簡君純、何素珍 (民 92)

The Investigation and Assessment of General Music Curriculum: Testing a questionnaire in the curriculum setting of Fooyin University in Taiwan.

92/12/24 發表於通識教育學術研討會。
(地點：正修科技大學)
發表證書

研討會名稱：「通識教育學術研討會」

主辦單位：教育部

承辦單位：正修科技大學通識教育中心

協辦單位：國立高雄第一科技大學、輔英科技大學

國立高雄餐旅學院、文藻外語學院

時：間：92年12月24日

地：點：正修科技大學

發：表：人：簡君純 老師

論文題目：通識音樂課程教學之探討與評估—

以輔英科大“音樂與文化”課程為例

學大技科修正

心中育教識通。

正修科技大學 通識教育中心

中華民國 九十二年 十二月 二十四日
九十二學年度第一次
通識教育學術研討會論文集

止於至善

主辦單位：教育部
承辦單位：正修科技大學通識教育中心
時 間：中華民國92年12月24日
地 點：正修科技大學行政大樓
       10樓會議室 / 10樓視聽教室
正修科技大學九十二學年度第一次「通識教育學術研討會」議程表

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<td>通識教育講座：深化大學通識教育的策略及其制度性措施</td>
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<td>吳若己 高雄海洋技術學院通識教育中心外文組副教授</td>
<td>檔案學習與通識教育語文課程應用之探討</td>
<td>張玉玲 高雄師範大學英語系系主任</td>
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<td>10:20-12:00</td>
<td>曾淑鳳 正修科技大學應用外語系助理教授</td>
<td>通識課程「多元文化與鄉土教育」的內涵與教學－以正修科技大學為例</td>
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<td>國民黨政改派誕生之研究</td>
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<td>蒋惠清 正修科技大學通識教育中心副教授</td>
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<td>方鈞涓、簡錦宏、季明華 輔英科技大學共同科講師</td>
<td>通識教育網路課程規劃初探－以「畫說二十世紀」為例</td>
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<td>林鴻偉 正修科技大學通識教育中心講師</td>
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<td>簡光明  &lt;br&gt;高雄師範大學通識教育中心副教授</td>
<td>康維訓  &lt;br&gt;正修科技大學通識教育中心講師</td>
<td>傅正玲  &lt;br&gt;輔英科技大學人文教育中心副教授</td>
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<td>丁孝明  &lt;br&gt;正修科技大學通識教育中心講師</td>
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<td>宋邦珍  &lt;br&gt;人文教育中心主任</td>
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<td>莊耀輝  &lt;br&gt;遠東技術學院教授</td>
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<td>丘敏捷  &lt;br&gt;台南師範學院語文教育學系教授</td>
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主講人： 15 分鐘  
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回應講評： 2 分鐘  
其餘時間為綜合討論 | 古希臘數學精神探討 | |

※論文主持人、主講人及特約討論人如有異動，以當日出席者為準。
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The Investigation and Assessment of General Music Curriculum: Testing a questionnaire in the curriculum setting of Fooyin University

通識音樂課程教學之探討與評估
~以輔英科大“音樂與文化”課程為例~

簡君純 何素珍
輔英科技大學
人文教育中心 講師

中文摘要

本文目的主要表達透過在通識音樂課程教學時，探討音樂的多層面貌及思考其多元價值。本文探討的重點以：(1)針對非音樂系學生所運用的教學方法，其中含括有學生個性特質、其先前具有的音樂經驗及目前具有的音樂能力；目的在瞭解個人的音樂性向、音樂背景及關於音樂的目前學習狀態。(2)針對通識音樂課程教學成效作整體評估與檢討；目的在瞭解各校設計課程時，對於課程的認知與訴求，以提供各校在設計音樂通識課程時的多元考量及其成效。藉著本文的研究，可提供學校在開設通識課程時的一些相關資料，並在進一步與相關領域的通識音樂教育中，提供更多值得探討的研究。

關鍵字：通識音樂教育、音樂欣賞課程、非音樂系學生、音樂性向
The Investigation and Assessment of General Music Curriculum: Testing a questionnaire in the curriculum setting of Fooyin University

Abstract

The study aims to perceive the importance of general music education to the students of Fooyin University, Taiwan. This study was classified into two major parts: (1) to find students who have taken music appreciation courses taught by the researcher about their previous musical learning backgrounds, motivations, characteristics. (2) To investigate the perceived significance of student’s musical recognition and expectation of the benefits of involvement with music. The purpose of this research was to study the provision of value of music and examine selected variables affecting the use of music in general music course by nonmusic major students. In order to present a comparative profile of students, their personal characteristics were considered, also their previous musical experiences and present musical ability.

Keywords: General music education; Music appreciation course; Nonmusic major; Music preference
Introduction

(i) The Current Development of General Education in Taiwan

A large public are firmly influenced by the value of traditional society — technological education has always been accepted for secondary category among the whole educational systems. For the reason of attaching much importance to technical training, its recognition is usually inferior compared with the academic attainment. In these few years, the Ministry of Education, Taiwan has increased rapidly the amounts of institutes and universities in order to advance higher standard of technological education, to access various passages of entering school, and to reinforce more advantages of attracting the public that its effort is highly affirmative by the majority in this society (Chung, 1998).

In addition to having skilled competency and dexterous profession, the specialist needs to have in-depth concern or caring people and society. Therefore, ‘humanity concern’ is an essential component that strongly affects the effectiveness, quality, and value of the professional fields. That is to say, the primary objective of technological education is to cultivate professionals with humanity concern and unique characteristic of general education. (Chung & Chien, 1999). The purpose of regarding humanity concern and caring as crucial direction in technological education is to make students’ lives nourish flawlessly without separating from realistic world. To be short of concerning and caring humanity means to be short of decent conditions of conveying knowledge into wisdom and technical competency. (Fu, 1999). This is what the educators gradually perceive that it limits and narrows the boundary of students’ knowledge between the school and society by focusing too much attention on pursuing professional courses.
As a result, students who are educated by the system can barely become a role of ‘screw’ among the products of this society that they could be solely made good use by the ‘implements’ or ‘tools’. Under this circumstance, how could they generate creative thinking and communicate with the whole society to a certain extent? It also appeals to enlarge the distance apart from various professional domains due to exclusive expertise training (Fu, 1999). If there are deviations of value or attitude affecting inharmonious relationships among people and the people, people and the society, and people and the nature, the professional technique will unexpectedly bring up undesirable outcomes, which we are definitely unpleasant to meet in near future.

(ii) The Definite Position of General Music Education in the System of Technological Education

Judging from the context what I have proposed, we understand that the public highly remains typical concepts to technological schools. The technological education system holds apparently high appeal towards the tendency and feature of profession, thoroughness, and ingenuity amongst the whole educational system. The President of General Education in the Republic of Taiwan (R.O.C.), Dr. Huang Chun-Chieh keenly expects the art and music educators who can clarify the arrangement of course, material, and emphasis of teaching (Young, 1997). The major purpose for setting up general music course at current school is to help non-music major students learn how to appreciate music, to understand music, and to come in contact with music. More precisely, in pursuit of these aims, the objectives can be described by raising inter-school musical population through participating musical activities in or off campus. This new broader view of the role of general music course in relation to the external social world is expected to provide as well.
Consequently, a clear and definite aim of general music curriculum in technological schools is to give students competencies to seek for contemplation and comprehension. Looking further ahead is to elevate the aesthetic quality and moral value, which will guide music to truly become influential component to their everyday occurrence. Throughout the above discussion, for the reason to achieve the anticipated objective, we should consider important issues regarding the settings of music courses, as well as issues dealing with professional subjects or other courses. In this connection, the settings of music curriculum need to have equivalent educational aim and expectation as well as other disciplines at schools (Kung, 2000).

(iii) Music Curriculum at the Current Situation

The making of music needs distinct competence from other subjects such as the training of music theory, listening, history background and performance to some extent. Nonetheless, music is admitted to the curriculum but not taken for granted as one of the regularly compulsory subjects for national senior or college entrance exam during the first nine-year primary and secondary education. More distinctly to indicate, the direction of past education from primary through secondary school mainly leads toward preparing for advanced schools that misleads the utilitarianism deep-rooted into views and values of people at this modern society. Naturally, music, art, and culture are not recognised, as it should be. It is understandable that the desired outcomes and teaching effectiveness of general music education cannot be in-depth put in practice under such educational surroundings and social structures.

In response to previous statement proposed, we are able to perceive a state of quandary about general music curriculum under the current system of technological education. General education in technological schools is initially categorized into three
major fields---Natural Science, Social Science, and Humanity Science or Humanity and Art. It is gradually set apart in detail into five fields---Humanity Course, Natural Course, Life Course, Social Course, and Management Course. At the present technological schools in Taiwan, general music education is usually admitted within the fields of Common Course or Humanity and Social Course (Hong, 1996). As for the settings of the general music course in different schools, it can be simplified into three primary types---General Discussion, Special Topic, and Combined Issues in accordance with the distinction of contexts and arrangements. (Young, 1997).

Regardless of any type of music course mentioned above, the way of curricular settings is designed with various dimensions in order to interpret purity and beauty of music throughout different works. To present composer’s unique thought and original work and to reflect cultural and historical aspiration would be short-term goal for the purpose of musical teaching. To strengthen their talents of music appreciation and aesthetic experience, and they are expected to be able to apply learnt music from schools into their realistic lives and future careers. It wouldn’t be a doubtful long-term aim for music educators. As a result, bringing music into their lives, and teaching students to realize the connection and application between music and life, is the most central objective to reach desirable quality of life.

**Aims.** The study aims to perceive the value of general music education to the students of Fooyin University, Taiwan. This study was classified into two major parts: (1) to find students who have taken music appreciation courses taught by the researcher about their previous musical learning backgrounds, motivations, characteristics. (2) To investigate
the perceived significance of student’s musical recognition and expectation of the benefits of involvement with music.

**Sample.** A total of 197 students (45 males; 152 females) between 18 and 31 (few are above) years of age who were attending music courses at Fooyin University in the south region of Taiwan at the first semester of 2002.

**Method.** A questionnaire asked participants (a) about participation and involvement in extra-curricular musical activities; (b) preference over musical activities and attitudes towards musical learning and to rate the importance of music relative to other activities; and (c) to rate the importance of several factors that might determine why they and other people of their age might listen to /perform pop and classical music.

**Participants.** The participants were 197 students (45 males; 152 females) who were attending music courses at Fooyin University in the south region of Taiwan. The students randomly enrolled in music courses from 20 different courses of a one-semester course that fulfills a requirement of general courses in colleges or universities. Classes will be met for two hours each week throughout the semester and taught by the author of this proposal.

**Questionnaire Design.** The method, as partially follow-up to North, Hargreaves, and O’Neill (2000) consisted of total 15 main items and three open-ended questionnaires. Most of the questionnaires can be circled as multiple choices; only few of them required participants to respond using 1-6 rating scales, structured and
semi-structured, and open-ended questionnaire techniques of data gathering. Results showed that although there are some slight differences between the age of English and Taiwanese students, they could be assessed through the same assessment model. The qualitative data was triangulated with the quantitative data gained via surveys. The survey data collected in FU were processed with SPSS. The mean, standard deviation of each item in the questionnaire was found. One-way Tables were constructed to give a summary of such findings.

A four-page questionnaire (see appendix I) was designed by the author and consisted of four main sections; all of them are reported here. The data was collected using closed, semi-structured, and open-ended questionnaires. Some of the items required participants to respond using six response options on which 1 = 'Strongly Agree' represented the low end of the scale, and 6 = 'Strongly Disagree' represented a corresponding high point. There are some questionnaires to this were those items associated with respondents' level of categorical responses (e.g. 'Have you ever learned to play an instrument?') and frequency responses (e.g. 'On average, How long do you usually spend listening music each day?').

All items were pilot tested in the students of Fooyin University to ensure that the questions were comprehensible and unambiguous to the target age group. The data was coded and analysed using the Statistical Package for Social Sciences (SPSS). Missing or invalid responses were discounted in the calculation.

**Procedure.** The questionnaires, together with written instructions concerning their rights were answered by the majority of the student who have been registered this class by registration office at school. The instructions specified that the questionnaire were administered through school Internet system loaded by the researcher of this study and
students registered in this course were being able to download and hand it out. Students should not be allowed to talk to one another. Participants were informed that they would remain anonymous throughout that their responses would be completely confidential and note that these questionnaires are here to assist with their overall analysis, not to identify them. The questionnaire required approximately 10 minutes to complete.

Result and Discussion

I. Musical Preference, Background and Degree of involvement with musical activities

1. Have you ever learned to play an instrument and still currently play?

If yes, what did you play or what are you playing?

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<th>Yes</th>
<th>Still play</th>
<th>Give up</th>
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<tr>
<td>98</td>
<td>17</td>
<td>81</td>
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<tr>
<td>(49.7%)</td>
<td>(8.6%)</td>
<td>(91.4%)</td>
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Respondents were asked to state whether they ever learned or currently play a musical instrument. In total 99 respondents (50.3 %) indicated that they never played any instrument before; 98 respondents (49.7 %) indicated that they had played an instrument. The instruments include cello, trombone, flute, clarinet, and trumpet, Saxophone, with very little proportion. Among the instruments, guitar (3.6%), drum (3.6%), Recorder (9.2%), 46 respondents (23.4%) indicated, piano as the most popular one they ever played. Only17 (8.6%) stated that they still currently play, others 91.4% reported that they played in the past but since given up. In conclusion, these figures indicate that a
high proportion of the sample had experience of playing musical instruments. However, most of them have withdrawn from various reasons (I will address it more detail in the general discussion and summary section.

2. Did you have any extra-curricular musical activities at school or your community before, such as participated to school band, orchestra, choir, etc.?

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<th>Yes</th>
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<th>Chorus</th>
<th>Student's music Association or Society</th>
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<td>74 (37.6%)</td>
<td>32 (16.2%)</td>
<td>42 (21.4%)</td>
<td>35 (17.8%)</td>
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No

123 (62.4%)

The second and third questionnaires investigated the extra-curricular musical activities they have involved, and if so, then to give details of which activities they participated. Further detail analysis for the combination of above two questionnaires: 13 (81.3 %) who ever learned and are still playing are participating extra-curricular musical activities.

3. How long do you usually spend listening to music each day (average)?

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I. Female

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<td>35 (22 %)</td>
<td>84 (56.3 %)</td>
<td>33 (21.7 %)</td>
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II. Male

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<td>15 (31.3 %)</td>
<td>21 (48.7 %)</td>
<td>9 (20 %)</td>
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</tbody>
</table>

The following questionnaire investigated the frequency with which respondents listened to music. First, they were asked to state how long do they usually spend listening to music (average), and were given three response options. It is noted that the highest percentage from both of male (48.7%) and female (56.3 %) is listening ‘1 to 3 hours’ each day. As for those who do not listen to any music will be counted as the item of “under 1 hour”. It may be worthwhile of doing the analysis ---to find out what music they listen to by choice as a lot of music may be just background.

4. How long do you usually spend listening to classical music each day (average)?

Total

<table>
<thead>
<tr>
<th></th>
<th>Under 1 hour</th>
<th>1 to 3 hours</th>
<th>3 to 6 hours</th>
<th>6 hours or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>131 (66.5 %)</td>
<td>51 (25.9 %)</td>
<td>8 (4.1 %)</td>
<td>6 (3 %)</td>
<td></td>
</tr>
</tbody>
</table>

I. Female

<table>
<thead>
<tr>
<th></th>
<th>Under 1 hour</th>
<th>1 to 3 hours</th>
<th>3 to 6 hours</th>
<th>6 hours or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>92 (61.7 %)</td>
<td>45 (30.2 %)</td>
<td>8 (5.4 %)</td>
<td>4 (2.7 %)</td>
<td></td>
</tr>
</tbody>
</table>

II. Male

<table>
<thead>
<tr>
<th></th>
<th>Under 1 hour</th>
<th>1 to 3 hours</th>
<th>3 to 6 hours</th>
<th>6 hours or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>37 (82.2 %)</td>
<td>6 (13.3 %)</td>
<td>0 (0 %)</td>
<td>1 (2.2 %)</td>
<td></td>
</tr>
</tbody>
</table>

5. How long do you usually spend listening to popular music each day (average)?
Further items indicated two similar questions to state how long do they usually spend listening to classical and popular music as well. Note that this figure of the population who listen to popular music is obviously higher than classical music according to this investigation. In comparison with the results of gender difference, 61.7% of female and 82.2% of male reported listening classical music ‘under 1 hour’ which are placed in the highest percentage among four options.

6. What sources of music do you usually hear from? (Tick as many as are relevant)

<table>
<thead>
<tr>
<th></th>
<th>TV</th>
<th>Radio</th>
<th>CD/Tapes</th>
<th>Internet</th>
<th>Video/Film</th>
<th>Live concerts</th>
<th>Own playing</th>
<th>Music courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 1 hour</td>
<td>153 (81.7%)</td>
<td>153 (77.7%)</td>
<td>161 (81.7%)</td>
<td>79 (40.1%)</td>
<td>121 (61.4%)</td>
<td>29 (14.7%)</td>
<td>9 (4.6%)</td>
<td>128 (65%)</td>
</tr>
</tbody>
</table>

The sixth questionnaire asked respondents to state the sources of music they usually hear from. Altogether 161 (81.7%) reported the source from ‘CD/Tapes’ which yielded the highest percentage among these options. 9 (4.6%) reported from ‘own playing,’ which yielded the lowest one. According to the results revealed above, the sources that
respondents used are predominantly from public mass medium, such as radio
broadcasting, or multimedia information through Internet. On the strength of using mass
communication, it can be one of the richest sources of information about the way people
experience music. It is worth noting that is so called the common characteristic of
e-generation at current structure of this society and the future as well.

7. How do you find about music information? (Tick as many as are relevant)

<table>
<thead>
<tr>
<th>Books/Journals/ Newspapers/Magazines</th>
<th>Classmates/ Friends</th>
<th>The place you’re working</th>
<th>Lectures</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>149 (75.6%)</td>
<td>108 (54.8%)</td>
<td>40 (20.3%)</td>
<td>118 (59.9%)</td>
<td>53 (26.9%)</td>
</tr>
</tbody>
</table>

The seventh questionnaire asked respondents to state the way to find about music
sources. It resulted in similar answer as the above questionnaire: the source through
public mass communication is the most efficient and influential way to find out about
music.

8. You would rather listen to your favorite music than: (Tick as many as are relevant)

<table>
<thead>
<tr>
<th>Item</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go Shopping</td>
<td>51 (25.9%)</td>
<td>28 (18.7%)</td>
</tr>
<tr>
<td>Play my favorite sport</td>
<td>20 (10.2%)</td>
<td>18 (12%)</td>
</tr>
<tr>
<td>Visiting friends</td>
<td>26 (13.2%)</td>
<td>23 (15.3%)</td>
</tr>
<tr>
<td>Watch TV</td>
<td>29 (14.7%)</td>
<td>21 (14%)</td>
</tr>
<tr>
<td>Go to the cinema</td>
<td>21 (10.7%)</td>
<td>17 (11.3%)</td>
</tr>
<tr>
<td>Read books</td>
<td>34 (17.3%)</td>
<td>24 (16.1%)</td>
</tr>
<tr>
<td>Play computer (or games)</td>
<td>45 (22.8%)</td>
<td>40 (26.7%)</td>
</tr>
<tr>
<td>Do homework</td>
<td>75 (38.1%)</td>
<td>55 (36.7%)</td>
</tr>
</tbody>
</table>
This questionnaire investigated the perceived importance of listening to music relative to other activities. Respondents were asked to tick the statement that ‘You would rather listen to your favorite music than ---’. According to the percentage, 38.1% indicates that respondents preferred listening to music to ‘Do homework’ is the highest percentage, with 8.6%, the lowest percentage indicates that they would rather listen to your favorite music than ‘Chat with my parents’. Specifically, for the purpose of this item was to measure the interest and participation in various activities and to find the correlation between interest and participation. More importantly, this item also aimed to probe whether a difference exists in these activities pursuits between the genders. For instance, 12% of female indicated that they would rather listen to their favorite music than ‘Play my favorite sport’ in comparison with 4.4% of male did. 18.7% of female indicated that they would rather listen to their favorite music than ‘Go shopping’ in comparison with 46.7% of male did. There are further and more detail discussion as the general discussion and summary section.

9. Will you listen to music when: (Tick as many as are relevant)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do homework (including read books)</td>
<td>142 (72.1%)</td>
</tr>
<tr>
<td>Do housework</td>
<td>120 (60.9%)</td>
</tr>
<tr>
<td>At work</td>
<td>49 (24.9%)</td>
</tr>
<tr>
<td>Play computer (including Internet and games)</td>
<td>134 (68%)</td>
</tr>
<tr>
<td>Chatting</td>
<td>72 (36.5%)</td>
</tr>
<tr>
<td>Eating meals</td>
<td>64 (32.5%)</td>
</tr>
</tbody>
</table>
Before waking up in the morning | 43 (21.8 %)  
Before going to bed or sleeping | 124 (62.9 %)  
Other | 21 (10.7 %)

This questionnaire asked to select the activities whilst listening to music. It investigated the perceived importance of listening to music relative to other activities. 142 (72.1%) reported doing ‘homework’ which yielded the highest percentage among these eight items.

**10. What types of music do you prefer to listen to?** (Tick as many as are relevant)

1=Strongly Agree  2= Agree  3=Slightly Agree  4= Slightly Disagree  5= Disagree  6= Strongly Disagree

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical</td>
<td>43 (21.9%)</td>
<td>75 (38.3%)</td>
<td>59 (30.1%)</td>
<td>13 (6.6%)</td>
<td>4 (2%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Jazz</td>
<td>28 (14.3%)</td>
<td>86 (43.9%)</td>
<td>60 (30.6%)</td>
<td>15 (7.7%)</td>
<td>5 (2.5%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Opera</td>
<td>17 (8.7%)</td>
<td>50 (25.5%)</td>
<td>70 (35.7%)</td>
<td>40 (20.4%)</td>
<td>11 (5.6%)</td>
<td>8 (4.1%)</td>
</tr>
<tr>
<td>Musical</td>
<td>30 (15.4%)</td>
<td>78 (40.0%)</td>
<td>56 (28.7%)</td>
<td>22 (11.3%)</td>
<td>7 (3.6%)</td>
<td>2 (1%)</td>
</tr>
<tr>
<td>Pop</td>
<td>94 (47.7%)</td>
<td>72 (36.5%)</td>
<td>21 (10.7%)</td>
<td>7 (3.6%)</td>
<td>2 (1%)</td>
<td>1 (0.5%)</td>
</tr>
<tr>
<td>Rock</td>
<td>48 (24.5%)</td>
<td>48 (24.5%)</td>
<td>42 (21.4%)</td>
<td>30 (15.3%)</td>
<td>20 (10.2%)</td>
<td>8 (4.1%)</td>
</tr>
<tr>
<td>New Age</td>
<td>50 (27.2%)</td>
<td>69 (37.5%)</td>
<td>44 (23.9%)</td>
<td>10 (5.4%)</td>
<td>9 (4.9%)</td>
<td>2 (1.1%)</td>
</tr>
<tr>
<td>World Music</td>
<td>14 (7.2%)</td>
<td>50 (25.4%)</td>
<td>98 (50.3%)</td>
<td>20 (10.3%)</td>
<td>13 (6.7%)</td>
<td>0</td>
</tr>
</tbody>
</table>

Finally, respondents were presented with a list of eight musical styles and asked to rate their liking for these. 94 (47.7 %) indicated ‘pop’ is their favorite. It is to be perceived that the large majority of respondents tended to prefer pop music in comparison with classical music. As a matter of course, it can be in response to Zillmann & Gan (2001) ‘American undergraduate enjoyed popular music and rock more than classical music.

In conclusion, this section has indicated that students are very involved with music in their lifestyles that a large percentage of them have put the hobby of listening to
music into their daily lives. More specifically, music plays an important part of their home lives. For instance, they reported spending a great deal of time listening to music, predominantly whilst doing homework (72.1%). Finally, the investigation had a clear preference for listening to pop. However, they were ambivalent about other musical styles such as ‘World music’ (7.2 %).

II. Musical Cognition

1. You think that people listen and play music (including classical and pop) for:

   (Tick as many as are relevant)

   1= Strongly Agree  2=Agree  3= Slightly Agree  4= Slightly Disagree  5=Disagree  6= Strongly Disagree

<table>
<thead>
<tr>
<th>Items</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enjoy music</td>
<td>42.3%</td>
<td>37.2%</td>
<td>12.8%</td>
<td>6.6%</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>To relieve boredom</td>
<td>12.3%</td>
<td>25.6%</td>
<td>33.3%</td>
<td>15.9%</td>
<td>7.7%</td>
<td>5.1%</td>
</tr>
<tr>
<td>To increase creativity</td>
<td>25.9%</td>
<td>43.7%</td>
<td>24.4%</td>
<td>4.6%</td>
<td>0.5%</td>
<td>1%</td>
</tr>
<tr>
<td>To reassure emotion</td>
<td>56.9%</td>
<td>37.1%</td>
<td>5.1%</td>
<td>1%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To relieve stress and tension</td>
<td>68.5%</td>
<td>26.9%</td>
<td>4.6%</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To express feeling/motion</td>
<td>50%</td>
<td>34.7%</td>
<td>13.3%</td>
<td>2%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To please parents</td>
<td>0</td>
<td>5.6%</td>
<td>24.4%</td>
<td>28.4%</td>
<td>19.8%</td>
<td>21.8%</td>
</tr>
<tr>
<td>To please friends</td>
<td>0.5%</td>
<td>9.1%</td>
<td>25.9%</td>
<td>22.8%</td>
<td>20.3%</td>
<td>21.3%</td>
</tr>
<tr>
<td>To please teachers</td>
<td>0</td>
<td>4.6%</td>
<td>27.9%</td>
<td>22.3%</td>
<td>22.8%</td>
<td>22.3%</td>
</tr>
<tr>
<td>To train the capability of</td>
<td>11.7%</td>
<td>23.9%</td>
<td>43.1%</td>
<td>11.7%</td>
<td>4.6%</td>
<td>5.1%</td>
</tr>
<tr>
<td>concentration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To enrich the confidence</td>
<td>16.8%</td>
<td>30.5%</td>
<td>35.5%</td>
<td>12.2%</td>
<td>2.5%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

This section of the questionnaires investigated the perceived significance of respondent’s musical recognition and the expectations of the benefits of involvement
with music, no matter what is classical or pop music. Respondents rated each statement on a scale from six response options on which 1=’Strongly Agree’ represented the low end of the scale, and 6=’Strongly Disagree’ represented a corresponding high point. They were asked to rate the reason why people listen and play music in terms of the same 12 statements as above. These indicated that respondents believed that people listen to music for various reasons. 68.5% reported that people listen and play music to ‘relieve stress and tension’, which is rated on the highest scale ‘Strongly Agree’; 56.9% indicated ‘to reassure emotion’; 50% indicated ‘to express feeling/motion’.

The result shows respondents are agreeable that music can release individual, situational, and social tension from academic from family, school and the society. It is interesting that there is no any respondent stated response option of ‘Strongly Agree’ for ‘To please teachers’. More worth to note is no one responded options of ‘Disagree’ and ‘Strongly Disagree’ for’ To reassure emotion’, ‘To relieve stress and tension’, and ‘To express feeling/motion’. The factor analysis clearly showed that respondents concerned with how music could aid internal feeling need such as emotional relaxation, etc,

2. You think the most concerning aspect in the general music course should be:

(Tick as many as are relevant)

<table>
<thead>
<tr>
<th>Item</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>To understand the music history and types</td>
<td>42.9%</td>
<td>35.7%</td>
<td>13.8%</td>
<td>3.6%</td>
<td>2.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>To understand the music theory and rhythms</td>
<td>26%</td>
<td>32.1%</td>
<td>30.6%</td>
<td>5.1%</td>
<td>4.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>To compose and perform</td>
<td>22.8%</td>
<td>37.1%</td>
<td>26.9%</td>
<td>8.6%</td>
<td>3%</td>
<td>1.5%</td>
</tr>
<tr>
<td>To appraise and promote the ability of music appreciation</td>
<td>48.7%</td>
<td>37.6%</td>
<td>9.6%</td>
<td>3%</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
To raise up the understanding of classical music

<table>
<thead>
<tr>
<th></th>
<th>34.5%</th>
<th>43.1%</th>
<th>19.3%</th>
<th>2%</th>
<th>0.5%</th>
<th>0.5%</th>
</tr>
</thead>
</table>

This questionnaire was carried out to indicate respondent’s expectation and desired outcome from the course that they have taken. 48.7% reported ‘to appraise and promote the ability of music appreciation’ is the most important concerning aspect for the general music course.

3. Your understanding about classical music before taken music appreciation course:

<table>
<thead>
<tr>
<th></th>
<th>12.8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>No any interest of it at all</td>
<td></td>
</tr>
<tr>
<td>Very difficult to understand it</td>
<td>24.5%</td>
</tr>
<tr>
<td>Interest, but completely not</td>
<td>51.3%</td>
</tr>
<tr>
<td>understand the related knowledge and information</td>
<td></td>
</tr>
<tr>
<td>Interest, and slightly</td>
<td>14.1%</td>
</tr>
<tr>
<td>understand the related knowledge and information</td>
<td></td>
</tr>
</tbody>
</table>

This questionnaire illustrated respondents' previous understanding about classical music. 51.3%, the highest loading in, reported 'Interested, but completely not understand the related knowledge and information' that revealed respondents who strongly need to have more musical knowledge, backgrounds and theories in order to appraise classical music.

14.1% respondents in 'Agree' reported 'Interest, and slightly understand and related knowledge information' that illustrated they are more likely to learn the information which is relative to music. It is perhaps worth noting that 12.8% loaded in the answer of 'No any interest of it at all'. In response to Zillmann & Gan (2001) addresses,' classical music held particularly low appeal for the more ambitious youngsters. In this connection, how to make them re-define the typical impression to classical music would
be central goal for music teacher to achieve.

4. The music appreciation course you had is helpful to our understanding in music:

<table>
<thead>
<tr>
<th>Definitely helpful</th>
<th>Slightly helpful</th>
<th>No help at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>80.6%</td>
<td>17.9%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

This questionnaire was designed to examine the respondents' feedback after taken this course. In total 80.6% respondents reported 'Strongly helpful'; 17.9% respondents reported 'Slightly helpful'. It is recognized that the lowest loading; only 1.3% reported 'No help at all'. As a result of this analysis, the course obviously was beneficial to large majority of the students. More importantly, it probes that the knowledge from music course can foster and strengthen their understanding about it.

With this section of research presented above was intended to provide students the understanding of curriculum formulations, expectations, and efficacy to the settings of music curriculum. Without a decent comprehension and mutual interaction to communicate with students, the teacher could confront difficulties in setting up aims and assessment criteria or even being a position to mislead and fail students into previous typical music perception again.

III. Current Studies

1. Why did you choose this course? (Tick as many as are relevant)

<table>
<thead>
<tr>
<th>Assigned by your supervisor or department</th>
<th>2.5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommend from your classmates or friends</td>
<td>57.9%</td>
</tr>
<tr>
<td>Wish to learn (or know) more about music</td>
<td>79.2%</td>
</tr>
<tr>
<td>Feel no pressure and easy to pass it</td>
<td>21.8%</td>
</tr>
<tr>
<td>No choice, since other courses were full</td>
<td>4.6%</td>
</tr>
</tbody>
</table>
This questionnaire points out the motivation of students who chose this course. The highest percentage, 79.2% respondents, indicated ‘Wish to learn to know more about music’ that can be in respond to total 51.5% respondents stated ‘Agree’ in question of ‘Your understanding about classical music before taken music appreciation course’. It results a high level of motivation in musical learning amongst students. Others reported as self-motivation, interested in music, live performance (from course instructor), and pressure relief.

**General Discussion and Summary**

*(i) Participation and Involvement in Extra-curricular Musical Activities*

Extra-curricular activities enhance and strengthen the content and quality of the curriculum (Fretwell, 1952; Dentemaro & Kranz, 1993; Fung & Wong, 1991). Many studies (Dowell et al., 1972; Holland & Andre, 1987; Camp, 1990;) addressed that participating students in extra-curricular activities can attain higher academic achievements. They are a crucial part of the school’s cultural life, which can develop students’ team work, esteem, friendship, relationship, aesthetic ability, and enthusiasm towards life, confidence, self-esteem, and strong will (Leung, 2003). As a result to this, these activities can provide a better chance for students with keen interest and capability in music to build on their potential for future development as music professionals.

The results emerged in this research provides central evidence relevant beliefs and dispositions of young students towards current music learning status in Fooyin University. More importantly, it also has distinctly shown a high degree of involvement in musical activities that it benefits to point out the importance of music relative to other
activities amongst students in Fooyin University. A large percentage of them either played or is playing an instrument. In total 37.6% respondents indicated that they ever participated musical activities which are school band, chorus, student’s music association or society, community banc. Also, students reported spending a great deal of time listening to music, especially while doing homework.

(ii) Preference over Musical Activities and Attitudes Towards Musical Learning

Students were asked to state their preference for the types of music. Since pop music was favored over classical music to such an extent, it is obvious to perceive why listening to or playing classical music is viewed quite negatively: it exposes a poor impression of oneself to others. According to Lo (2000:261), A Survey Report of Metropolitan Junior High School Students' Musical Behaviour, the most favoured musical styles amongst students are, in order, popular music (70%) and music in textbooks (1%). There can be little doubt about its place and value in the school curriculum at all ages, but the results of this study provide more detailed insights into the particular problems of the educational system of university of technology in Taiwan. General speaking, music teacher should consider to add some pop music into the teaching content. It helps students having more connections and inter-relations with music and their daily lives.

Cao (2000) indicated that music activities could strengthen and foster students’ knowledge learnt from general music classes. Nevertheless, the central importance of music in the lives and identity of many students seems not to develop much inside the classroom even they had many years of previous studies on it. The results also correspond with data described in the section of ‘Background and Degree of involvement of musical activities’ which suggests that most of the school music
curriculum are out of touch with the needs of many students at all the stages of their
learning process. This is revealed by the high percentage of the respondents who
reported having started to learn and instrument since early childhood, and subsequently
withdrawing, as well as by the consequential negative view of particular music types,
especially classical music, or they may even choose not to participate relative musical
activities at all. Nevertheless, according to their previous understanding about classical
music before taken the course. (51.5 %) respondents gave the highest loading for items
concerning ‘Interest, but completely have no idea about relative music knowledge and
information’ that pinpoints their strong interest and intention to know about music.

(iii) Musical Taste in Gender Difference

On other interesting aspect of this investigation comes from one of the questionnaires
that is the only item to state the actual gender differences: the perceived importance of
listening to music relative to other activities. ‘Gender stereotyping is another factor that
has been proposed as a means of explaining adolescents’ musical behaviour’-(North,
discovered that girls had more positive attitudes towards music than boys at all ages.
Skipper observed that classical music held more appeal for females than for males
(Zillmann & Gan, 2001). Also, the indicated gender differences were addressed in
British 14-15 year-olds (Chapman and William, 1976): classical music was more highly
rated by females than males.

It means there are different musical tastes between genders and that is the reason I
selected one particular item as a special study in that issue. These results points out that
music is of enormous influence in the lives of most students, fulfilling intellectual,
emotional, spiritual, social and as well as cognitive needs (North, 2000).
CONCLUSION

The education in Taiwan is particularly attached great importance in professional education, yet it is to be treated with indifference in the needs of realistic life. Even though it has been 18 years since the general education had have promoted among schools, the music course within this domain is seldom discussed under the whole general education. According to ‘The Symposium of Music Courses in General Education’ (1998), the participated scholars and instructors all keenly consider about the problems, resolutions, and improvements of teaching content, material, and device of curriculum at this current situation. The prime perspective to aim directly at non-music major students who are supposed to be trained as professional, however, with limited musical training and background is: everyone does not have to be a musician, but could be an good appraiser.

Therefore, whether the direction of consideration is perceived from the perspective of education or concern, the curriculum designed based on the student’s understanding will be able to achieve both of teaching and learning advantages to teachers and students as well.
Reference


Cao, L. (Ed.) (2000). *Puton xuexiao yinyue jiaoyuxue* (Shanghai, Shanghai Jiaoyu Chubanshe).


Appendix I

Please fill in answers as required
(Please note that these are here to assist with your overall analysis, not to identify you.)

GENERAL INFORMATION
1. City where you are from..............................
2. The previous school you graduated and the department (or Subject):
3. The Average Grade:
4. Age group:
   a. Under 20 years old  b. 21 to 25 years old  c. 26 years old or above
5. Gender
   a. Female  b. Male
6. What is your Major?

I. Musical Preference, Background and Degree of involvement with musical activities: (The answers can be multiple choices.)

1. Have you ever learned to play an instrument and still currently play? 
   ---- If so give details of which instrument/s and how long you studied.

2. Did you have any extra-curricular musical activities at school or your community before, such as participated to school band, orchestra, choir, etc.?

3. How long do you usually spend listening to music each day (average)?
   a. Under 1 hour (including none). 
   b. 1 to 3 hours.
   c. 3 hours or more 
   d. 6 hours or more

4. How long do you usually spend listening to classical music each day (average)?
   a. Under 1 hour (including none). 
   b. 1 to 3 hours.
   c. 3 hours or more 
   d. 6 hours or more
1. How long do you usually spend listening to popular music each day (average)?
   a. Under 1 hour (including none).
   b. 1 to 3 hours.
   c. 3 hours or more
   d. 6 hours or more

2. What sources of music do you usually hear from? (Tick as many as are relevant)
   a. From TV
   b. From Radio.
   c. From the music course lectures at school.
   d. From CDs/Tapes
   e. Internet
   f. Video/film
   g. Live concerts etc.
   h. Own playing
   i. Music courses

3. How do you find about music information?
   a. Books/ journals/ newspapers / magazines.
   b. Classmates / friends.
   c. From the place you’re working (as part-time job).
   d. Lectures
   e. Other, please specify---

4. You would rather listen to your favorite music than:
   a. Go shopping
   b. Play my favorite sport
   c. Visiting friends
   d. Watch TV
   e. Go to the cinema
   f. Read books
   g. Play computer (or games)
   h. Do homework
   i. Chat with my parents
   j. Participate outdoor club or social activities
5. Do you listen to music when:
   a. Do homework (including read books)
   b. Do housework
   c. At work
   d. Play computer (including Internet and games)
   e. Chatting
   f. Eating meals
   g. While waking up in the morning
   h. Before going to bed or sleeping
   i. Other

10. What types of music do you prefer to listen to?

1= Strongly Agree  2= Agree  3=Slightly Agree  4=Slightly Disagree  5=Disagree  6= Strongly Disagree

   1  2  3  4  5  6

   a. Classical
   b. Jazz
   c. Opera
   d. Musical
   e. Pop
   f. Rock
   g. New Age
   h. World Music

II. Musical Cognition

1. Do you think that people listen music (including classical and pop) for?

1= Strongly Agree  2=Agree  3=Slightly Agree  4=Slightly Disagree  5=Disagree  6= Strongly Disagree

   1  2  3  4  5  6

   a. To enjoy music
   b. To relieve boredom
   c. To increase creativity
   d. To reassure emotion
   e. To relieve stress and tension
   f. To express feeling/motion
g. To please parents
h. To please teachers
i. To train the capability of concentration
j. To enrich the confidence

2. You think the most concerning aspect in the general music course should be:
   1 2 3 4 5 6
   a. To understand the music history and styles
   b. To understand the music theory and rhythms
   c. To compose and perform
   d. To appraise and develop the ability to appreciate music
   e. To increase understanding of classical music

3. Your interest and understanding of classical music before taken music appreciation course:
   a. No any interest of it at all
   b. Very difficult to understand it
   c. Interest, but completely not understand the related knowledge and information
   d. Interest, and slightly understand the related knowledge information

4. The music appreciation course you had is helpful to your understanding in music:
   a. Strongly helpful
   b. Slightly helpful
   c. No help at all

III. Current Studies
1. Why did you choose this course?
   a. Assigned by your supervisor or department
   b. Recommend from your classmates or friends
   c. Wish to learn (or know) more about music
   d. Feel no pressure and easy to pass it
   e. No choice, since other courses were full
   f. Others