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The Influence of Family Background on Chinese College Music Performance Major Students: A Case Study

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Abstract

The issue of “the factors influencing students’ academic achievement” has become important to researchers and educators, and family background is considered to be an important factor to influence on students’ development. Many researchers have provided evidence from different aspects to support this statement. Even though numerous studies contributed to analyzing the relationship between family background and students’ development, little literature examined from the aspect of college music major students. Reconsidering the basis of college education, however, suggests that educators and students are two fundamental component elements. Without knowing students’ individual background, educators may only provide what they think is effective in teaching, which can cause limit education. Therefore, to provide a better music teaching environment, I deemed it important to acquire knowledge about students’ family background. The main purpose of this research is to explore Chinese college music performance major students’ family background, and to raise proposals regarding future development direction of the music education.

Based on this concept, a quantitative method was adopted in this research. Students’ family background, represented by their responses to several survey questions, will be fully analyzed to obtain direct and concrete analytical data. Demographic data were collected, including students’ growth environment, parents’ educational level and occupation, family economic status, as well as students’ thoughts towards music itself and their future plans. All participants (N = 75) in this research were music performance majors in one selected Chinese university.

The result indicated that students’ learning process may influenced by family background, but their future plans were connected to individual thoughts more closely instead of family factors: students’ connection with music was affected by their living environment; the length of time that students studying in the certain instrument was influenced by family economic status. However, the intrinsic motivation was the main factor promoting students on whether selecting music as their major and as their jobs or not in and after studying in the university. According to the findings, some suggestions regarding educational administrative organization, school administrations and educators were proposed.