ASSESSING THE IMPACT OF E-LEARNING ON EFFECTIVENESS OF CHAMBER MUSIC TEACHING

Suying Qiao

UCSI University-Faculty of Social Sciences and Liberal Arts (FOSSLA)

Email: 1002267577@ucsiuniversity.edu.my

Abstract

The report sheds light on the impact of e-learning methods on teaching music courses during the COVID-19 pandemic. Based on this shift in pedagogical approach towards music teaching, mixed perceptions have been found, following the concerned socio-constructive beliefs and teaching processes present in certain music teaching. In the case of the teachers, a certain resistance, as well as less adaptive behavior, has been found, which hampered the teaching processes. The findings of this study present that there is a significant relationship between online learning and effectiveness of the chamber music teaching.

Keywords: *E-Learning, Chamber, Music, Learning, Socio-constructive, Behavior*

I. Introduction

Chamber music comes is one of the forms of classical music which is composed for a small group of musicians. E-learning is vital as it is the right technique from the beginning to avoid huge mistakes like holding instruments incorrectly or else the development of an incorrect posture during the performance. This research aims to identify the impact of e-learning to improve the effectiveness of chamber music teaching. The research objectives include to explore the relationship between e-learning and chamber music learning and to determine the impact of the online class on the chamber music learning and to determine the implications of e-learning to improve the effectiveness of the chamber music learning

The main research questions are*: What is the relationship between e-learning and chamber music learning?* and *What is the impact of the online session to learn chamber music learning?* and *What can be the implications of e-learning in the improvement of the effectiveness of chamber music learning?*

II. Background

Qualitative learning can improve during the e-learning session on classical music. The quality of the class augments as students can select instruments or sessions based on their preferred genre, learning period as well as interests (Acevedo, Ochoa & Obregon, 2020). There are a lot of people who prefer online music and this is the new development still one of the effective ways to learn.
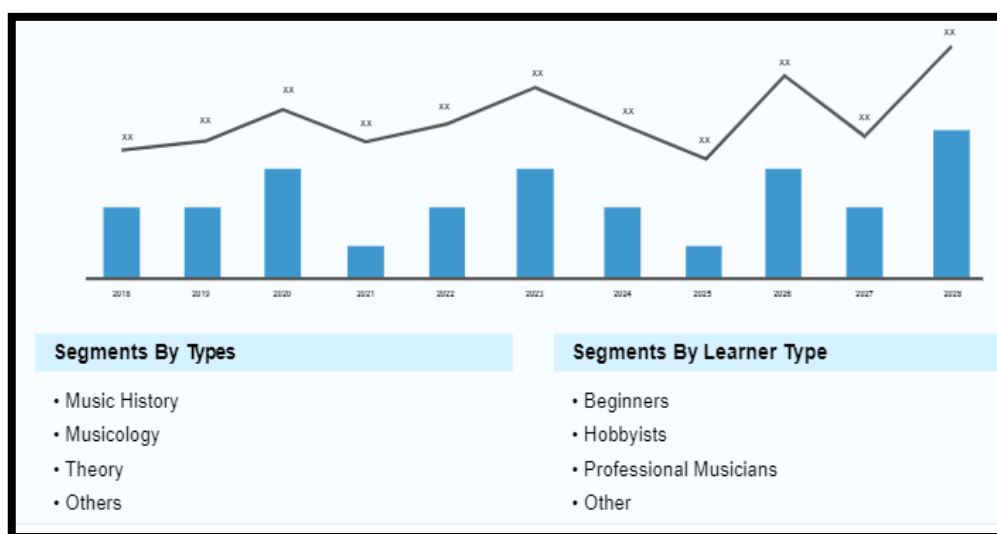

Figure 1: Market of online music education global: Biasutti, Antonini Philippe & Schiavio, 2022

The above figure depicts that the forecast period is 2022 to 2028, and the market of online music can rise at the end of 2028. There are various segments like music history, theory, and musicology on the other hand; learners segments are beginners, hobbyists, professional musicians and others (Biasutti, Antonini Philippe & Schiavio, 2022).

Chamber music is not vast as the solo repertoire, despite this; chamber music has the best repertoire among classical music. The quantity and variety of instruments allow composers to achieve extremely amazing effects which will be impossible or difficult for soloists. This music is essential for a music-learning student as it can improve the skills of music among students and make them strong musicians. This music genre seems

too fast; slow a minuet or scherzo in order to compare with other genres (Costa et al. 2022). Chamber music allows working together and striving and sharing new vie points to make something beautiful. In the learning session, students can get the opportunity to work on items about having a physical environment in the classroom; they need to be more conscious to collaborate with a team. This can improve their concentration and focus to adopt an online environment where they can perform in one session collaboratively to make any innovative videos.

Teachers can teach music in their preferable comfortable environment if they take an online session of music learning and they can choose their preferences in instruments. Damned of the online music learning sessions are rising all over the world for the past few years. Considering every aged people are definitely dependent on the internet in the current days, advanced technologies are proving them the opportunity to fulfill their dreams (Danilina & Milkina, 2022). Organized and dedicated students invest their time to practice and develop music skills. The more understanding and dexterity, the students will develop their skills on their own instruments. Teachers can help students to get time to warm up or learn more pieces as well as several materials to practice classical learning which can help them to develop their base of the music. E-learning sessions can save time for teachers and allow them to get more

resources over the Internet as well as they can provide classes from different places without travelling so far (Drakatos et al. 2023). More possibly students have the intention to learn from the best groups or teachers online they are getting a chance to learn from different locations of the world via learning sessions. Most popular music works with the piano, cello or violin therefore online classes students can have a liability to choose their own instruments. Teachers can record the session as the future reference and this can solve several problems like repeating topics, can rehearse and helping students to make a clear understanding.

III. Method

A deductive approach has been used to collect and analyzes gathered data to test the hypothesis. Primary data collection has been used in this study therefore survey was administered. 142 music teachers from different schools and colleges in Malaysia have been selected as the sample size by using the purposive sampling method (Hasanah & Abdulrahman, 2021). The descriptive design has been used to test the hypothesis and make the outcome more scientific in a manner. 3 demographic questions and 7 hypothesis-based questions have been developed and the Likert scale has been used for each hypothesis base question. Descriptive tests and regression analyses have been done by using SPSS to analyze the gathered data.

IV. Findings and analysis

Frequency analysis

		Frequency	Percent	Valid Percent	Cumulative Percent
	What is your age?				
Valid	Age 30 to 40	54	38.0	38.0	38.0
	Above 20	53	37.3	37.3	75.4
	Age 30 to 40	35	24.6	24.6	100.0
	Total	142	100.0	100.0	

Figure 2: Age of the participants
(Source: SPSS)

The above figure depicts that the total frequency is 142 which indicates that the total number of participants is 142. The obtained frequency for the above 30 to 40 years of age group is 54 and the percentage is 38%. This indicated that 54 participants belong to the 30 to 40 years of age group. On the other hand, the obtained frequency from the 20 years of age group is 53 which indicates there are 53 participants who are belonging to the above 20 years of age group but below 30. The total number of participants from the age group 30 to 40 is 89 and the total percentage is 62.6%.

What is your gender?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	53	37.3	37.3	37.3
	Male	16	11.3	11.3	48.6
	Female	35	24.6	24.6	73.2
	Male	38	26.8	26.8	100.0
	Total	142	100.0	100.0	

Figure 3: Gender of participants
(Source: SPSS)

The above figure represents that the total frequency for males and females is 54 and 88 respectively. This indicates that 54 male and 88 female teachers participated in the survey. The total percentage for male and female teachers is 61.9% and 38.1 respectively.

Where are you teaching music currently?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School	109	76.8	76.8	76.8
	College	16	11.3	11.3	88.0
	School	17	12.0	12.0	100.0
	Total	142	100.0	100.0	

Figure 4: Institution of teachers

(Source: SPSS)

The above figure depicts that the frequency for the School is a total of 126 and the total obtained percentage is 88.8% which indicates that there are a total of 126 school music teachers have participated in the survey. On the other hand, there are a total of 16 obtained frequencies the percentage is 11.3 per cent. From this obtained result it can be interpreted that there is a total of 16 college teachers in Malaysia have participated in the survey. From the obtained result it can be understood that the nature of the gathered data in terms of the demographic details of participants

V. Regression analysis

Hypothesis 1:

H1: The e-learning music session has an impact on the effectiveness of chamber music teaching.

H0: There is no significant relationship between e-learning music sessions and the chamber music teaching

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Chamber music teaching	142	2	4	3.49	.873	.762
E learning music session	142	2	5	3.74	1.096	1.201
Valid N (listwise)	142					

Figure 5: Descriptive analysis

The above figure presents that the mean value of mean is 3.74 and the Standard deviation is 1.096. This value indicates that the SD value is smaller than the mean value. This obtained result indicates that gathered data are clustered in the mean region not more spared out. This analysis has been done to get the knowledge about the gathered data are respectively below then the data point from the mean.

Model Summary[b]										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.928[a]	.862	.861	.326	.862	871.384	1	140	.000	1.891
a. Predictors: (Constant), E learning music session										
b. Dependent Variable: Chamber music teaching										

ANOVA[a]						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	92.613	1	92.613	871.384	.000[b]
	Residual	14.880	140	.106		
	Total	107.493	141			
a. Dependent Variable: Chamber music teaching						
b. Predictors: (Constant), E learning music session						

Coefficients[a]						
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.728	.098		7.456	.000
	E learning music session	.739	.025	.928	29.519	.000
a. Dependent Variable: Chamber music teaching						

Figure 6: Regression analysis

The above figure depicts the obtained value from the regression analysis with the model summary and Coefficients value. Based on the above figure it can be seen that the significance value is 0.000 which is smaller than 0.05 therefore it can be said that this value can be accepted at the 0.05 level. Based on the obtained result it can be interpreted that the alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, it can be said that e-learning music session has an impact on the effectiveness of chamber music teaching (Samarasinghe & Nethsinghe, 2022). Based on the above table it can be seen that the obtained F value is 871.384 and the value of the Durbin-Watson is 1.891. From the obtained F indicates which is greater than the P value 0.05 therefore it can be said that there is a significant correlation between the e-learning music session and the chamber music teaching.

On the other hand, it can be said that the value of Durbin-Watson is acceptable as 1.50 to 2.50. The value above 1.50 indicates there is negative autocorrelation between the dependent and

independent variables. The dependent variable of this hypothesis is effectiveness of the chamber music teaching and the independent variable is e-learning. The obtained value F square is 0.862 which indicates that the model is predicting there is an 80% correlation between the dependent and independent variable. The regression equation derives is:

---

*Chamber music teaching = 0.739 * E learning music session + 0.728,* here dependent variable y is Chamber music teaching and independent variable x is E learning music session

m is the slope, and it is 0.739 and C is the constant it is 0.728. Thus with every change in x there will be 0.739 units change in y

---

VI. Discussion

Based on the above finding it can be said that e-learning session has a positive impact on the students and teachings in order to improve the effectiveness of the Chamber music teaching. Teachers can get the opportunity to teach students beyond geographical barriers. In the case of school and college music, teachers can get the opportunity to share e- materials with their students therefore they can practice on their own. Immediate practising can be possible for students. Therefore, students can learn after the offline classes at any time. In online sessions, students and teachers can both choose their preferable instruments. Teachers can improve their teaching skills by communicating in online mode with different types of students in terms of learning patterns and knowledge of music and skills.

E-learning session allows teachers to get solutions that are needed to improve their effectiveness of teachers. This allows teachers to maximize the potentiality for curves of individual learning as well as styles in the online classroom. Chamber music teaching is hard than other genres as students need to understand the basic classical sense of the music (Klanjscek, Frank & David, 2019). Several e-learning solution accounts for self-paced learning, as well as teachers, can work together with children without attending any offline sessions.

VII. Conclusion

The lack of social interaction and communication during corona pandemic situation with other learners in a group setting has been found to lower the quality of education in the music industry. On the other hand, in the case of positive results, students have been found under less social pressure and anxiety during online classes. As they can be present in their home environment and learn, the overall quality of the learning has increased due to less stress and expectation management. Thus, the impact of e-learning has been found mixed on the effectiveness of chamber music teaching. Therefore it can be said that teachers and students both can get befits from the e-learning session for classical learning or chamber music learning.

References

Acevedo, J. G., Ochoa, G. V., & Obregon, L. G. (2020). Development of a new educational package based on e-learning to study engineering thermodynamics process: combustion, energy and entropy analysis. *Heliyon*, *6*(6). Retrieved on: 25.07.2023 from https://www.cell.com/heliyon/pdf/S2405-8440 (20)31113-0.pdf

Biasutti, M., Antonini Philippe, R., & Schiavio, A. (2022). Assessing teachers' perspectives on giving music lessons remotely during the COVID-19 lockdown period. *Musicae Scientiae*, *26*(3), 585-603. Retrieved on: 25.07.2023 from https://journals.sagepub.com/doi/abs/10.1177/1029864921996033

Costa, T., Silva, I. A., Peres, H. H., Duarte, E. D., & Bueno, M. (2022). Nurses' Motivation, Knowledge, and Satisfaction with a Neonatal Pain Assessment e-Learning Course. *Pain Management Nursing*, *23*(5), 576-582. Retrieved on: 25.07.2023 from https://www.sciencedirect.com/science/article/pii/S1524904222001199

Danilina, E. V., & Milkina, E. V. (2022, November). Video conferencing as a new way of organization educational process in music professional education. In *AIP Conference Proceedings* (Vol. 2647, No. 1). AIP Publishing. Retrieved on: 25.07.2023 from https://www.mdpi.com/2227-9032/9/5/500

Drakatos, N., Tsompou, E., Kefalis, C., & Stavridis, S. (2023). E-learning tools and pedagogies for studying STEM. *TechHub Journal*, *5*, 34-53. Retrieved on: 25.07.2023 from http://techhubresearch.com/index.php/journal/article/view/90

Hasanah, N., & Abdulrahman, T. R. (2021). E-LEARNING AND EFL TEACHERS'INTERCULTURAL COMPETENCE: AN ANALYSIS OF BENEFITS AND CHALLENGES. *Akademika: Jurnal Teknologi Pendidikan*, *10*(01), 197-217. Retrieved on: 25.07.2023 from https://uia.e-journal.id/akademika/article/view/1323

Klanjscek, N., Frank, M., & David, L. (2019). "AUGMENTED PRACTICE-ROOM ": AN E-LEARNING TOOL FOR MUSIC STUDENTS. *Turkish Online Journal of Educational Technology*, 45. Retrieved on: 25.07.2023 from https://www.academia.edu/download/63077501/2019_12_2.pdf#page=59

Samarasinghe, K., & Nethsinghe, N. R. (2022). Strategies of online music teaching: the story of eight cases during the covid–19 lockdown in Sri Lanka. *Journal of Research in Music*, *1*(2022), 8-18. Retrieved on: 25.07.2023 from https://uia.e-journal.id/akademika/article/view/1323

Thiyagarajan, B., & Sarala, M. (2022). COVID 19 Lockdown: Learners' Perspectives on Online Music Education. *Journal of Humanities, Music and Dance (JHMD) ISSN: 2799-1180*, *2*(06), 1-15. Retrieved on: 25.07.2023 from http://hmjournals.com/journal/index.php/JHMD/article/view/1233

Appendices

Appendix 1: Survey question

Link: https://forms.gle/Xih8hutfZrq9ZVzw5

1. What is your age?

- Above 20
- Age 30 to 40
- 40 to 50

2. What is your gender?

- Male
- Female
- Others

3. Where are you teaching music currently?

- School
- College

4. Chamber music learning e- learning can be beneficial for students and teachers

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

5. Teachers can get scope maximize the potentiality by taking e learning music session

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

6. Students can get opportunity to learn from their best teacher across the world

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

7. Teachers can influence students to involve in the immediate practicing

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

8. Teachers can maximize their skills and can tech every student based on their capabilities and learning ability

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

9. E- learning chamber music session can make the huge sense to learn from grate teacher than mediocre teacher

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

10. Online session teachers can session electronic schedule to students to improve practices of students

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree