
The Influence of Social Competence on Chinese Students' Piano Performance

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Abstract

Introduction: *This study explores the benefits of piano study for students' personal and professional development, the challenges of online piano instruction, and potential solutions to these problems.*

Methodology: *Surveying both students and educators in China, this study employs a descriptive research strategy rooted in a blend of positivism and interpretivism to ascertain their stand on the matter.*

Results and discussion: *Everyone agrees that learning to play the piano has positive effects on one's intellectual and ethical development, according to the results. It was obvious that social skills were crucial; musicians' skill levels usually rose after collaborating with peers and working on group projects. Nevertheless, challenges related to social learning were found.*

Conclusion: *Some of the suggested methods include interactive video courses and online peer cooperation. By bringing attention to the significance of both human and technology resources, this research contributes to the continuing discussion on what constitutes excellent music education.*

Keywords: *Social Learning, Piano Performance, Music Education, China*

1.Introduction

Developing admirable character traits like concentration, determination, and initiative, as well as improved memory (particularly verbal recall), have been associated with frequent piano practice. Compared to those who did not take piano lessons, those who did so for an extended period of time retained 20% more language information (Guhn et al., 2020). In a traditional classroom, students are expected to progress to the next level of instruction irrespective of their degree of comprehension of the current level's content. Because of this, it is even more challenging for today's youth to achieve academic parity with their peers. Due to the lack of individualization, children are unable to learn independently. Their capacity to learn in a manner that caters to their own interests and requirements is severely constrained. This is the main reason why kids aren't into it. According to Coates and Pimlott-Wilson (2019), conventional classrooms do not inspire youngsters to learn.

Just as it's risky to leave a toddler unattended in the water, it's also risky to teach a beginner to play the piano using methods that have been used for decades. They are nearly as painful as getting your teeth extracted without painkillers. Unfortunately, most methods used to teach instruments nowadays are useless, no matter how much we love music or how much we want to understand its language (Gross & Musgrave, 2020). This is due to the fact that they were primarily created to cater to the small percentage of the population that has natural musical talent. These classes have no practical purpose and may even be detrimental to the emotional and psychological well-being of the typical student.

Improving one's cognitive abilities is an essential component in learning to play the piano. As mentally dangerous as plunging a beginner into the ocean without a lifeguard is teaching them to play the piano using the same methods that have been used for years. The reason behind this is that these strategies have consistently demonstrated their value. Without anaesthetic, they are just as painful as having a tooth extracted. Even though most of us love music and would want to learn how to play an instrument, most of the current methods for doing so are useless and inefficient. This is due to the fact that they were primarily created to cater to the small percentage of the population that possesses genuine musical skill. These classes have no

practical purpose and may even be detrimental to the emotional and psychological well-being of the typical student.

This is why there are so few trained musicians and music readers, despite the abundance of resources for music education. Some members of our culture have the innate ability to read music, whereas the majority of us do not. Due to the negative connotations that have grown over the years, fewer and fewer parents are expressing a desire for their children to attend piano lessons. According to López-Íñiguez et al. (2022), this has had a negative impact on the growth of musical arts, both as a language and as a form of performance art.

The practice of playing an instrument with 88 white and black buttons while keeping time, following pitch, creating chords, keeping one's posture straight, and controlling one's breathing. In addition to learning to play the pedals, students may also be required to read and comprehend music notation. Practicing the piano is like hitting the gym for your brain; it engages all five senses (hearing, seeing, touching, and moving), as well as logic and creativity. In addition to attention and memory, children are also making progress in other areas (Anderson, 2023). As they give it more thought, students will see how much sense it makes. If you want to be a pianist, you need to learn how to multitask. The students create their own unique projects from the ground up. While some players may find the second hand to be a bit of a learning curve, once they've mastered it, they'll be able to tackle even more difficult challenges until they can do things they never thought possible.

Accurate information about "learning piano pedagogy" is essential for higher vocational schools and art schools. For the simple reason that local music is both unique and easy to listen to. There needs to be a comparable scientific shift in the course of study. It would be beneficial to increase the availability of music-related courses, particularly those that cover unconventional subjects (Song et al., 2020). The training plan, curriculum architecture, knowledge structure, and teaching method of the learning piano curriculum should be carefully considered at the tertiary level. On the other hand, he showed how the present setup could be improved to accommodate piano practice more effectively.

Evidence suggests that students' IQs rise when they practice the piano regularly, since this activity activates the same brain areas involved in numerical computation and spatial reasoning. Learning to play the piano also helps with memory—particularly verbal memory—and encourages the growth of commendable attributes like concentration, persistence, diligence, and creativity. After a few years of piano instruction, children had a 20% better memory for vocabulary terms compared to their classmates, according to the study. Musicians, in comparison to non-musicians, are better able to remember details from childhood lectures and speeches (Elkoshi, 2021).

Campbell claims that Chinese and Korean piano education systems have embraced a tradition of giving back to the student body in order to enhance contemporary literature and culture (Eamnarangkool, 2023). On the other hand, the present piano curriculum has a number of flaws. Musical interclass has become more common among students from Indochina. The unofficial involvement in general musical activities outside of school has had a devastating effect on their lives. It is a one-of-a-kind experience to gain insight into the common man's reality through music. The term "people" refers to the inhabitants in rural regions. The term "plain and unpretentious" used to describe a certain type of person. Their knowledge can be applied anywhere. According to what we know about this studying piano culture so far, its members are illiterate when it comes to singing and writing. These illiterate people show that they understand something in everything that they do. Through both words and deeds, this comprehension is still maintained. Agricultural, housing, healthcare, religious, marital, birth, and funeral ceremonies are just a few of the social activities that the illiterate inhabitants of this hamlet have incorporated this folk music into.

It is from the German word "Volk" that the term "learning piano" from. The ability to play the piano is one that the majority of people possess (Tapia, 2022). For many in the area, learning to play the piano is a way to express their deepest feelings—devotion, loss, love, suffering, and joy. Historiographers can learn a lot about a region's population and dynasties from the stories told by its piano players. By studying the piano, one can learn a lot about the climate, topography, and agricultural activities of a certain area. Due to its aural nature, folk music is typically transmitted verbally from one generation to another. There is a wealth of cultural and

historical information that may be gleaned from studying the piano. Studying the rituals and playing the piano at a particular place can reveal who worships there. For several minority and regional communities, singing was an integral part of their traditional ceremonies and festivals. Songs that warned of the risks of outside influence were common among indigenous cultures (Hazareesingh, 2021).

There has been a decline in the number of pupils enrolling in piano lessons due to the declining popularity of Western music. A lot of people don't realise that anybody can pick up the piano and start playing. The success rate of distant learning programmes is highest for students who are self-disciplined (Xie et al., 2020). There is more of an emphasis on students' intrinsic drive to get things done when there is less of a requirement that they finish assignments and coursework at a certain time and location. Many students have realised that getting their degrees online is one of the best options available to them during the pandemic (Allo, 2020).

The level of music instruction in Chinese schools varies greatly, even though there have been recent changes to the curriculum that were supposed to make music classes mandatory for students in elementary and secondary school. There has been a negative impact on the availability and quality of music education in schools due to overemphasis on "major academic topics" (including literature, languages, and mathematics), a lack of competent music teachers, and inadequate teacher training. Shanghai and Hong Kong instructors report having difficulty creating engaging lessons due to a lack of resources.

The present situation of online education is not sufficient to meet the needs of students from diverse backgrounds and with different objectives. This is because students come from different places and have different reasons for studying. According to current methods of delivering education via the internet, the majority of the responsibility for finishing an online course of study is on the student. It can be difficult to assess the effectiveness of an e-learning system's instruction because there are differences in learners' preferred learning styles, cognitive levels related to the knowledge being taught, learning demands, preferred learning venues, and learning goals (Aidman, 2020). In the case of adult learners, e-learning offers them greater freedom to create their ideal study environment.

Learning to play the piano is an essential part of a well-rounded musical education. There is evidence to support this claim, and learning to play the piano has many benefits beyond just playing the keyboard (Shang, 2019). Those with more formal education and innate musical talent usually progress more quickly in piano lessons (Holmgren, 2020). To help students learn more quickly and retain more information, piano teachers can utilise state-of-the-art teaching tools that were designed with education in mind. This allows them to make the most of their time with their students during lessons (Guo & Cosaitis, 2020).

There are a lot of problems with learning the piano online. The students didn't understand the teacher's body language, which makes it hard for them to understand what the teacher is trying to convey. We're looking into the best ways to teach piano to college students majoring in music education. Various experts have shared their thoughts on the ongoing debate about how to make piano lessons more effective. We discuss current methods used in music education and theories about how to improve skills like sight reading, improvisational accompaniment, teamwork, and piano playing. Unfortunately, there aren't many studies that test how well piano instruction affects academic performance. On the other hand, many studies have looked at the impact of social learning on student performance.

This study addresses a significant gap in the literature by investigating the impact of online pedagogies on the piano playing skills of Chinese students. Regular piano practise not only improves memory and language recall, but it also fosters positive character traits like concentration, perseverance, and initiative. When comparing the ability to remember new words over time, children who take piano lessons tend to do better than their non-musical friends. Nevertheless, it's possible that traditional classroom settings don't always accommodate students' individual learning styles and preferences. Consequently, the achievement gap between students could widen as motivation decreases and crucial skills are not taught.

This study aims to contribute to more effective ways of teaching the piano by highlighting the benefits of social learning, such as collaborative learning, peer engagement, and knowledge sharing. It also seeks to better understand how students' social interactions contribute to their skill development on the piano, how students' sociability affects their learning outcomes, what

challenges Chinese students face while taking piano courses online, and how to overcome those challenges. The study recognises that lecture halls and library stacks are ever-changing, especially when it comes to digital resources. The results of this research could inspire improvements in China's music education system.

2. Literature Review

2.1 Theory

According to Albert Bandura's theory of social learning, which he developed, the most effective way for people to learn is to observe and mimic the behaviours of those around them. Exposure to novel environmental stimuli is central to Bandura's thesis, which develops this idea further (Chereau & Meschi, 2021). According to Bandura, everyone may learn new things just by seeing how other people act. The majority of human behaviour is picked up by seeing and mimicking others, according to his 1977 book "Social Learning Theory." "By watching others, one gets a general notion of how new behaviours are executed, and on later occasions, this encoded information acts as a roadmap to success," he explains.

One way to successfully use social learning in the workplace is to watch and mimic the actions of individuals around you (Wang et al., 2021). We can make this happen with the use of observation and simulation. Learning from social interactions, though, isn't a magic bullet. To get the most out of social learning techniques, one must pay close attention, retain information, apply what they learn, and have a strong motivation to do so. Undoubtedly, this idea has the potential to inspire constructive actions in the youth of today. Teachers have the power to shape the classroom environment and influence student behaviour through their own positive modelling. Having positive role models in and out of the classroom is beneficial for students overall.

Other instructional approaches, such as boosting students' self-esteem and rewarding excellent behaviour, are also illuminated by social learning theory. By maintaining an optimistic outlook and consistently offering words of encouragement, teachers can greatly impact their pupils (Biantoro, 2019). This, in turn, helps students develop self-confidence. Bandura argues that the way one approaches an activity, goal, or problem is influenced by their self-perception of their ability to complete it. Individuals with high levels of self-efficacy see challenges as

opportunities for growth, devote significant resources to their pursuits, demonstrate extraordinary resilience when faced with setbacks, and ultimately succeed in what they set out to do. On the other hand, those who worry too much about failing are less likely to take charge when faced with adversity (Ronnie & Philip, 2021). They also tend to lose faith in their own abilities and think they can't handle tough situations or difficult tasks.

2.2 Social learning experience on students' piano performance

The improvised rhythms, melodies, and beats encourage youngsters to actively master the skills they learn, and they use these to practice and perfect a variety of standards (Hansen et al., 2022). Furthermore, people learn these criteria and gain expertise with them through the mastery actions that follow. There are standards in mathematics (for things like length, proportion, time, and measurement), physics (for things like sound creation), and language (for things like sound generation). Documenting, analysing, and interpreting the various kinds of academic engagement is one of the main aims of this research. Students' expectations of their instructors and those instructors' actual classroom behaviour, say Skinner and Belmont, are the two most important factors in determining whether or not students will learn. To restate: the way teachers conduct affects their pupils' desire to learn in both direct and indirect ways. Both the instructor's and the student's points of view are interwoven into the conversational tapestry that is engagement (Gao, 2021). This type of conversation is called the "engagement process." Before ever setting foot in the classroom, teachers have a far better chance of finding attentive and engaged students if those students believe the teacher is setting clear expectations, providing appropriate responses, and being there to aid when needed. This is because students' academic performance improves when they have a positive view of their teachers.

When students feel their teacher cares about them as individuals, they are more invested in what they learn and have more fun in class. In order to convey the relevance of the affective dimension in question to their students, educators who deal with youth have a firm grasp of its meaning. Experts in the subject of education all agree that getting pupils invested in what they are learning is crucial. Scientists have developed a notion of "engagement" that can take two or three forms, depending on the specifics. The word "engagement" perfectly captures the essence of this kind of behaviour. Believers in the two-aspect theory understand that there are

two distinct forms of awareness, the cognitive and the emotional (affective). Included in this area are student actions, involvement, and endeavor. The mental component includes things like motivation, interest, identity, belonging, and a positive view on education. Other researchers have investigated the possibility of adding a third dimension to the paradigm. Potential components of this development in the realm of ideas include student self-regulation, tailored learning goals, and tuition assistance programmed.

There is a possibility that both the instructor's and the students' relationships can form an ideal learning network; this network could have positive effects on both the students' and the instructor's growth as learners and as educators. Blended learning and the power of music to foster student development. It has long been known that teaching disadvantaged children an instrument, such as the piano, can significantly boost their interest in and performance in social science classes. Truer of no one than the youth of Native American tribes who are also active members of those groups. Important extrinsic aspects, such as students' motivation and their ability to communicate effectively within instructional activities, have been found to have a substantial influence on children's usage of multimedia while learning to play the piano.

This is particularly the case when working with very young children to help them learn to play the piano. This information will be very useful for young people who are just beginning to learn how to play the piano well. Learning to play the piano also requires a lot of mental effort, which can improve a student's ability to absorb sound, which in turn can help them become more organized and efficient in their other academic pursuits. Learning to play the piano might also help with time management. Students will discover it much easier to learn about the development of their curiosity with the help of the learning piano tactics, which can be applied with ease. Consequently, students will have the excitement essential to greatly improve their academic performance. This is due to the fact that students will get a considerably more lucid comprehension of the gradual evolution of their fascination. Teaching social studies through the medium of an instrument, such as the piano, has a similar effect on students' memorization abilities, which aids in their acquisition of the content that is most crucial to their future academic achievement.

Students' ability to think creatively and be intrinsically motivated to study will increase, and they will have an easier time understanding the social ideas involved in learning the piano,

which in turn will help them perform better in school. The instructors will also have no trouble picking up on the social components of piano playing. It is worth mentioning that the way popular vocalists perform lexical music from various cultures and classical piano pieces is attracting more and more individuals to study these styles. You should give this some serious consideration. Along the road, piano students may encounter teachers or performers who aren't up to par or whose unappealing demeanor makes them uninteresting. This understanding might occur to someone as they are learning to play the piano. Because there are so few jobs available to artists in major cities, many pianists and other musicians end up living in abject poverty. This is because they are not offered the chance to reside in large cities.

In the United States, eight different colleges have set up foundations and funds to support research on the piano, gather and preserve traditional music from all over the world, amass instruments related to the piano, and offer various programmed to encourage students to take up the instrument. One further thing these foundations and funds are trying to do is acquire and keep traditional music from other nations. A large number of non-governmental organizations (NGOs) with a focus on folk music exist across the globe. These groups make it easier to teach music by fostering natural partnerships between teachers and students. Various types of occupational education and training enrollments are counted in this survey. Teachers nowadays aren't only relying on time-honored methods of grading their students' work; they're also making extensive use of various forms of digital media in the classroom. Teaching pupils to play the piano is one of the most common and commonplace methods.

2.3 Hypothesis development

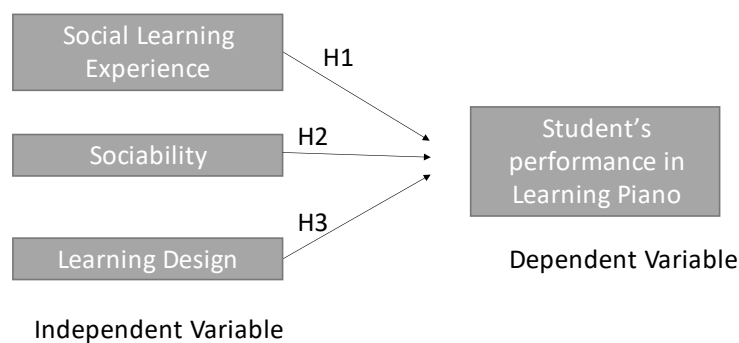
H1: Social learning experience has no impact on student performance in learning music.

H2: Sociability has no impact on student performance in learning music.

H3: Learning design has no impact on student performance in learning music.

2.4 Conceptual Framework

Figure 1: Conceptual Framework



Developed for this research (paper)

3. Methodology

Because of its emphasis on online surveying and organized approach, descriptive research was chosen as the methodology. This approach is designed to help illuminate the effects of piano instruction on students in China. It is a precise technique that allows for targeted data collecting by removing extraneous variables. This well-planned research design is in line with specified ideas and targets, and it allows the study to progress methodically. Descriptive research, which aims to collect a variety of participant viewpoints, is well-suited to studying the effects of various social learning events on pianists' abilities.

For this study, we adopted a research philosophy that combined positivism with interpretivism. Data derived from direct observation and scientific investigation are highly valued in the positivist worldview. The researcher feels more secure in their ability to form their own findings and effectively use the knowledge they have acquired. The research goals of evaluating the effects of piano instruction and understanding the general public's view on piano study are well accomplished by this approach. Research conducted with positivism is more scientifically rigorous since it is more comprehensive and meticulous. The first part of the research involves gathering information from Chinese secondary and higher education instructors and students in a focus group. The method's strength lies in the fact that it facilitates

the integration of diverse perspectives and life experiences into piano education. The research strategy considers the unique circumstances of the Chinese context, where studying the piano is a mandatory subject. The major target population of this probability sampling study is students from China. This strategy is compatible with the sample size of 532 students.

We gathered much of our information from a Sojump survey that had 15 questions. The systematic collection of subjective assessments is made possible by this quantitative inquiry method. The survey only included Chinese students, which reflects the study's aims. The data is examined using descriptive analysis, which is carried out using SPSS. When it comes to finding patterns and summarizing large datasets, descriptive analysis really shines. In order to gain meaningful insights into the effects of piano instruction on Chinese students, the study strategy and methodology have been meticulously developed along the course of the project. By integrating several facets, including the research philosophy, data collection, analysis, and research design, a strong basis is established for accomplishing the study objectives and generating valuable outcomes.

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