Exploring The Relationship Between Music Learning, Personal Music Experience and Music Resources In School Education In Yichun, China

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***Abstract*: In Yichun, China, the relationship between music learning, individual musical experience, and music resources in school education is crucial for promoting a well-rounded musical education, nurturing young talent, and ensuring that students from all backgrounds have access to a rich musical environment. The young people of Yichun may develop a lifetime love of music and a respect for culture as a result of the harmonious interaction of these factors. Investigating the relationship between music learning, personal music experience and music resources music education among students in Yichun, China, is the goal of this study. It highlights the various benefits of music education, including cognitive development, academic performance, emotional well-being, and social skills, and calls attention to the potential underappreciation of music education in the school curriculum. Deductive, positivist, and exploratory research methods have been selected for the study. The primary data collection method will be examined, and SPSS statistical analysis will be used. Preliminary studies indicate that several aspects of music education have positive interactions with one another. From the findings, it has been identified that this research aids in understanding the importance of music instruction in Yichun's educational system.**

***Keywords*: Music education, Music festivals, Academic achievements, Cultural aspects.**

I. INTRODUCTION

The complex network of musical instruction, individual musical experiences, and accessible musical resources in school education in Yichun, China, is a musical symphony that enhances the lives of children. In Yichun, music education extends outside the classroom and cultivates a strong bond between students and the art form. In addition to receiving organized training, students have plenty of chances to engage in their own personal musical discovery. The music curriculum at Yichun's schools is given priority, and students have access to a variety of instruments, knowledgeable instructors, and cutting-edge equipment. Students are empowered to acquire a great appreciation for music as a result of the interaction between their formal education and life experiences, which frequently results in a lifetime commitment to the arts.

Music education has a big impact on the local music scene and cultural activities in Yichun, China. Due to the city's schools giving music instruction a lot of attention, Yichun has seen the growth of a vibrant music community. The availability of thorough music education programmes in primary and secondary schools has helped the city establish a pool of talented musicians and performers (Henley & Barton, 2022). Students who enrol in music classes have the opportunity to explore a variety of musical genres, acquire an instrument, participate in choruses and ensembles, and develop their musical skills. A generation of excellent musicians who actively take part in the local music scene is the result of early musical training.

In Yichun, there are now more cultural activities and events with musical themes as a result of the emphasis on music education. The city hosts numerous music competitions, festivals, and performances every year. These occasions offer opportunities for students and aspiring artists to showcase their talents and discover new musical genres and traditions. Music festivals encourage cooperation and cross-cultural interaction by attracting musicians and performers from different locations in addition to highlighting local talent (Haynes & Mogilnicka, 2022). As a result, Yichun has gained a reputation as a hub for musical and cultural events that attract travellers and music enthusiasts from both China and abroad.

The importance of music education in influencing students' overall development has been understood, and it is now an essential component of the curriculum in schools all over the world. Recent years have seen a rise in interest in the relationship between music learning and other aspects of education, including thinking, academic performance, mental health, and social skills (Gustems-Carnicer, Calderón, & Calderón-Garrido, 2019). In Yichun City, Jiangxi Province, China, this study aims to look into how music instruction influences academic performance. The emphasis on music instruction in Yichun's educational system is due to the city's varied population and rich cultural heritage. Many elementary and intermediate schools in the city provide comprehensive music education courses that include everything from learning to play an instrument and sing to appreciating music. A strong music industry has developed in Yichun as a result of the focus placed on music education; each year, a number of music festivals, contests, and concerts are held there (Zhang, 2022). The purpose of this study is to determine how music education has impacted the Yichun educational system by looking at a number of important areas. The study will examine the ways in which music instruction might enhance cognitive skills such as memory, focus, and problem-solving skills. It will look at how studying music influences academic performance, especially in subjects like maths, language, and spatial reasoning. The research initiative will look more closely at how music instruction influences children's social and emotional growth, including how it fosters teamwork, empathy, and a greater appreciation of different cultures.

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II. PROBLEM STATEMENT

The risk of understating or ignoring music instruction in the context of the broader school curriculum is the key issue this study aims to address. In many educational systems across the world, particularly in China, basic subjects like arithmetic, science, and language arts tend to be given priority (Barakabitze et al., 2019). As a result, it frequently has a lessened focus on the arts, which includes music instruction. This issue is particularly crucial in the context of Yichun, where research on the impacts of music education in schools is required to avoid any potential harm from a lack of appreciation for music as a significant element. Recent studies have shown that music education has many beneficial impacts on social skills, academic accomplishment, emotional well-being, and cognitive development. However, in spite of this evidence, different areas and educational systems continue to have varying priorities for and inclusions of music instruction in their respective school curriculum (Chavula, Zulu, & Hurtig, 2022). This circumstance may result in a shortage of funding, experienced instructors, and time allocated for music instruction, which would eventually limit students' access to its advantages.

In addition, ignoring music instruction might harm pupils' general development. Learning music has been found to improve cognitive capabilities including memory, focus, and problem-solving aptitude. Additionally, it can encourage self-expression, creativity, and cultural sensitivity. Through ensemble performances and group activities, music education has the ability to give students a platform to improve their emotional intelligence, self-awareness, self-control, and collaborative abilities (Bartos et al., 2022). The study aims to support the inclusion of music education and raise awareness of its importance among educational policymakers, administrators, and stakeholders by thoroughly examining the impact of music learning in school education in Yichun. The results of this study can help in evidence-based decision-making and possibly close the gap between the perceived value of music education and its actual implementation in classrooms. As a result, it can give all students in Yichun and similar settings an equal chance to gain from a well-rounded education that includes music.

III. LITERATURE REVIEW

Underpinning Theory

As researchers examine the effects of music learning in school education in Yichun, China, it is essential to take into account the theoretical underpinnings that support the impact of music education on a number of aspects of student development. Two major theories that set the framework for understanding this influence are the Multiple Intelligences Theory and the Social-Emotional Learning Theory.

Theory 1: The Multiple Intelligences Theory

The multiple Intelligence theory by Howard Gardner argues that people maintain a number of multiple Intelligences that can be utilised to their usefulness (Ahmad & Dzulkarnain, 2020). The capacity to listen to, comprehend, and make music is one of this intelligence, which is known as musical intelligence. According to this theory, providing children with access to music education possibilities enables the growth of their musical intelligence in addition to their verbal, logical-mathematical, and spatial intelligence. The power to sing or play an instrument, for example, can enhance one's verbal and linguistic talents, while comprehending music notation and rhythm can enhance one's spatial and mathematical reasoning. The Multiple Intelligences Theory delivers a framework for comprehending how learning music can enhance mental abilities in a combination of careers as a result (Thambu et al., 2021).

Theory 2: The Social-Emotional Learning (SEL) Theory

The significance of advancing social and emotional competence in the classroom is strongly emphasised by the Social-Emotional Learning (SEL) Theory (Hayashi et al., 2022). The core objectives of SEL include self-awareness, self-management, social awareness, interpersonal skills, and ethical decision-making. Music education is a special method for promoting social and emotional growth. Participating in musical activities, such as group singing or ensemble playing, inspires partnership, coordination, and collaboration, which enables goodwill and social skills (Shapard, 2021). Students can learn about and manage their emotions by utilising music as a form of self-expression. Through music, students can enhance their entire social and emotional well-being by creating self-confidence, empathy, and cultural awareness. Therefore, the SEL Theory delivers a framework for comprehending how music education may positively impact students' emotional and social evolution.
One can learn more about the theoretical foundations underlying the effect of music learning on mental abilities, academic achievement, emotional well-being, and social skills in the context of school education in Yichun, China, by taking into account the Multiple Intelligences Theory and the Social-Emotional Learning Theory. These opinions emphasise how crucial it is for music education to be a part of the curriculum and deliver a useful framework for examining the many different ways that music education affects students' evolution.

Music Education on Cognitive Abilities

The Multiple Intelligences Theory and empirical evidence both show that music instruction has a significant influence on cognitive ability. Learning to read and play music involves several cognitive functions, which improve memory, focus, and problem-solving abilities (Gkintoni, Farmakopoulou, & Theodoratou, 2023). Students' cognitive skills are sharpened when they learn to read music or play an instrument since they are basically deciphering a complicated language. For instance, translating symbols into actions is necessary while reading musical notation, which develops both visual and motor abilities. Additionally, because music incorporates complex rhythms, harmonies, and patterns, it forces pupils to absorb information

concurrently, which improves their ability to multitask and coordinate their cognitive functions. Listening abilities are also impacted by this cognitive activity (Parry, le Roux, & Bantjes, 2020). A key component of music education is active listening, which develops auditory discrimination and attention to detail.

According to research, pupils who take music classes typically perform better in disciplines like language and arithmetic. With the help of music education, students may develop their cognitive skills, which can then be used in other academic subjects to help with problem-solving and critical thinking. Additionally, music education encourages kids to be imaginative and come up with original solutions to problems (Parry, le Roux, & Bantjes, 2020). According to the Multiple Intelligences Theory, music education in Yichun, China, is essential for improving cognitive skills including memory, concentration, problem-solving, and creativity (Gkintoni, Farmakopoulou, & Theodoratou, 2023). Beyond the music itself, these cognitive advantages have a favourable effect on scholastic achievement and general cognitive development.

Music Education and Academic Achievement

Music instruction has been linked to education for better academic performance, and it is seen as an important part of a well-rounded education. According to research, there are a number of ways that music instruction improves academic achievement (Ozen, Yildiz, & Dinc Altun, 2021). Cognitive abilities including memory, concentration, and problem-solving are improved by music instruction. It takes a lot of concentration and memorization to learn to read and play music, which are abilities that may be applied to academic courses. Additionally, the dedication and repetition needed for music can create effective study habits, improving academic results.

Additionally, according to Incognito, Scaccioni, & Pinto (2022), exposure to music has been linked to enhanced mathematics skills. Students who enjoy music frequently outperform their peers in arithmetic because the patterns and rhythms in music correspond to mathematical ideas. The "Mozart effect" has been used to describe this connection. Additionally, the study of music encourages critical thinking and creativity. Students are encouraged to interpret and express themselves via music, which can improve their capacity for original thought and the ability to handle challenging situations, abilities important in a variety of academic topics.

According to Milankov, Golubović, Krstić, & Golubović (2021), music instruction can increase pupils' motivation and sense of self. Gaining skills on an instrument or excelling in a musical group may inspire and motivate people, which improves academic engagement. It's crucial to keep in mind, though, that the correlation between music education and academic accomplishment may differ from person to person and depends on a variety of variables, including the caliber of the music teaching and the degree of student enthusiasm and dedication. Nevertheless, the research indicates that music instruction may improve cognitive ability, mathematical prowess, creativity, and motivation, all of which can have a good effect on academic achievement.

Music Education and Emotion

Education in music is essential for promoting emotional growth. Students who participate in music education develop their musical abilities as well as their ability to convey their emotions through song. Learning to sing or play an instrument can help people better manage and express their emotions, which encourages emotional intelligence and self-awareness (DERELİ, 2021). Emotions are closely linked to individual musical experiences. As they take part in music education, students develop emotional ties to musical genres or works that speak to them personally. These encounters can foster a lifetime love of music that can offer emotional support and emotional release, as well as a greater understanding of the power of music to generate sentiments.

According to Sætre & Zhukov (2021), the availability of music resources in educational settings may have a big impact on how people feel. The educational process may be enhanced by having access to instruments, qualified teachers, and a variety of musical genres, giving students a wider range of emotions to explore through music. For educators, politicians, and society as a whole to fully comprehend the comprehensive advantages of music in the lives of kids in Yichun, China, and beyond, it is essential to recognise the emotional component of music education.

Music Education and Social Effects

Education in music has the ability to promote diversity and unity in society. When students study music, they frequently take part in ensembles including singers or musical groups, encouraging cooperation, communication, and collaboration (Ojha & Acharya, 2020). As a result, their relationships with others and social abilities may improve. Individuals from various origins might connect through their different musical experiences. Music is a universal language that crosses over linguistic and cultural boundaries. Students who have personal musical experiences can connect with others through similar musical tastes, fostering cultural exchange and understanding.

Social equity may be impacted by the availability of musical materials in the classroom. Access to high-quality music instruction may level the playing field and provide students from all socioeconomic levels the chance to develop their musical abilities (Singer & Elsayed, 2021). This encourages social equality and lessens inequalities. For policymakers and educators to fully utilise the capacity of music education as a weapon for beneficial social change, it is essential that they are aware of these social advantages.

Literature Gap

There is a dearth of studies on the effects of music learning in school education in Yichun, China, despite growing recognition of the importance of music education and its potential benefits on a number of aspects of student development. Few studies specifically focus on the effects of music learning in the Yichun school system, despite a

significant body of research examining the benefits of music education in general.

One area where the gap in the literature is particularly evident is the analysis of the local music scene and cultural activities in Yichun. Although it is said that the emphasis on music education has led to a thriving music scene in the city, there is no study investigating the specific impact of music education on the formation and promotion of local music festivals, contests, and performances. Knowing how music education has influenced the growth of the Yichun, China, music scene will help illuminate the wider cultural implications of music education.

There are also no specific studies that have looked into these concerns in the area, despite the fact that the study aims to examine the cognitive, intellectual, emotional, and social effects of music training in Yichun. Although prior research has shown that music training generally benefits cognitive abilities, academic achievement, and social-emotional health, it is still vital to look into how these effects manifest themselves in the unique cultural and educational setting of Yichun. Filling in this literature vacuum would result in a more detailed understanding of the specific impacts of music education on student development in Yichun's schools and would also contribute to the body of knowledge on the broader benefits of music education. Therefore, this study aims to investigate the relationship between music learning, personal music experience and music resources in school education in Yichun, China.

IV. METHODOLOGY

Considering the research aims to establish empirical correlations and evaluate hypotheses, positivism is an appropriate philosophical framework. In the framework of Yichun school education, the purpose is to establish objective patterns and linkages between factors like music learning, individual musical experience, and musical resources. Positivism is consistent with the objective of this study, which is to offer evidence-based insights and add to the body of knowledge. The deductive research approach is preferred because it begins with a theory or hypothesis and aims to test it via information gathering and analysis. A deductive research approach is suitable for evaluating the linkages between music learning, personal music experience, and music resources in this study since the research objectives are well established. The deductive method enables the testing of hypotheses and the generalization of results.

This topic is appropriate for an exploratory research design since it tries to investigate the intricate interactions between music learning, individual musical experiences, and music resources in the Yichun school system. A deeper investigation of the issue is possible using an exploratory design given the scant existing study on this particular topic in this setting. Because it allows for the systematic gathering of numerical data that can be statistically examined, the choice of primary quantitative data collection through surveys is justifiable. In order to comprehend the viewpoints and experiences of a wide set of students, instructors, and stakeholders in the education system of Yichun, surveys must reach a large sample of participants.

A survey is the most appropriate research instrument to collect information on aspects of musical education, musical experience, and musical resources. Respondents are given the opportunity to contribute quantitative information about their experiences and perceptions by way of the survey instrument's structured questions and answer scales. It offers a consistent and effective technique to get information from a variety of individuals. Because SPSS is a reliable statistical program that is often used for quantitative research, using it for data analysis is appropriate. Regression analysis, ANOVA, t-tests, and correlation analysis are relevant statistical approaches due to the complexity of the study objectives and the requirement to evaluate relationships. These techniques enable the testing of hypotheses as well as the discovery of important correlations and discrepancies between variables. It is necessary to use descriptive statistics to give an overview of the gathered data. They aid in comprehending the distribution, underlying patterns, and fluctuations of factors pertaining to musical education, individual musical experience, and musical resources. Prior to performing more complex statistical studies, this is essential for establishing the context and spotting trends.

The choice of positivism as the research philosophy, deductive research approach, exploratory research design, primary quantitative data collection through surveys, SPSS as the data analysis tool, and the inclusion of various statistical techniques are thus well-justified for this study. These decisions are in line with the study's goals, which include examining the connections between various music education elements in the particular setting of Yichun, China's school system. The technique has made it possible to systematically examine these connections and has given the area of music education insightful new information.

V. RESULTS

Correlations

		How far do you agree that music instruments are important music resources in middle school?	Do you agree that in current music curriculum the elements of music resources need to be improved?	Do you agree that use of personal interests in learning music is also important for developing skills?
How far do you agree that music instruments are important music resources in middle school?	Pearson Correlation	1	.410*	.425*
	Sig. (2-tailed)		.025	.019
	N	30	30	30
Do you agree that in current music curriculum the elements of music resources need to be improved?	Pearson Correlation	.410*	1	.393*
	Sig. (2-tailed)	.025		.032
	N	30	30	30
Do you agree that use of personal interests in learning music is also important for developing skills?	Pearson Correlation	.425*	.393*	1
	Sig. (2-tailed)	.019	.032	
	N	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

(Source: Acquired from SPSS)

Figure 1: Correlation analysis between Music Education and Academic Performance

The existence of musical resources (instruments) and academic success are statistically related, according to the positive correlation coefficient of 0.410 between the importance of musical instruments in middle school and academic achievement. This finding suggests that middle school students who have access to musical instruments may perform better academically, maybe by developing their cognitive abilities or by encouraging self-discipline and time management.

There is a statistically significant association between academic achievement and the demand for better music resources in the existing curriculum, as indicated by the correlation value of 0.393. This shows that students' academic performance can decline if they believe their curriculum to be deficient in musical resources, underscoring the significance of a comprehensive music education curriculum.

The importance of customization in music education is highlighted by the correlation coefficient of 0.425 between the utilisation of personal interests in learning music and academic success. This finding suggests that allowing students to follow their musical passions on a personal level might have a good impact on their academic performance, presumably by raising their desire and involvement in the learning process. As a result, the correlation analysis reveals that elements of music education including access to musical resources, curriculum updates, and personalisation are connected to academic success.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.559[a]	.313	.306	.703

a. Predictors: (Constant), Do you agree that Frequent Harmony needs to be operated efficiently in music learning?, Do you believe that effective control management is necessary in middle school to improve the learning of rhythm?, Do you agree that with the help of effective music resources music learning practice can be enhanced?, Can you believe that with the help of a good learning plan melody can be improved in music learning school?, Do you agree that the level of rhythm in music needs improvement for high school music learning?

(Source: Acquired from SPSS)

Figure 2: Model summary of the regression analysis

The predictors and the requirement for a digital revolution in music education have a somewhat good connection (r = 0.559), according to the correlation coefficient (R). According to the coefficient of determination (R Square), the predictors are responsible for around 31.3% of the variation in this requirement. Given the number of predictors, the revised R Square is 0.306. The residuals' standard deviation, which assesses how accurately the model predicts the dependent variable, is 0.70. Overall, the regression model indicates that the predictors have a moderate impact on people's perceptions of the need for digital transformation in music classes.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	119.406	5	23.881	48.381	.000[b]
	Residual	262.596	532	.494		
	Total	382.002	537			

a. Dependent Variable: Do you think that digital transformation is required in the music learning sessions of middle school?

b. Predictors: (Constant), Do you agree that Frequent Harmony needs to be operated efficiently in music learning?, Do you believe that effective control management is necessary in middle school to improve the learning of rhythm?, Do you agree that with the help of effective music resources music learning practice can be enhanced?, Can you believe that with the help of a good learning plan melody can be improved in music learning school?, Do you agree that the level of rhythm in music needs improvement for high school music learning?

(Source: Acquired from SPSS)

Figure 3: ANOVA result

The regression model looking at the influence of music lessons on school students in Yichun is statistically significant, according to the ANOVA table analysis. The overall fit of the regression model is strongly shown by the F-value of 48.381 and p-value of 0.000. The regression's and the residuals' respective mean squares are 23.881 and 0.494. The substantial F-value implies that the factors work together to explain the heterogeneity in how the need for music learning sessions is perceived.

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B Lower Bound	95.0% Confidence Interval for B Upper Bound
1	(Constant)	.932	.100		5.166	.000	.570	1.207
	Do you agree that with the help of effective music resources music learning practice can be enhanced?	.081	.060	.076	1.352	.177	-.037	.200
	Do you believe that effective control management is necessary in middle school to improve the learning of rhythm?	.110	.058	.106	1.897	.058	-.004	.223
	Do you agree that the level of rhythm in music needs improvement for high school music learning?	.275	.062	.260	4.416	.000	.152	.397
	Can you believe that with the help of a good learning plan melody can be improved in music learning school?	.114	.062	.107	1.850	.065	-.007	.235
	Do you agree that Frequent Harmony needs to be operated efficiently in music learning?	.102	.058	.094	1.751	.081	-.012	.216

a. Dependent Variable: Do you think that digital transformation is required in the music learning sessions of middle school?

(Source: Acquired from SPSS)

Figure 4: Coefficients of the regression analysis

The above data shows the findings of a regression study that evaluated the impact of several variables on the view of the necessity of the music education sector. The

unstandardized coefficients show the average rise in perception of music education. The standardised coefficients (Beta), which would enable a comparison of the relative weights of the predictors, are not supplied. Two factors that are connected to the development of rhythm in musical learning are recognised as having marginal importance.

VI. CONCLUSION AND DISCUSSION

The study's findings show a strong relationship between several facets of music instruction and academic achievement in Yichun, China. It was discovered that the availability of musical instruments, an adequate curriculum, and personalization in music instruction were all favourably related to academic achievement. The study further emphasises the significance of digital transformation in music education by demonstrating that predictors have a limited influence on how important such a shift is perceived to be. These results highlight the importance of a thorough music education in Yichun students' cognitive development and academic success. In order to fully realise the advantages of music education in the area, more study and policy considerations are required.

The positive associations between music education, personal musical experiences, and academic achievement are highlighted in this study from Yichun, China. It emphasises how important readily available musical resources are as well as the necessity of a digital revolution in music education. The importance of fostering well-rounded, musically inclined students for holistic development is highlighted by these findings.

VII. RECOMMENDATION FOR THE FUTURE STUDY

Future research on music education in Yichun should go more deeply into the qualitative facets of individual musical experiences, examining how they affect cultural awareness and emotional well-being. Research should also examine the effects of certain music programs and instructional approaches on academic success. Promoting social fairness necessitates looking at possible obstacles to music education, particularly for underprivileged people. Additionally, longitudinal research might monitor how music instruction over time affects children's cognitive and social growth. Comparative studies across China's many areas can provide light on regional variances in music education and its results, assisting in the development of more specialized educational practices and regulations.

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