity in the sample, participants were selected from different sexes, age groups, varying levels of educational attainment, and years of service. A purposive sampling method was employed to ensure representation across different demographic factors.

Data Gathering Instrument - This research utilized modified questionnaires to measure music listening preferences, music behavior, and the music teachers' conditions. The questionnaire was divided into four parts: Part I introduced the profile of the respondents in terms of age, sex, highest educational attainment, and length of service; the study aimed to answer the following objectives: Part II identified the adaptive function of music listening in terms of stress regulation, strong emotional experience, rumination, reminiscence, anger regulation, anxiety regulation, awe and appreciation, and loneliness regulation, with eight subscales comprising 35 questions in total (Groake et al., 2016); Part III assessed music management behavior, including participation in passive and active listening, preferred playback, familiarity, importance and variance of songs, popularity of music sources, and library management, comprising six subscales with 31 questions (Kamalzadeh et al., 2012); Part IV evaluated the music teachers' working conditions in terms of funding, facilities, teaching workload, and school culture, with a total of four subscales and 38 questions related to it.

Table 1
Reliability Result

Indicators	Cronbach Alpha Value	Remarks	Action	New Cronbach Alpha Value	New Remarks
Stress Regulation	0.710	Acceptable			
Strong Emotional Experience	0.743	Acceptable			
Rumination	0.679	Questionable	Delete item #1	0.897	Good
Reminiscence	0.812	Good			
Anger Regulation	0.794	Acceptable			
Anxiety Regulation	0.793	Acceptable			
Awe and Appreciation	0.688	Questionable			
Loneliness regulation	0.741	Acceptable			
Identity	0.780	Acceptable			
Over all passive listening hour	0.793	Acceptable			
Preferred Playback Method	0.875	Good			
Familiarity	0.569	Poor			Removed
Importance	0.667	Questionable	Delete item #3	0.889	Good
Popularity of music sources	0.833	Good			
Applications used for library management and difficulties faced with them	0.868	Good			
Funding	0.910	Excellent			
Facilities	0.900	Excellent			
Teaching Workload	0.903	Excellent			
School Culture	0.885	Good			

Data Gathering Procedure - Based on a combination of literature review and empirical research, this study first collected relevant literature for retrospective analysis, gaining an in-depth understanding of the theory and practice of Chinese music listening practices, behavior, and music teachers' working conditions. This provided a basis and reference for subsequent research. Simultaneously, analysis and evaluation methods such as questionnaires, on-site inspections, and the analysis of music listening results were used to determine music behaviors and working conditions. After the reliability test results, the questionnaire was distributed to the intended participants. The data distribution and collection were personally conducted by the researcher. The results of the collected data were encoded in an Excel spreadsheet, and the input data were checked to ensure the accuracy of the questionnaire. The encoded data were then sent to the research center for decoding by statistical personnel using professional statistical software.

Data Analysis - To perform data analysis, the following statistical tools were used: weighted mean and ranking were used to assess the music listening behavior, the music management behavior and the common music teachers working behavior. Spearman rho was used to test the significant relationship of the treated variables. In addition, a post hoc test was also conducted. In addition, all data were treated using a statistical software known as PASW version 26 to further interpret the result of the study using an alpha level of 0.05 and 0.01.

Ethical Consideration - Confidentiality of the research data regarding the anonymity of the participants in this study was ensured by keeping the identities of students, cooperating teachers, and schools undisclosed. For the purposes of presenting the data for statistical analysis, codes or numbers were assigned in the tabulation of data gathered from the questionnaire. Informed consent was obtained from all participants. Confidentiality and anonymity were maintained throughout data collection and reporting. Ethical approval was obtained from the institutional review boards.

3. Results and discussion

Table 2 summarizes the assessment of the Adaptive Functions of Music Listening. The overall composite mean is 3.21, indicating an "Agree" verbal interpretation. This suggests that respondents generally perceive music as beneficial in various adaptive functions, tending to agree that it helps with stress regulation, emotional

experiences, reminiscence, and other areas.

Table 2
Summary Table on Adaptive Functions of Music Listening

Indicators	Composite Mean	Verbal Interpretation	Rank
Stress Regulation	3.49	Agree	1
Strong Emotional Experience	3.11	Agree	5
Reminiscence	3.44	Agree	2
Anger regulation	3.03	Agree	7
Anxiety Regulation	2.97	Agree	8
Awe and Appreciation	3.27	Agree	3
Loneliness Regulation	3.26	Agree	4
Identity	3.10	Agree	6
Overall Composite Mean	3.21	Agree	

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

The top four ranked functions are Stress Regulation (3.49), Reminiscence (3.44), Awe and Appreciation (3.27), and Loneliness Regulation (3.26). These statements received higher means, indicating that respondents strongly agree that music is particularly effective in managing stress, evoking reminiscence, providing a sense of awe, and alleviating loneliness. The high ranking of these functions underscores their significant role in the adaptive use of music. The highest-ranked function, Stress Regulation, with a mean of 3.49, indicates that respondents perceive music as a highly effective tool for managing stress and promoting emotional well-being. This finding underscores the central role of music in providing psychological relief and supporting mental health. The strong agreement with this function suggests that music is widely recognized as a powerful resource for alleviating the negative impacts of stress and enhancing overall emotional stability.

The ability of music to significantly reduce stress levels, improve mood, and induce a state of relaxation is well-documented in the research literature. Studies have shown that music can trigger physiological changes, such as decreased heart rate and blood pressure, which are indicative of a relaxed state. Additionally, music has the capacity to shift one's cognitive and emotional focus, allowing individuals to create psychological distance from their anxious thoughts and physiological arousal. This distraction and reframing of the stressful experience appears to be a key mechanism by which music facilitates stress reduction. The high ranking of the stress regulation function highlights the vital role of music in supporting holistic well-being. By providing a means to effectively manage stress, music can contribute to overall emotional stability, improved mood, and enhanced psychological resilience. This underscores the significant potential of music-based interventions in clinical and therapeutic settings, as well as the importance of incorporating music-based practices into daily life as a proactive strategy for maintaining mental health and well-being.

The prominent role of music in stress regulation is well-documented in the literature. Research by Hasanah et al. (2022) has shown that music can significantly reduce stress levels, improve mood, and enhance relaxation. This aligns with the high mean for stress regulation, reinforcing the notion that music is a key resource for managing stress and supporting mental health. Ramalingam et al. (2022) highlighted the physiological and cognitive mechanisms by which music can induce a state of relaxation and emotional stability, further corroborating the findings. The lower-ranked functions are Strong Emotional Experience (3.11), Identity (3.10), Anger Regulation (3.03), and Anxiety Regulation (2.97). These statements received lower means, indicating that while respondents agree that music plays a role in these areas, its impact is less pronounced compared to stress regulation and other higher-ranked functions. This suggests that music's effectiveness in these areas is perceived as more variable or less impactful.

The lowest-ranked function, Anxiety Regulation, with a mean of 2.97, indicates that respondents find music relatively less effective in managing anxiety compared to other functions. This lower mean suggests that while music may provide some degree of relief from anxiety, its impact in this area is not as pronounced as its role in stress regulation or evoking reminiscence. The lower ranking could reflect the inherent variability in how individuals experience and manage anxiety through music, as well as the complex and multifaceted nature of

anxiety itself. Some individuals may find music more helpful in alleviating anxiety, while others may require additional therapeutic interventions or coping strategies to effectively manage their anxiety. The relatively lower effectiveness of music in anxiety regulation underscores the need for a more nuanced understanding of how different individuals respond to and utilize music for their mental health needs.

Research suggests that while music can help reduce anxiety, its effectiveness in this area may be less consistent compared to its impact on stress regulation and evoking emotional experiences (Parada-Cabaleiro et al., 2022). The lower mean for anxiety regulation indicates that music may be less effective for managing anxiety compared to other functions, and other interventions may be more suitable for addressing anxiety, as supported by Kappert et al. (2019).

Table 3
Summary Table on Music Management Behavior

Indicators	Composite Mean	VI	Rank
Activities on their portions of a participant's overall passive listening hour	3.12	Agree	4
Preferred methods of playback for various simultaneous activities (passive listening) and active listening	3.17	Agree	1
Familiarity, importance, and mood variance of songs	3.06	Agree	5
Popularity of Music sources	3.13	Agree	3
Applications used for library management and difficulties faced with them	3.16	Agree	2
Overall Composite Mean	3.13	Agree	

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 summarizes the assessment on Music Management Behavior. The overall composite mean for Music Management Behavior is 3.13, which indicates a general agreement among respondents regarding their music management practices. This suggests that while respondents are relatively satisfied with their music management behaviors, there are areas of concern that warrant attention. The statements ranked 1, 2, and 3 are "Preferred methods of playback for various simultaneous activities (passive listening) and active listening" (3.17), "Applications used for library management and difficulties faced with them" (3.16), and "Popularity of Music sources" (3.13). The highest mean for playback methods (3.17) suggests that respondents find their methods of playback effective. The difficulties with applications (3.16) and the popularity of music sources (3.13) also indicate areas where users have concerns but to a lesser extent.

The highest mean for "Preferred methods of playback for various simultaneous activities and active listening" reflects that respondents are most satisfied with how they manage playback across different activities and listening scenarios. This suggests that users likely find their playback methods highly adaptable, allowing them to seamlessly transition between passive and active listening experiences. Respondents appear to value the flexibility and versatility of their playback options, which enable them to tailor their music listening to a diverse range of contexts and needs, from multitasking situations to focused, immersive listening sessions. The high level of satisfaction with playback methods indicates that respondents have found effective ways to optimize their music management for both simultaneous activities and dedicated, attentive listening experiences.

Regouga et al. (2023) have emphasized the critical importance of flexible and versatile playback options to enhance overall user satisfaction and engagement with music. It has shown that the ability to seamlessly transition between different playback modes and adapt the listening experience to various contexts, from multi-tasking situations to focused, immersive sessions, is key factor in enabling users to better manage and personalize their music consumption. High level of agreement with this statement in this study suggests that they have found their playback methods to be well-suited to their diverse music-listening needs, allowing them to optimize their experiences across a range of activities and listening scenarios (Volokhin et al., 2018).

The statements ranked 4 and 5 are "Activities on their portions of a participant's overall passive listening hour" (3.12) and "Familiarity, importance, and mood variance of songs" (3.06). The mean for activities related to passive listening (3.12) suggests moderate satisfaction with how passive listening is managed. The lowest mean for familiarity and mood variance of songs (3.06) indicates that respondents are least satisfied with how their music

management reflects song familiarity and mood alignment.

The lowest mean for "Familiarity, importance, and mood variance of songs" indicates that respondents find this aspect of their music management practices to be less satisfactory compared to other areas. This lower mean suggests that while respondents appreciate the role of song familiarity and mood alignment in their listening experiences, there may be limitations in how these factors are currently incorporated into their music management strategies. This points to a potential need for improvement in personalized music recommendations and playlist curation to better account for users' preferences for familiar and mood-aligned songs. The less favorable evaluation of this dimension suggests room for enhancing the personalization and adaptability of music management tools to better meet users' desires for a more tailored listening experience that balances familiar and novel music selections while aligning with their prevailing moods and preferences.

The lower mean for the statements related to song familiarity and mood variance reflects broader concerns noted in the music management research literature. Studies have highlighted the importance of balancing familiar and novel music selections to enhance user satisfaction and engagement (Juslin et al., 2023). Effective music management systems should not only cater to users' preferences for familiar songs but also introduce them to new discoveries that align with their evolving moods and listening contexts. The lower mean for these aspects suggests that current music management tools and strategies may fall short in fully addressing these nuanced user needs. This aligns with research indicating the limitations of existing music personalization technologies in capturing the complexities of individual music preferences and providing a truly tailored, adaptive listening experience (Liebman et al., 2019).

Table 4
Summary Table on Music Teachers Working Conditions

Indicators	Composite Mean	Verbal Interpretation	Rank
Funding	3.09	Agree	4
Facilities	3.13	Agree	3
Teaching Workload	3.18	Agree	2
School Culture	3.21	Agree	1
Overall Composite Mean	3.15	Agree	

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

Table 4 presents the summary assessment on Summary Table on Music Teachers Working Conditions. The overall composite mean for Music Teachers' Working Conditions is 3.15, indicating a general agreement with the current state of working conditions. This average score reflects a positive yet somewhat nuanced view of the various factors impacting their work environment. Teachers generally agree that conditions are favorable, but there is variability across different aspects of their working conditions. The statements on top rank are School Culture (3.21) and Teaching Workload (3.18). These rankings suggest that among the evaluated conditions, school culture is perceived most favorably, followed by teaching workload. This indicates that teachers find the overall school environment supportive and believe their workload is manageable, which positively influences their working conditions.

The highest mean for "School Culture" suggests teachers have a strong positive perception of the overall school culture including factors such as collegial support, student relationships, and a sense of safety, which contribute to a favorable and nurturing working environment. A positive school culture is crucial for teacher satisfaction, effectiveness, and professional well-being, and this high rating reflects a supportive, collaborative, and well-functioning school environment that empowers teachers and enables them to thrive in their roles. Existing literature strongly emphasizes the critical importance of a positive school culture for enhancing teachers' job satisfaction, effectiveness, and overall performance. According to Gyimah (2020), a supportive and collaborative school environment where teachers feel a strong sense of community and collegiality contributes significantly to their job satisfaction and effectiveness. The high rating for school culture in the current study aligns with these research findings, highlighting the crucial role of a nurturing and empowering work environment for teachers (Louis, 2023). When teachers feel supported, valued, and able to collaborate with their colleagues, they

are more likely to thrive in their roles and deliver high-quality instruction to students.

Meanwhile, on the lowest rank are Facilities" (3.13), and Funding (3.09). These statements indicate that while teachers generally agree that facilities and funding are adequate, these aspects are viewed slightly less favorably than school culture and teaching workload. This suggests that while improvements may be needed in physical resources and financial support, these areas are still seen as acceptable but not exceptional. The lowest mean for "Funding" reflects that teachers feel less satisfied with the financial support available for their programs and resources. This lower score indicates that despite general agreement on the overall working conditions, there may be significant concerns about insufficient funding affecting various aspects of their work, such as acquiring necessary teaching materials, maintaining equipment, and accessing professional development opportunities. The inadequate funding appears to be a key area of dissatisfaction and a potential barrier to enhancing the quality of the teaching and learning environment.

Research consistently highlights the importance of adequate funding for maintaining effective teaching conditions. According to a study on teacher shortages, sufficient financial resources are essential for providing quality educational materials, supporting professional development opportunities, and ensuring competitive teacher compensation (Darling-Hammond et al., 2019). The lower mean for funding in this study underscores a common issue in education where financial constraints impact teachers' ability to perform optimally and negatively affect recruitment and retention efforts. Addressing these is crucial for creating a work environment that enables teachers to thrive and deliver high-quality instruction to all students (Podolsky et al., 2019).

Table 5 presents the association between Adaptive Functions of Music Listening and Music Management Behavior. The computed r-values indicate a strong direct correlation and the resulting p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the adaptive functions of music listening, the better the music management behavior. The strong direct correlation between Adaptive Functions of Music Listening and Music Management Behavior suggests that improvements in one area are closely linked with improvements in the other. Specifically, Adaptive Functions of Music Listening involves how individuals use music for various psychological and emotional purposes, such as stress regulation, mood enhancement, emotional expression, and reminiscence. These adaptive functions of music listening reflect the ways in which people actively engage with and harness the power of music to support their well-being and personal growth.

Meanwhile, music management behavior relates to how individuals organize, curate, and interact with their music collection, reflecting a more structured and intentional approach to managing their musical resources. The positive relationship between these two constructs suggests that individuals who actively utilize music for its adaptive functions are more likely to exhibit more deliberate and organized music management behaviors, as they recognize the value of music in their lives and seek to optimize their access and engagement with it. This finding aligns with the emerging theoretical models that highlight the diverse adaptive functions of music listening, which go beyond just affect regulation to include engagement, meaning-making, achievement, and social connection (Schäfer, 2016). The ability to effectively leverage these adaptive functions appears to be associated with a heightened awareness and intentionality in how individuals organize and interact with their music, as they strive to enhance their overall well-being and personal growth through their music listening practices. (Groarke et al., 2018).

The strong correlation between Adaptive Functions of Music Listening and Music Management Behavior suggests that individuals who are adept at using music to fulfill various psychological and emotional needs, such as stress regulation, mood enhancement, and reminiscence, are more likely to exhibit structured and intentional behaviors in managing their music collection indicating a symbiotic relationship where the ability to harness music's adaptive functions likely encourages a more deliberate and organized approach to music management.

Table 5
Relationship Between Adaptive Functions of Music Listening and Music Management Behavior

Stress Regulation	r-value	p-value	VI
Activities on their portions of a participant's overall passive listening hour	.555	0.000	HS
Preferred methods of playback for various simultaneous activities (passive listening) and active listening	.412	0.000	HS
Familiarity, importance, and mood variance of songs	.394	0.000	HS
Popularity of Music sources	.265	0.000	HS
Applications used for library management and difficulties faced with them	.278	0.000	HS
Strong Emotional Experience			
Activities on their portions of a participant's overall passive listening hour	.215	0.000	HS
Preferred methods of playback for various simultaneous activities (passive listening) and active listening	.508	0.000	HS
Familiarity, importance, and mood variance of songs	.346	0.000	HS
Popularity of Music sources	.340	0.000	HS
Applications used for library management and difficulties faced with them	.434	0.000	HS
Reminiscence			
Activities on their portions of a participant's overall passive listening hour	0.055	0.238	NS
Preferred methods of playback for various simultaneous activities (passive listening) and active listening	.386	0.000	HS
Familiarity, importance, and mood variance of songs	.290	0.000	HS
Popularity of Music sources	.136	0.004	S
Applications used for library management and difficulties faced with them	0.01	0.837	NS
Anger Regulation			
Activities on their portions of a participant's overall passive listening hour	.318	0.000	HS
Preferred methods of playback for various simultaneous activities (passive listening) and active listening	.578	0.000	HS
Familiarity, importance, and mood variance of songs	.702	0.000	HS
Popularity of Music sources	.312	0.000	HS
Applications used for library management and difficulties faced with them	.471	0.000	HS
Anxiety Regulation			
Activities on their portions of a participant's overall passive listening hour	.392	0.000	HS
Preferred methods of playback for various simultaneous activities (passive listening) and active listening	.671	0.000	HS
Familiarity, importance, and mood variance of songs	.703	0.000	HS
Popularity of Music sources	.515	0.000	HS
Applications used for library management and difficulties faced with them	.587	0.000	HS
Awe and Appreciation			
Activities on their portions of a participant's overall passive listening hour	.378	0.000	HS
Preferred methods of playback for various simultaneous activities (passive listening) and active listening	.720	0.000	HS
Familiarity, importance, and mood variance of songs	.409	0.000	HS
Popularity of Music sources	.433	0.000	HS
Applications used for library management and difficulties faced with them	.565	0.000	HS
Loneliness Regulation			
Activities on their portions of a participant's overall passive listening hour	.160	0.000	HS
Preferred methods of playback for various simultaneous activities (passive listening) and active listening	.703	0.000	HS
Familiarity, importance, and mood variance of songs	.424	0.000	HS
Popularity of Music sources	.294	0.000	HS
Applications used for library management and difficulties faced with them	.435	0.000	HS
Identity			
Activities on their portions of a participant's overall passive listening hour	.805	0.000	HS
Preferred methods of playback for various simultaneous activities (passive listening) and active listening	.623	0.000	HS
Familiarity, importance, and mood variance of songs	.629	0.000	HS
Popularity of Music sources	.272	0.000	HS
Applications used for library management and difficulties faced with them	.383	0.000	HS

For instance, a person who relies on music to alleviate stress and regulate their emotional state may be inclined to carefully curate and organize their music library to have easy access to the specific songs or playlists that can effectively support their needs in different situations. This integration of music's adaptive functions and music management behaviors reflects a deeper understanding and appreciation of music's role in their overall well-being and personal growth. The positive feedback loop between these two constructs highlights the importance of

considering both the psychological and organizational aspects of music engagement when developing strategies to enhance individuals' relationships with music (Harmon et al., 2018).

The positive relationship suggests that individuals who actively utilize music for its adaptive functions (e.g., emotional regulation) are more likely to engage in structured and intentional music management. This could be due to their heightened awareness of music's role in their lives, leading them to be more deliberate in how they manage their music. Understanding this relationship can be useful for developing strategies to enhance music management behaviors. For instance, interventions aimed at improving adaptive functions of music listening (such as training in music therapy techniques) might also positively impact how individuals manage their music collections (Carvalho et al., 2022).

This underscores the interconnected nature of how individuals engage with and manage their music. This relationship highlights the crucial importance of considering both the adaptive functions and management behaviors together, as improvements in one area are likely to have a mutually reinforcing impact on the other. By understanding the nuanced interplay between these two constructs, researchers and practitioners can develop more effective and holistic strategies for utilizing music to enhance an individual's personal well-being, emotional regulation, and organizational skills. Recognizing the synergistic relationship between how one uses music for adaptive purposes and how one structures and maintains their musical resources can unlock new avenues for leveraging the transformative power of music to support overall human flourishing.

Table 6 shows the association between Adaptive Functions of Music Listening and Music Teachers Working Conditions. The computed r-values indicate a strong direct correlation and the resulting p-values were less than the alpha level. This means that a significant relationship exists and implies that the better the adaptive functions of music listening are, the better the music teachers' working conditions. The strong direct correlation suggests that enhanced Adaptive Functions of Music Listening are closely linked to improved Music Teachers' Working Conditions. Specifically, Adaptive Functions of Music Listening refers to how effectively individuals utilize music for various purposes, such as stress relief, emotional support, and cognitive benefits. Meanwhile, Music Teachers' Working Conditions encompass various aspects of the work environment, including facilities, resources, and support structures.

The strong correlation indicates that as individuals engage more effectively with music for its adaptive functions, there tends to be an improvement in their working conditions. For example, music teachers who use music to manage stress and enhance their emotional well-being may also experience better working conditions, such as improved support from colleagues, access to necessary resources, and a more positive and collaborative work environment. By utilizing music to regulate their emotions, boost their mood, and find meaning and connection, music teachers are better equipped to navigate the challenges of their profession. This, in turn, can lead to a more supportive work environment where their needs are better met and they can thrive professionally. The symbiotic relationship between adaptive music listening and improved working conditions suggests that investing in strategies to help music teachers optimize their use of music's adaptive functions could yield significant benefits for both their personal well-being and the overall quality of their work environment (Sanseverino et al., 2022).

The relationship between adaptive functions of music listening and music teachers' working conditions suggests that enhancing adaptive music listening practices among music teachers could have a meaningful and multifaceted impact on their work environment. Effectively utilizing music to manage stress, regulate emotions, and boost personal well-being, music teachers may be better equipped to navigate the challenges of their profession and cultivate a more supportive and collaborative work environment (Parkes et al., 2021).

Incorporating strategies to help music teachers optimize their use of music's adaptive functions, such as through targeted training or access to resources, could yield significant benefits. Not only would this support the teachers' individual emotional and psychological needs, but it could also contribute to creating a work setting that is more attuned to their well-being. This symbiotic relationship highlights the importance of recognizing the

interconnected nature of music's adaptive uses and the quality of the work environment for music teachers. By investing in interventions that strengthen adaptive music listening skills, institutions and administrators may be able to foster greater job satisfaction, access to necessary resources, and a more positive overall work culture for these essential educational professionals (Low, 2018).

Table 6
Relationship Between Adaptive Functions of Music Listening and Music Teachers Working Conditions

Stress Regulation	r-value	p-value	Interpretation
Funding	.277	0.000	Highly Significant
Facilities	.440	0.000	Highly Significant
Teaching Workload	.417	0.000	Highly Significant
School Culture	.455	0.000	Highly Significant
Strong Emotional Experience			
Funding	.429	0.000	Highly Significant
Facilities	.466	0.000	Highly Significant
Teaching Workload	.464	0.000	Highly Significant
School Culture	.824	0.000	Highly Significant
Reminiscence			
Funding	.126	0.007	Highly Significant
Facilities	.113*	0.016	Highly Significant
Teaching Workload	.199	0.000	Highly Significant
School Culture	.418	0.000	Highly Significant
Anger Regulation			
Funding	.421	0.000	Highly Significant
Facilities	.415	0.000	Highly Significant
Teaching Workload	.391	0.000	Highly Significant
School Culture	.583	0.000	Highly Significant
Anxiety Regulation			
Funding	.678	0.000	Highly Significant
Facilities	.562	0.000	Highly Significant
Teaching Workload	.589	0.000	Highly Significant
School Culture	.579	0.000	Highly Significant
Awe and Appreciation			
Funding	.470	0.000	Highly Significant
Facilities	.787	0.000	Highly Significant
Teaching Workload	.761	0.000	Highly Significant
School Culture	.720	0.000	Highly Significant
Loneliness Regulation			
Funding	.310	0.000	Highly Significant
Facilities	.431	0.000	Highly Significant
Teaching Workload	.530	0.000	Highly Significant
School Culture	.479	0.000	Highly Significant
Identity			
Funding	.354	0.000	Highly Significant
Facilities	.420	0.000	Highly Significant
Teaching Workload	.427	0.000	Highly Significant
School Culture	.509	0.000	Highly Significant

Legend: Significant at p-value < 0.01

This underscores the potential benefits of integrating music effectively into teachers' lives. Improving how music is used for adaptive functions may contribute to better working conditions, suggesting that fostering skills related to music's adaptive use could be a valuable strategy for enhancing the work environment for music teachers. This relationship not only underscores the importance of music in professional settings but also opens avenues for targeted interventions to support teachers' well-being and work conditions.

Table 7
Relationship Between Music Management Behavior and Music Teachers Working Conditions

	r-value	p-value	Interpretation
Activities on their portions of a participant's overall passive listening hour			
Funding	.270	0.000	Highly Significant
Facilities	.400	0.000	Highly Significant
Teaching Workload	.299	0.000	Highly Significant
School Culture	.366	0.000	Highly Significant

Preferred methods of playback for various simultaneous activities			
Funding	.629	0.000	Highly Significant
Facilities	.702	0.000	Highly Significant
Teaching Workload	.752	0.000	Highly Significant
School Culture	.810	0.000	Highly Significant
Familiarity, importance, and mood variance of songs			
Funding	.566	0.000	Highly Significant
Facilities	.527	0.000	Highly Significant
Teaching Workload	.466	0.000	Highly Significant
School Culture	.600	0.000	Highly Significant
Popularity of Music sources			
Funding	.858	0.000	Highly Significant
Facilities	.760	0.000	Highly Significant
Teaching Workload	.807	0.000	Highly Significant
School Culture	.653	0.000	Highly Significant
Applications used for library management and difficulties faced with them			
Funding	.758	0.000	Highly Significant
Facilities	.813	0.000	Highly Significant
Teaching Workload	.817	0.000	Highly Significant
School Culture	.733	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 7 displays the association between Music Management Behavior and Music Teachers' Working Conditions. The computed r-values indicate a strong direct correlation, and the resulting p-values were less than the alpha level. This means a significant relationship exists, implying that better music management behavior is associated with improved music teachers' working conditions. The strong direct correlation suggests that enhancements in Music Management Behavior are closely linked to better Music Teachers' Working Conditions. Specifically, Music Management Behavior refers to how effectively individuals manage their music-related tasks, such as organizing their music collections, utilizing various playback methods, and handling music-related activities efficiently. In contrast, Music Teachers' Working Conditions encompass the overall quality of the work environment for music teachers, including facilities, resources, and support structures. The strong correlation indicates that as music teachers manage their music-related activities more effectively, their working conditions tend to improve in various ways. For instance, music teachers who excel in organizing and efficiently managing their music resources, such as sheet music, recordings, and audio equipment, might also experience better support and conditions in their work environment. This can include more efficient use of available resources, improved access to necessary materials, and better-equipped facilities that enable them to deliver high-quality instruction.

The positive correlation between music management behaviors and music teachers' working conditions suggests that improving music management practices could yield direct and meaningful benefits for the work environment of music educators. Efficient organization and utilization of music-related resources and activities may contribute to a more streamlined, well-equipped, and collaborative work setting. This, in turn, can enhance overall working conditions by providing music teachers with better access to necessary tools, optimized use of facilities, and a more supportive professional environment. Effective music management skills enable teachers to navigate their responsibilities more smoothly, freeing up time and energy to focus on core teaching and artistic pursuits. Additionally, a well-managed music program can foster a sense of order and control that can have a positive psychological impact, leading to improved morale and job satisfaction among music educators (Parkes et al., 2021). Ultimately, the strong positive correlation underscores the value of developing and implementing targeted professional development programs to enhance music management competencies, as such efforts have the potential to yield tangible and multifaceted improvements in the overall working conditions for music teachers.

This relationship underscores the significant value of implementing professional development programs focused on improving music management skills for music teachers. Training that enhances teachers' ability to effectively organize, utilize, and manage their music-related resources and activities could directly contribute to improving their overall working conditions, leading to better access to necessary tools, more efficient use of facilities, and a more supportive and collaborative work environment. Ultimately, such programs aimed at developing stronger music management skills have the potential to yield meaningful and multifaceted benefits,

including increased job satisfaction, for music educators (Conway et al., 2023).

Effective music management could lead to more efficient use of resources and better-organized facilities, which may directly impact teachers' working conditions positively. This includes aspects such as improved storage solutions, better access to music materials, and more streamlined administrative processes. The significant and strong direct correlation between Music Management Behavior and Music Teachers' Working Conditions highlights the importance of effective music management in creating a better work environment for music teachers. Improving management practices related to music can lead to enhanced working conditions, suggesting that targeted efforts to improve music management could have a positive impact on the overall work environment. This finding supports the integration of better management strategies into professional development programs to enhance the quality of working conditions for music educators.

Based on the results of the study, the researchers were able to propose a comprehensive development plan to address the identified needs and gaps. This plan outlined key result areas, clearly defined objectives, well-crafted strategies, the personnel responsible for implementation, and the desired outcomes. The development plan provided a structured approach to systematically improving the identified areas of concern, leveraging the insights gained from the research findings. With these necessary components for effective implementation, the researchers demonstrated a thoughtful and strategic approach to enhancing the overall working conditions for music teachers.

Table 8
Action Plan for Enhancing Music Listening Practices, Management Behaviors, and Teachers' Working Conditions in Music Schools

KRA/ Objectives	Strategies	Person/s Involved	Desired Outcome
Adaptive Functions of Music Listening			
Enhance the effectiveness of music in managing anxiety and loneliness among music school students.	- Create and implement music therapy sessions specifically aimed at addressing anxiety and loneliness. Incorporate techniques known to be effective in these areas. - Organize workshops for students and staff on how to use music for anxiety and loneliness management, including practical exercises and tools. - Implement a system for regularly evaluating the effectiveness of these programs and adjust based on feedback and outcomes.	- Music Therapy Specialists - Music Educators - Student Counselors - Program Coordinators	- Improved ability of students to manage anxiety and loneliness through music. - Increased awareness and use of music as a therapeutic tool among students and staff.
Music Management Behavior			
Improve management practices related to passive listening activities in music schools.	- Develop and offer training sessions focused on effective management of passive listening activities, including setting up organized listening environments and integrating listening into daily routines. - Create a set of best practices and guidelines for managing passive listening activities, including recommended tools and techniques. - Provide ongoing support and monitor the implementation of these practices to ensure they are being effectively used.	- Music Educators - Administrative Staff - Training Coordinators - Music Management Experts	- Enhanced management of passive listening activities, leading to more effective use of this time. - Improved organization and utilization of passive listening as part of the music education process.
Music Teachers' Working Conditions			
Address the funding challenges faced by music teachers to improve their working conditions.	- Lobby for increased financial support from educational authorities, government bodies, and private sponsors for music programs. - Identify and apply for grants, sponsorships, and partnerships that can provide additional financial resources. - Review and optimize the existing budget allocation for music programs to ensure that funds are used efficiently and effectively.	- School Administrators - Financial Officers - Music Department Heads - Fundraising Coordinators	- Increased financial resources for music programs - Better support for music education through optimized budget allocation and additional funding.

4. Conclusion and recommendations

The study identified several adaptive functions of music listening among music schools in South China. The

most prominent functions were Stress Regulation and Strong Emotional Experience. Conversely, Anxiety Regulation and Loneliness Regulation were less emphasized, indicating that while music is highly valued for stress management and emotional experiences, its effectiveness for anxiety and loneliness is perceived as lower. Music management behaviors were assessed across various dimensions, including passive and active listening, preferred playback methods, the importance of song variance, popularity of music sources, and library management. The most notable behaviors were related to Preferred Playback Methods, while Activities on Passive Listening Hours were less emphasized. This suggests a focus on how music is consumed rather than the specific activities during passive listening. Music teachers' working conditions were evaluated in terms of funding, facilities, teaching workload, and school culture. School Culture was rated the highest, highlighting the importance of a supportive work environment. In contrast, Funding was rated the lowest, indicating financial challenges in supporting music education. The study found strong positive correlations between adaptive functions of music listening, music management behavior, and music teachers' working conditions. This suggests that improvements in one area, such as better music management practices, positively influence other areas, including the adaptive functions of music listening and overall working conditions. Based on the findings, an action plan was proposed to address identified needs and gaps, including improving anxiety and loneliness regulation through music, enhancing management practices in music listening, addressing funding challenges, and fostering a positive school culture.

The Music Department head may develop targeted interventions and programs to enhance music's effectiveness in managing anxiety and loneliness. This could include specialized music therapy sessions or workshops focusing on these areas. Music teacher may increase attention to how passive listening is managed. Provide training and resources to help individuals make the most of their passive listening time. The University Administrators may provide additional funding sources, improve budget allocation for music programs, and explore partnerships with sponsors to address financial shortfalls in music education. The Human Resource Department may continue to build and maintain a supportive and collaborative school culture. Encourage professional development and peer support among music teachers to enhance their working conditions. The identified persons involved may use the study's findings to inform the development of professional training programs and policies that address identified needs and gaps in music education and management. The future researchers may conduct further study to confirm the result using a qualitative study.

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