

# Exploring Musical Aptitude, Parental Involvement and Challenges: Basis for Enhancing the Music Program

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**Abstract:-** This study employed a mixed-method design, combining qualitative and quantitative approaches, to enhance the music program at Yi Jia Wu Music Education School. Participants included 266 young learners, 66 parents, and 15 school administrators, totaling 347 respondents. Musical aptitude was measured through rhythm perception, pitch recognition, and melodic comprehension, while parental involvement was assessed by time spent on music activities and participation in school events. Quantitative data were analyzed using a Likert scale with a significance level of 0.05, and thematic analysis was conducted with MAXQDA. Instruments were translated into Chinese, and reliability was ensured through test-retest, parallel-form, and internal consistency methods. Findings revealed high student proficiency in music, supported by parental involvement, but highlighted challenges such as funding, time constraints, and staffing issues. Recommendations included retaining effective programs, redesigning activities for additional funding, and removing outdated instruments and underperforming teachers. This approach aims to enhance and improve the music education program.

**Keywords:-** Musical Aptitude, Parental Involvement, Music Program.

## I. INTRODUCTION

Children's cognitive, emotional, and social skills are fostered by music, these traits are vital to their overall development. In school, determining the factors that contribute to children's musical development is important for it to do its work on nurturing their innate talents. Students' parental engagement has been identified as a significant factor that can influence a child's musical aptitude as seen in different studies. Music's transformative power has been widely acknowledged in the educational community because of its positive effects on a range of learning domains. Studies have shown that music is good for social development, language skills, numeracy, and creativity [6]. In China, the impact of musical ability on the development of speech has been established among its English learners, improvements in perceived speech rate were significantly predicted by rhythm sensitivity [32]. This confirms that musical aptitude and phonological processing ability in preschoolers are related to language learning and that musical training is associated with improved language skills

[10]. These indicate that musical and language-related skills are intertwined.

Moreover, early exposure to musical stimulation and a mother's voice has been identified as essential for developing musical abilities in young learners [25]. This highlights the significance of environmental factors in fostering musical aptitude from a young age. Furthermore, neurobiological tendencies toward musicality have been identified that brain development during infancy is associated with later musical aptitude in school-age children [34]. This suggests that there may be biological foundations contributing to the development of musical aptitude.

This study looked into how parents' involvement and musical aptitude affect their child's musical development at Shanghai's Yi Jia Wu Music Education School. It answered several important questions. Particularly, the level of parental involvement in school events and at-home musical activities, as well as the young learners' musical skills in terms of rhythm perception, pitch recognition, and melodic comprehension. It also included the challenges faced by school administrators and presented whether parental involvement in their child's musical development and the learners' musical aptitude are significantly correlated based on the different findings from existing studies. In the end, the results were utilized to enhance the school's music program.

## II. IMPORTANCE OF THE PROBLEM

The study assisted a lot of individuals in the knowledge regarding the significance of parent's involvement in their children's musical development besides their abilities as musicians. It directed choices that promoted partnership between parents and schools and eventually enhanced students' musical development. The researcher's ability to thoroughly examine the complex relationship between young learners' musical ability, parental engagement, and musical development led to enhancing the music program and strengthening advocacy in promoting collaboration between parents and schools to nurture young learners' musical abilities.

### III. STATEMENT OF THE PROBLEM

The study intended to answer the following questions:

- *How did the Respondents Assess their Musical Aptitude in Terms of:*
  - Rhythm perception,
  - Pitch recognition, and
  - Melodic comprehension?
- *How did the Parent Respondents Assess their Engagement in the Musical Development of their Children in Terms of:*
  - Attendance and participation in school music events or concerts, and
  - Involvement in at-home practice sessions or musical activities with their children?
- What is the relationship between music aptitude in young learners and parental involvement in their musical development, as determined through a meta-analysis of findings from existing studies?
- What were the challenges encountered by the school in the musical development of young learners?
- Based on the findings of the study, what enhancement to the school’s Music Program may be proposed?

### IV. SCOPE AND LIMITATIONS OF THE STUDY

This study looked at the young learners of Shanghai Yi Jia Wu Music Education School and examined factors like the age of the students, family members, and school administrators. The study employed a combination of methods, using semi-structured text interviews with parents and educators in addition to quantitative knowledge-based evaluations of the children. However, this study is limited by an array of factors because it is concentrated on students attending Shanghai YJW Music Institution who are under the age of 19. The likelihood is that its conclusions will not apply in other educational settings and the subjectivity of the study is influenced by the data derived from different respondents in different settings. Thus further study is needed to confirm the findings of the study.

#### ➤ *Conceptual Framework*

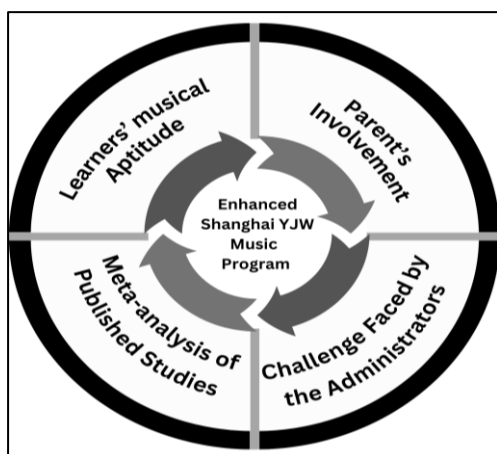


Fig. 1. Conceptual Framework

This framework outlines the approach on how the various aspects of musical aptitude in young learners, parental involvement in musical development, and the relationship between these two factors through a meta-analysis were used to enhance the music program of Shanghai Yi Jia Wu Music Education School. The study assessed musical aptitude in terms of rhythm perception, pitch recognition, and melodic comprehension, as evaluated by the learners themselves. It also evaluates parental involvement through their attendance and participation in school music events and their engagement in at-home practice sessions or musical activities with their children. Additionally, the study identified the challenges schools face in fostering musical development, such as resource limitations, lack of trained music educators, or insufficient parental engagement. Based on these findings, the study proposed an enhancement to the school’s music program.

### V. RESEARCH DESIGN

The study combined qualitative and quantitative methods in a mixed-method design to enhance the schools’ music program at Yi Jia Wu Music Education School. The target respondents included young learners, parents, and school administrators. The sample size is comprised of 266 young learners, 66 parents, and 15 school administrators. In total, 347 individuals from the school community contributed to the research efforts and provided valuable insights into various perspectives on music education within the institution.

Measuring the musical aptitude of young learners is based on rhythm perception, pitch recognition, and melodic comprehension while the level of parental is determined by the amount of time parents spend listening to music at home whenever their children are practicing and through their attendance and involvement in school music programs. This served as the source of data for quantitative treatment. The Likert scale was utilized with the level of significance set at five percent ( $\alpha = 0.05$ ). The factors including experiences, problems, challenges, and assessments of their growth relevant to music were used for quantitative assessment for thematic analysis using MAXQDA tools. The research instrument was translated into Chinese to guarantee accessibility.

A thorough refinement happened in the validation process. During the trial, thirty (30) participants were involved in pilot testing. These identified errors assessed language readability and vague instructions. This protocol ensured suitability, the instrument's stability, and consistency across time and different samples for the intended respondents. Three techniques were applied to assess reliability, including test-retest, parallel-form, and internal consistency methods. Trained personnel oversee the process during administration to offer participants detailed instructions. Moreover, interviews, open-ended conceptual questions, and focus groups provided additional data to strengthen and affirm findings derived from the survey questionnaire.

➤ *Related Literature and Studies*

Parents' involvement in musical education is as crucial as that of teachers. This involvement nurtures, helps, supports, and encourages children to understand that a musical path can be enjoyable despite its challenges [9]. The significance of parental engagement in children's musical development extends beyond mere encouragement; it plays a vital role in shaping their musical achievements and attitudes toward music.

Also, Research indicates that while aural aptitude and the intentions of parental support might not directly predict musical achievement after two years of music education, the presence of parental support during the early stages is nonetheless essential. Motivation and intentions of parental support before the commencement of musical studies do not necessarily predict musical achievement at the elementary school level [16]. This suggests that while initial intentions and motivations are important, sustained and practical support throughout the child's musical journey is critical. The importance of sustained parental support was particularly evident during the lockdown periods [16]. discovered that parental support during these times was strongly associated with improved musical achievement in first-grade students. This "parental support miracle" highlighted how consistent and engaged parental involvement can significantly enhance children's musical progress, especially during challenging times when traditional educational structures are disrupted.

• *Musical Aptitude in Rhythm Perception*

Table 1. Musical Aptitude in Terms of Rhythm Perception

Indicator	Weighted Mean	Standard Deviation
I can easily distinguish between different rhythms in music.	3.67	0.66
I am confident in my ability to clap or tap with a musical beat.	3.45	0.71
I enjoy music with complex rhythmic patterns, such as syncopation.	3.48	0.76
It is easy to keep time when listening to music.	3.38	0.73
I can recognize different rhythmic patterns in music without difficulty.	3.55	0.59
I enjoy music that challenges my sense of rhythm.	3.73	0.55
I often tap my feet or nod my head in time with music.	3.71	0.59
I can easily follow the rhythm of a song when dancing.	3.73	0.55
I can identify changes in rhythm when listening to music.	3.53	0.64
I enjoy playing percussion instruments that require a good sense of rhythm.	3.80	0.57
Overall Mean	3.78	0.63

• *Rhythm Perception Scores*

The scores for rhythm perception were from 1 to 4, where 1 denoted low aptitude and 4 high aptitudes. The average rhythm perception score of the student respondents was 3.78, suggesting that young students at YJW Music Education School have a generally high aptitude for rhythm perception. The results of the musical aptitude assessment paint a picture of students who possess a strong foundation in rhythm perception and a genuine enthusiasm for engaging with music. With weighted mean scores indicating moderate to high levels of aptitude across various indicators, it's clear that the majority of respondent's exhibit proficiency in discerning different

Interestingly, while parents' prior music education is significantly associated with children's music performance anxiety, parental involvement in music studies and weak performance response are not significantly related [25]. This finding suggests that while parents' own musical backgrounds can influence their children's experiences, the type of involvement—whether it is supportive and nurturing or overly critical and performance-focused—can have different impacts on children's emotional responses to music education. Parental cultural capital and support also play a crucial role in students' musical instrument learning. In Beijing, China, strict parental control has been shown to facilitate students' learning [12]. This indicates that the cultural context and the nature of parental involvement can significantly affect children's musical development and learning outcomes.

These studies are pieces of evidence that underscore the multifaceted role of parental involvement in children's musical education. While initial aural aptitude and support intentions might not be strong predictors of long-term achievement, ongoing, practical, and culturally sensitive support can significantly enhance children's musical development. Parents, therefore, play an indispensable role in nurturing their children's musical talents, helping them navigate the challenges of learning an instrument, and ultimately, fostering a lifelong appreciation for music.

rhythms, recognizing rhythmic patterns, and synchronizing with musical beats ( $x=3.73$ ). Notably, students express a particular enjoyment for music that challenges their sense of rhythm ( $x=3.48$ ), demonstrating a willingness to tackle complex rhythmic ( $x=3.45$ ) structures with confidence. This eagerness extends to rhythmic engagement through movement, with many students frequently tapping their feet or nodding their heads in time with music ( $x=3.71$ ). Moreover, their passion for playing percussion instruments that demand precision and rhythmic accuracy underscores a dedication to mastering rhythm in both listening and performance contexts ( $x=3.80$ ). These findings not only highlight students' musical abilities but also provide valuable insights for educators to

tailor instruction and curriculum to further nurture and enhance their rhythmic skills. The research reveals that young learners at YJW Music Education School exhibit a high level of musical aptitude, particularly in the area of rhythm

perception. This suggests that the music education program at the YJW Music Education School effectively develops students' rhythmic skills.

• *Pitch Recognition*

Table 2 Musical Aptitude in Terms of Pitch Recognition

Indicator	Weighted Mean	Standard Deviation
I can easily distinguish between different pitches when I hear them.	3.72	0.54
It is easy to match my voice to the pitch of a melody.	3.45	0.66
I enjoy singing in harmony with others.	3.78	0.64
I can recognize when someone is singing or playing a wrong note.	3.69	0.48
I can sing a familiar song in the correct key without accompaniment.	3.78	0.56
I enjoy music that challenges my sense of pitch.	3.99	0.22
I can identify changes in pitch when listening to music.	3.99	0.22
I can quickly learn to play a melody on a musical instrument by ear.	3.98	0.25
I can recognize different musical instruments based on their sound.	3.72	0.42
I enjoy singing along with melodies that I hear in songs.	3.90	0.30
Overall Mean	3.53	0.47

• *Pitch Recognition Scores*

The pitch recognition scores at YJW Music Education School indicate a high level of aptitude among young learners. Using a scale of 1 to 4, with 1 representing low aptitude and 4 representing high aptitude, student respondents achieved an average score of 3.53. This suggests that students at the school have a strong ability to recognize and interpret pitch in music. Analysis of specific indicators reveals consistent patterns of proficiency across various aspects of pitch recognition. For instance, students demonstrate ease in distinguishing between different pitches when hearing them ( $x=3.72$ ), matching their voice to the pitch of a melody ( $x=3.45$ ), and singing in harmony with others ( $x=3.78$ ). Additionally, they show a keen awareness ( $x=3.99$ ) of pitch accuracy, being able to identify when someone is singing or playing a wrong note ( $x=3.69$ ), and singing familiar songs in the correct key without accompaniment ( $x=3.78$ ). Moreover, students exhibit a genuine enjoyment for music that challenges their sense of

pitch( $x=3.99$ ), indicating a willingness to engage with complex musical material. Their ability to identify changes in pitch when listening to music and quickly learn to play melodies by ear further demonstrates their advanced pitch recognition skills. These scores highlighted the effectiveness of the music education program at YJW Music Education School in fostering students' pitch recognition abilities and cultivating a strong musical foundation. The results on several factors from different studies confirmed the findings of this study, including language background and familiarity with tone in the native tongue, affects the level of pitch recognition proficiency [22] while acquisition of pitch accents may be influenced by other languages, and that differences in this realization result from increased proficiency [37]. Furthermore, with increasing second language proficiency, target-like pitch profiles and intonation contours tend to develop [27].

• *Melodic Comprehension*

Table 3 Musical Aptitude in Terms of Melodic Comprehension

Indicator	Weighted Mean	Standard Deviation
I can easily remember a melody after hearing it a few times.	3.93	0.25
I enjoy listening to music that has a strong melody.	3.92	0.28
I can sing a melody in the correct rhythm without accompaniment.	3.60	0.58
I can recognize a familiar song from its melody alone.	3.47	0.63
I enjoy music that challenges my memory for melodies.	3.82	0.39
I can hum or whistle a melody accurately without accompaniment.	3.94	0.23
I can quickly learn to play a melody on a musical instrument by reading sheet music.	3.90	0.30
I enjoy learning new melodies on a musical instrument.	3.86	0.26
I can identify changes in melody when listening to music.	3.41	0.64
I enjoy singing along with melodies that I hear in songs.	4.00	0.18
Overall Mean	3.73	0.43

• *Melodic Comprehension Scores*

Table 3 shows the melodic comprehension assessment among young learners at YJW Music Education School. It depicted a notable aptitude and affinity for understanding and engaging with melodies across various indicators. Students consistently demonstrate a strong grasp of melodic concepts and skills with weighted mean scores of 3.73. Students exhibit a high level of capability in tasks such as remembering melodies after hearing them a few times ( $x=3.93$ ), enjoying music with strong melodic elements ( $x=3.92$ ), and accurately reproducing melodies without accompaniment through humming or whistling ( $x=3.60$ ). Furthermore, their enthusiasm for both learning new melodies on musical instruments ( $x=3.86$ ) and singing along with songs ( $x=4.0$ ) underscores a deep appreciation for melodic content. Despite slight variations in standard deviations, suggesting some degree of variability in responses, the overall trend indicates a robust melodic comprehension ability among the student body. Notably, the highest weighted mean score of 4.00 for enjoying singing along with melodies highlights a particularly strong aspect of their melodic engagement. These findings collectively suggest that the music education program at YJW Music Education School effectively fosters students' melodic comprehension skills and nurtures a rich musical understanding and appreciation.

• *Parent Involvement in School Music Events or Concerts*

Table 3 Level of Parent Engagement in Terms of Attendance and Participation in School Music Events or Concerts

Indicator	Weighted Mean	Standard Deviation
I regularly attend my child's school music events or concerts.	3.75	1.27
I actively participate in school fundraisers or activities related to music education.	3.04	1.61
I prioritize attending musical performances that showcase my child's musical abilities.	3.51	1.17
I encourage other parents to attend school music events or concerts.	3.17	1.23
I volunteer to help organize or support school music events.	3.22	1.40
I make an effort to attend even when my schedule is busy.	3.65	1.20
I attend school music events or concerts to support the school's music program.	3.66	1.19
I attend school music events or concerts to bond with my child over their musical interests.	3.87	0.81
I attend school music events or concerts to connect with other parents.	3.34	1.31
I attend school music events or concerts to stay informed about my child's musical progress.	3.82	0.97
Overall Mean	3.64	1.20

Parents play a critical role in their children's musical development. Parents are very important in helping their kids develop their musical identities and abilities. Research has also demonstrated the value of family support in music education, demonstrating how various forms of parental support can affect students' learning outcomes when learning an instrument and by working together to shape policy and advance music education initiatives, as highlighted by music educators [8].

The assessment of parent engagement in the musical development of young learners at Shanghai YJW Music Education School sheds light on the level of involvement and support from parents in school music events or concerts. The

Although studies have shown a moderate correlation between musical aptitude and verbal ability, even when controlling for general intelligence, this proficiency in melodic comprehension can be attributed to both genetic and environmental factors [36]. Furthermore, people with high musical aptitude are more likely to benefit from music interventions, such as group music sessions with percussion instruments, in terms of lowering anxiety [13].

Additionally, studies have looked into the connection between different cognitive capacities and musical aptitude. For example, dyslexics have been found to have altered brain responses about their musical and tone language abilities. Furthermore, research on the influence of musical aptitude on second language learning, specifically in the area of vowel acquisition, points to a potential connection between musical aptitude and successful L2 vowel acquisition [10]. Research has also examined the function of musical aptitude in various settings. For instance, research and pedagogical implications have been highlighted by examining the role of individual differences, such as musical aptitude, in second language pronunciation learning [33]. Furthermore, research on the connection between domain-general auditory processing and musical aptitude in successful second-language pronunciation learning has revealed a marginally predictive role for musical aptitude in pronunciation [41].

findings reveal a generally positive level of engagement, with weighted mean scores of 3.64. Specifically, parents demonstrate a consistent commitment to attending their child's school music events or concerts ( $x=3.75$ ), prioritizing these performances to showcase their child's musical abilities ( $x=3.51$ ) and to bond with them over shared musical interests ( $x=3.87$ ). Additionally, many parents make efforts to attend these events even when faced with busy schedules ( $x=3.65$ ), indicating a strong dedication to supporting their child's musical pursuits. Moreover, parents express a desire to contribute to the school's music program by actively participating in fundraisers ( $x=3.04$ ), volunteering to organize or support events ( $x=3.22$ ), and encouraging other parents to attend ( $x=3.17$ ). The relatively lower standard deviations

across indicators suggest a degree of consistency in parent engagement levels, despite some variability. Overall, these findings underscore the importance of parental involvement in fostering a supportive musical environment within the school community and nurturing the musical development of young learners.

These findings also confirmed several studies like parent-child attachment has been linked to musical parental engagement, underscoring the significance of musical engagement in building solid family bonds [30]. Affective attachment has also been connected to parent-child music engagement, highlighting the beneficial effects of musical interactions on parent-child relationships [30].

Studies have indicated that parental involvement in musical activities can yield several advantageous consequences. For example, it has been discovered that

musical activities offer families of young children, including those with autism spectrum disorder, promising pathways for positive community participation experiences [13]. Furthermore, children's engagement with the learning process and the development of their musical skills are significantly influenced by the type and amount of parental support they receive when learning to play an instrument [19].

• *Parent Involvement in at-Home Practice Sessions or Musical Activities*

Positive results, including the development of strong family bonds and affective attachment, have been linked to parental involvement in musical activities [13]. Furthermore, research has connected parents' participation in music-related activities, such as at-home practice sessions, to their children's overall development and the development of musical skills [4].

Table 4 Level of Parent Engagement in Terms of Involvement in At-Home Practice Sessions or Musical Activities with Their Children

Indicator	Weighted Mean	Standard Deviation
I regularly practice music with my child at home.	3.65	1.03
I encourage my child to practice music regularly at home.	3.38	1.24
I actively participate in musical activities with my child, such as singing or playing instruments together.	4.26	0.58
I help my child set goals for their musical development at home.	4.11	0.75
I provide positive reinforcement and encouragement during at-home music practice sessions.	3.78	1.02
I create a supportive and conducive environment for musical learning at home.	3.86	0.92
I help my child overcome challenges or difficulties in their musical practice.	3.64	1.09
I involve other family members in at-home musical activities with my child.	3.73	1.04
I use at-home music practice sessions to bond with my child.	3.81	1.04
I communicate regularly with my child's music teacher to stay informed about their progress and how I can support them at home.	3.74	1.03
Overall	3.52	0.97

The assessment of parent engagement in the musical development of young learners at Shanghai YJW Music Education School, specifically in terms of involvement in at-home practice sessions or musical activities with their children, reveals several key findings. Parents demonstrated a strong level of engagement and support for their child's musical development, as evidenced by weighted mean scores of 3.52. The parents actively participated in musical activities with their children, such as singing or playing instruments together, received a notably high weighted mean score of 4.26. This suggested a high level of involvement and bonding through shared musical experiences within the home environment. Furthermore, parents are actively involved in facilitating their children's at-home music practice sessions (x=3.65). They help set goals for their child's musical development (x=4.11), provide positive reinforcement (x=3.78) and encouragement during practice sessions (x=3.38), and create a supportive environment conducive to musical learning (x=3.86). Additionally, parents assist their children in overcoming challenges or difficulties encountered during practice (x=3.64), indicating a commitment to their child's progress and growth in music. Moreover, parents

demonstrate a willingness to involve other family members in at-home musical activities (x=3.73) and use these sessions as opportunities to bond with their children (x=3.81). This highlights the importance of familial support and engagement in fostering a positive and enriching musical environment within the home. Moreover, parents prioritized communication with their child's music teacher to stay informed about their progress and understand how they can best support their child's musical development at home (x=3.74). This collaborative approach between parents and teachers reinforces the importance of a unified effort in nurturing the musical growth of young learners. These findings highlighted the significant role that parental involvement plays in supporting and enhancing the musical development of young learners both within and beyond the classroom settings.

Studies have indicated that children's musical development is greatly influenced by the support and involvement of their parents. It is crucial because it has a big impact on kids' learning outcomes and musical achievement, including those with autistic children. Also, children's

engagement with the learning process and their ability to acquire musical skills are greatly influenced by the type and amount of parental support they receive during music practice sessions. Positive outcomes and achievement in the cognitive and affective domains have been linked to parental involvement in music education [3].

The relationship between music aptitude in young learners and parental involvement in their musical development, as determined through a meta-analysis of findings from existing studies.

Table 3 Meta-Analysis on Musical Aptitude and Parent Engagement

Findings	Description
Parental Involvement As Positive Effects On Musical Development	It is well known that parental participation in music-related activities has a positive effect on children's musical development, highlighting the significance of family support in fostering musical abilities [26]. The importance of parental involvement in fostering children's musical development is further highlighted by the cooperative role of parents as change agents in advancing music education initiatives and influencing policy [29].
Parental Involvement Enhances Musical Ability	Parents' active support of their children's attendance and participation in school music events, along with their strong commitment, create a nurturing environment that enhances students' musical abilities and overall development [16].
Parental Involvement On Children's Musical Development Learning Outcomes	Children's musical development and learning outcomes are greatly influenced by parental participation in practice sessions and music-related activities conducted at home [17].
Parental Involvement Effects	Parental involvement in instrumental music is related to overall performance, and affective, and cognitive musical outcomes, with varying effects at different levels of involvement [39].
Parental Involvement In Practice Sessions	Parental involvement in practice sessions between lessons and positive teacher-student relationships predict student enjoyment of music and musical progress. [26].
Parental Involvement And Learning Outcomes	Parental involvement in musical activities enhances learning outcomes such as enjoyment of music, motivation, self-esteem, self-efficacy, and personal satisfaction with lessons [5].
Parental Involvement And Attendance	Parental involvement in music activities, such as concert attendance, is associated with higher academic achievement in children and adolescents [31].

Parental involvement plays an important role in shaping children's musical development and aptitude, as evidenced by various studies in the field. The significance of family support in fostering musical abilities is well recognized, with parental participation in music-related activities consistently linked to positive outcomes for children's musical growth [38]. Moreover, parents serve as crucial change agents in advancing music education initiatives and influencing policy, underscoring their cooperative role in promoting musical learning opportunities [29]. Actively supporting their children's attendance and participation in school music events, alongside a strong commitment to nurturing musical interests, creates an environment conducive to enhancing students' musical abilities and overall development [18]. Furthermore, parental involvement extends beyond mere attendance, as engagement in practice sessions and home-based music activities significantly influences children's learning outcomes, including enjoyment of music, motivation, self-esteem, and satisfaction with music lessons [5]. Some studies

also highlighted the positive correlation between parental involvement in music activities, such as concert attendance, and higher academic achievement in children and adolescents, further emphasizing the multifaceted impact of parental support on children's musical journey [31]. These findings confirmed that parental involvement fosters children's musical development and aptitude through active support in practice sessions, attendance at music events, and participation in home-based activities, influencing overall musical outcomes and learning experiences.

- *The Challenges Encountered by the School Administrators in the Musical Development of Young Learners.*

The school administrator's responses about their challenges in the musical development of young learners were thematically analyzed using the MAXQDA tool. The following answers emerged in the process.

Table 4 Thematic Analysis of Challenges Faced by School Administrators

Findings	Description
Funding and Resources	Budget constraints limiting funding for music programs, instruments, and resources ( <i>administrator 1,2,5, 2023</i> )
	Lack of access to musical instruments and equipment, particularly in schools serving low-income communities. ( <i>administrator 15,4, 2023</i> )
	Inadequate facilities and rehearsal spaces for music instruction and ensemble rehearsals. ( <i>administrator 12,13, 2023</i> )
Instructional Time and Staffing	Limited instructional time within the school schedule for music classes. ( <i>administrator 9,11, 2022</i> )
	Insufficient staffing, including a shortage of qualified music teachers. ( <i>administrator 1,4,5, 2023</i> )
	High turnover rates among music educators, leading to inconsistency in instruction. ( <i>administrator 1,6,7 2023</i> )
Student Engagement and Support	Difficulty in accommodating diverse student needs and skill levels within one classroom. ( <i>administrator 9,14, 2023</i> )
	Limited opportunities for students to participate in extracurricular music activities and performances. ( <i>administrator 1,6, 2023</i> )
	Challenges in engaging students who may have varying levels of interest or motivation in music. ( <i>administrator 3,15, 2023</i> )
	Inequities in access to music education based on socioeconomic factors or geographic location ( <i>administrator 1,3, 2023</i> )
Academic Prioritization and Integration	Pressure to prioritize academic subjects over arts education due to standardized testing requirements( <i>administrator 3,12, 2023</i> )
	Difficulty in integrating music education into cross-curricular initiatives and interdisciplinary learning ( <i>administrator 4,8,11 2022</i> )
Professional Development and Advocacy	Insufficient professional development opportunities for music teachers to stay updated on best practices and instructional techniques. ( <i>administrator 8,4,15, 2023</i> )
	Lack of support from school administrators or community stakeholders for the importance of music education. ( <i>administrator 9,10, 2023</i> )
External Factors and Sustainability	Impact of external factors such as funding cuts, policy changes, or shifts in educational priorities on the sustainability of music programs. ( <i>administrator 1,2,5 2023</i> )

Table 4 shows the Shanghai YJW Music Education School's numerous challenges in fostering the musical development of its young learners. These challenges span several domains particularly, Funding and Resources, particularly time and Staffing, Student Engagement and Support, Academic Prioritization and Integration, Professional Development and Advocacy, External Factors, and Sustainability Key challenges include budget constraints hindering funding for music programs and equipment, inadequate facilities for rehearsals, limited instructional time for music classes, and a shortage of qualified music teachers. Additionally, the pressure to prioritize academic subjects over arts education, difficulties in integrating music into cross-curricular initiatives, and insufficient support for music education from administrators and stakeholders pose significant obstacles. Furthermore, disparities in access to music education based on socioeconomic factors and the impact of external factors like funding cuts and policy changes further complicate the school's efforts.

Overcoming these challenges requires a comprehensive approach that addresses various aspects of music education. There are published works that suggest the importance of adequate resources [21] including funding for instruments and facilities, as well as qualified teachers [15] and well-developed curricula. Strategies to maximize instructional time and integrate music into academic subjects and extracurricular [34] activities are also crucial. Moreover, fostering student engagement and motivation in music [11] along with promoting parental involvement and ensuring equal access for all students are essential considerations [1]. Creative approaches such as music therapy, incorporating technology, and fostering autonomy-supportive teaching methods have shown promise in enhancing music education outcomes [34]. By addressing these challenges and leveraging innovative strategies, Shanghai YJW Music Education School can strive to offer a comprehensive and enriching music education program for its students.



• *The Enhanced Music Program*

Table 5 The Enhanced Music Awareness Program

	<b>Retain</b>	<b>Redesign</b>	<b>Remove</b>
Funding and Resources	Advocate for increased financial support from governmental and private sources.	Lobby for budget allocations specifically designated for music programs and instruments.	Remove/Condone dilapidated and hard to tune Musical instruments
	Explore community partnerships and fundraising initiatives to provide access to musical instruments and equipment	Seek grant opportunities and donations from local businesses and music organizations to supplement resources.	
Instructional Time and Staffing	Address high turnover rates among music educators by creating a supportive work environment and promoting job satisfaction	Restructure schedules to prioritize music classes and ensure adequate time for instruction.	
		Recruit and retain qualified music teachers through competitive salaries, professional development opportunities, and mentorship programs.	Remove music teachers who are not qualified on the standard set by the school.
Student Engagement and Support	Provide opportunities for extracurricular music activities, performances, and competitions to foster student engagement.	Offer diverse and inclusive music programs that cater to varying interests and skill levels.	
		Implement initiatives to address inequities in access to music education, such as providing scholarships.	
Academic Prioritization and Integration	Advocate for the importance of music education in fostering creativity, critical thinking, and holistic development.	Integrate music into cross-curricular initiatives and interdisciplinary learning to demonstrate its value.	
	Continue Music Related Activities where parents are invited like: -Sight-Reading -Singing in Front of the Class -Music Theory Exercises -Practice Tests and Exams -Group Performances -Listening Assignments -Instrument Maintenance -Repetitive Drills -Public Performances -Critiques and Feedback Sessions	Facilitate collaboration between music teachers and other subject-area educators to incorporate music into various academic disciplines.	

Professional Development and Advocacy		Prioritize professional development opportunities for music teachers to ensure they stay updated on best practices.	
		Provide access to workshops, conferences, online courses, and mentorship programs tailored to the specific needs of music educators.	
		Encourage school administrators and community stakeholders to actively support music education by advocating for its inclusion in school policies and priorities and allocating resources to sustain music programs despite external factors.	

Using the results of the study, enhancing the music program entails three bold activities which are coined as 3R’s (Retain, Redesign, and Remove). Retain activities that hone the innate talents of the learners, remove dilapidated equipment, and redesign several activities to enhance the existing program.

**VI. FINDINGS OF THE STUDY**

The findings from the study highlighted the remarkable musical aptitude exhibited by students at the school, particularly in rhythm perception, pitch recognition, and melodic comprehension. Students demonstrate high proficiency in discerning diverse rhythms, recognizing intricate patterns, and synchronizing with musical beats. Moreover, their genuine enthusiasm for tackling challenging rhythmic structures reflects a deep engagement with music, evident in their confident approach toward complex rhythms. In pitch recognition, students display a strong understanding and appreciation of various pitch aspects in music. These findings illuminated the effectiveness of the music education program in nurturing students' musical talents and provided valuable insights for further enhancing the curriculum to continue fostering their musical abilities. Parents are actively involved in school music events and concerts, demonstrating a strong support for their children's musical endeavors and the broader music program. These findings underscore the important role parents play in cultivating a musical atmosphere for their children and contributing to the overall music education landscape at the school. Such heightened parental engagement is likely to positively influence students' musical progress and overall development. Parental involvement fosters children's musical development and aptitude through active support in practice sessions, attendance at music events, and participation in home-based activities, influencing overall musical outcomes and learning experiences.

The challenges faced by the school administrator were limited funding and resources, limited instructional time and staffing, diverse student engagement and support, academic prioritization and integration, insufficient professional development and advocacy, and external factors and sustainability. These could be solved by enhancing the school’s program by implementing these activities, advocating for increased financial support from governmental and private sources, and lobbying for budget allocations specifically designated for music programs and instruments, particularly in schools serving low-income communities. Exploring community partnerships and fundraising initiatives, as well as seeking grant opportunities and donations from local businesses and music organizations, to supplement resources. Restructuring schedules to prioritize music classes and ensure adequate time for instruction. Recruiting and retaining qualified music teachers through competitive salaries, professional development opportunities, and mentorship programs. Addressing high turnover rates among music educators by creating a supportive work environment and promoting job satisfaction. Offering diverse and inclusive music programs that cater to varying interests and skill levels. Providing opportunities for extracurricular music activities, performances, and competitions to foster student engagement. Implementing initiatives to address inequities in access to music education, such as providing scholarships or transportation assistance. Advocating for the importance of music education in fostering creativity, critical thinking, and holistic development. Integrating music into cross-curricular initiatives and interdisciplinary learning to demonstrate its value. Facilitating collaboration between music teachers and other subject-area educators to incorporate music into various academic disciplines. Prioritizing professional development opportunities for music teachers to ensure they stay updated on best practices. Providing access to workshops, conferences, online courses, and mentorship programs tailored to the specific needs of music educators. Encourage school administrators and community stakeholders to actively support music education by advocating for its inclusion in school policies and priorities and allocating resources to sustain music programs despite external factors.

## VII. CONCLUSIONS

The study's findings highlighted the exceptional musical aptitude of students at the school, particularly in rhythm perception, pitch recognition, and melodic comprehension. They demonstrate a remarkable proficiency in discerning diverse rhythms, recognizing intricate patterns, and displaying enthusiasm for tackling challenging rhythmic structures confidently. Moreover, their strong understanding and appreciation of various pitch aspects in music highlight the effectiveness of the music education program in nurturing their talents. Parental involvement in school music events and home-based activities further contributes to this development and overall progress. However, the school administrator faces several challenges, including limited funding and resources, instructional time constraints, staffing issues, and the need for professional development and advocacy. These challenges can be addressed through increased financial support, community partnerships, restructuring schedules, and prioritizing professional development opportunities for music educators. Taking all of this into an account, enhancing the school's music education program entails a three-factor approach RETAIN, REDESIGN, REMOVE (3Rs). Retain programs that supports the musical aptitude and development of the students and where parents' involvement is encouraged. Redesign activities to yield additional funding, structure of the subject and adjustment on administrative and recruitment processes. Remove dilapidated and hard to tune musical instrument and teachers who cannot meet the standard set by the school written in clear cut policies.

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