

Analysis of the Folk Song Preference of Primary School Students—A Case Study of 4 Primary Schools in Wudang, Guiyang, China

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Abstract

As one of the excellent traditional Chinese cultures, the folk song carries the national spirit and is an indispensable part of Chinese culture. The general goal of the Compulsory Education Art Curriculum Standards (2022) puts forward the requirements of "feeling and understanding China's profound cultural heritage and the major achievements of the Party's century-old struggle, and inheriting and carrying forward the excellent traditional Chinese culture". As an important part of primary school music class teaching, music teachers' understanding of the preference of folk songs will play a positive role in the inheritance and promotion of folk songs in primary schools. In this research, a questionnaire survey was conducted on the folk song preferences of 358 primary students by taking a random sample from 4 primary schools in Wudang, Guiyang, China. The questionnaire used a five-point Likert scale, and was investigated from four dimensions: "musical attitude", "musical style", "liking reason" and "learning path". In this research, Excel and SPSS are used to analyze the data. The result showed that primary school students are not highly interested in folk songs and they like new folk songs most, learning music knowledge in the music class is the main reason why primary school students like to learn folk songs. In addition, the research also found that music classes and mobile electronic devices are the main ways for primary school students to learn folk songs.

Keywords

Wudang District, Folk songs, Primary school students

1. Introduction

The fine traditional Chinese culture is the spiritual lifeblood and gene of the Chinese nation. Folk songs are an important carrier of national culture and national spirit and play an important role in the vast history of music. Its development has a history of more than 5,000 years. Learning folk songs is an important way to understand and feel the excellent spiritual culture of the Chinese nation. The report of the 19th National Congress of the Communist Party of China (2017) pointed out that "culture is a country and the soul of a nation, with culture rejuvenating the country and achieving prosperity, and culture strengthens the nation." Folk songs are a part of Chinese traditional culture and an important part of primary school music teaching. Learning folk songs can not only improve their own musical cultural literacy and aesthetic ability, but also accumulate ethnic music vocabulary, understand ethnic music culture, and better inherit and carry forward China's ethnic music culture.

At present, most primary school music teachers do not know much about the specific situation of students' music learning, especially about the primary school students' preferences for folk songs. Therefore, in order to better carry out folk song teaching in primary school music classrooms, so that folk songs can better play their educational value on the basis of satisfying students' musical aesthetic appreciation, it is very necessary to understand primary school students' preferences for folk songs. In this research, taking 4 primary schools in Wudang, Guiyang, we randomly surveyed the folk song preferences of 358 primary school students. The questionnaire was conducted using a five-point Likert scale from four dimensions: "musical attitude", "musical style", "liking reasons" and "learning approach". Based on the research results, some suggestions on folk song teaching in primary school music classes are put forward.

2. Literature Review

Although there are no achievements on the preference of primary school students for folk songs, there are still many kinds of research related to this topic, which is rough as follows:

On the one hand, the research on primary school folk song teaching. Han Yanting (2018) found that "primary school folk song teaching has its important value", "advantages and disadvantages in the development of primary school folk song teaching", "teachers are the most influential factors in primary school folk song teaching", "mother language cultural context is the fundamental of primary school folk song teaching". Li Hao (2019) found that "pop music", "teacher awareness and professional level" and "school and education departments' attach importance" will affect the practice of folk music in music classroom teaching practice in primary schools.

On the other hand, the research on the current situation of primary school folk song teaching. Zhang Lihong (2012) and Wen Jing (2013) found that "primary school students have less willingness to accept ethnic music learning" and "the purpose of primary school students in learning ethnic music is not clear". Chen Di (2015) found that 85 percent of the students in the survey like folk songs, and the main way that primary and secondary school students can learn songs is still through music lessons. Wan Ge, Li Yanfang, and Chen Fumei (2019) found that "primary school students are less involved in behavioral activities in folk music". Yan Lihua (2020) found that there are mainly some problems in primary school folk song teaching, such as "students' poor willingness to accept folk songs", "students' limitations in their cognition of folk songs", and "single way of teachers' ability to teach folk songs" and "insufficient cultural atmosphere of campus folk songs".

To sum up, there are rich research achievements on the folk song education and status quo of primary school students in China, including research on folk song teaching, and research on the status quo of folk song teaching. However, most of these studies focus on the teaching and current status of folk songs and use mostly percentage quantitative analysis. This research adopted the quantitative study of the Likert 5-point scale to research the preference of primary students for folk songs, so this study just makes up for this deficiency.

2.1 Research Objectives

Based on the questions discussed above, the main purpose of this research is to investigate the folk song preferences of primary school students in China. To provide some references for the folk song teaching of primary school music teachers in China, this study puts forward the following specific research objectives:

- To identify the primary school students' attitude toward folk songs;
- To find the folk song styles that primary school students like;
- To find the reasons why primary students like folk songs;
- To identify the main ways for primary school students to learn folk songs.

2.2 Research Question

- What is the attitude of primary school students towards folk songs?
- Which one is the favorite style of folk songs?
- What is the main reason why primary school students like folk songs?
- What are the main ways for pupils to learn folk songs?

3. Methodology

3.1 Survey location and research subjects

This study was conducted in Guiyang, Guizhou Province, China, with 358 fourth and fifth-grade pupils in 4 schools in Wudang District.

3.2 Research tools

In this research, the Excel and SPSS (Statistical Product and Service Solutions) statistical analysis software will be used for the statistics, analysis, and processing of the data. As we all know, Excel and SPSS are currently the most popular data processing software, with a clear interface, powerful computing function, perfect chart tools, and other characteristics, greatly convenient for research.

3.3 Design of the questionnaire

This research refer to Zhang Lihong's (2012) questionnaire —— "Current Questionnaire survey of Primary school Students receiving Chinese folk Music Learning", and Wen Jing's (2013) questionnaire —— "Questionnaire form of Chinese Traditional Music Teaching in Primary and Secondary schools in Hebei Province" and Liu Minmin (2013) questionnaire—— Survey of Ethnic music Education in Primary and secondary schools in Shenyang (student volume), Meanwhile, this questionnaire is designed and combined with the development characteristics of primary school students. After repeated consideration and consideration, the specific dimensions and variables of this questionnaire were finally designed.

The questionnaire was divided into two parts. The first part is the basic information, including gender and study grade. The second part is the survey of pupils' preference for folk songs, which is divided into four dimensions: "musical attitude", "musical style", "learning motivation" and "learning way". To be authentic and reliable, the questionnaire was filled out by random sampling and anonymously. In order to comply with the standardization of the study, a pilot study was conducted in the present study before the formal release of the questionnaire.

3.4 Pilot testing

After the pre-questionnaire was prepared, 55 primary students in grade four of a primary school in Wudang District, Guiyang city were surveyed. 55 questionnaires were distributed and 55 were collected. After the questionnaire was recovered, the researchers tested the reliability and validity of the scale, and the test results of the analyzed scale were qualified.

3.5 Formal questionnaire project design

After the adjustment and revision of the pre-questionnaire, the formal questionnaire of the research survey was formed. The formal questionnaire consisted of two parts of 20 questions and was completed within 5 minutes. The first part of the formal questionnaire is the basic information of the students, including gender and grade, a total of 2 questions; The second part is a survey of primary school students' preference for folk songs. A total of 18 questions are composed of four dimensions: "musical attitude", "living reason", "musical style" and "learning way". "Music attitude" and "music style" consists of 4 questions respectively; "Reason for Love" and "Learning Way" consists of 5 questions respectively. The second part of the questionnaire adopts the Likert five-level scale method, which is divided into five levels: "strongly disagree", "disagree", "undecided", "agree", and "strongly agree", and is recorded as 1,2,3,4 and 5 points respectively. The specific items of each dimension are shown below in Table 1 below.

Table 1. Survey project of primary students' folk song preference

	Do you like the music?		Do you like the new folk songs?
Music attitude	Do you like the music class?	Music style	Do you like traditional folk songs?
	Do you like pop songs?		Do you like ethnic minority folk songs?
	Do you like folk songs?		Do you like the Han nationality folk songs?
	Can you learn music knowledge is why you like folk songs?		Is music class your main way to learn folk songs?
Liking reason	Is the beautiful melody why you like folk songs?	Learning way	Is the Internet your main way to learn folk songs?
	Are the lyrics all about the reasons why you like folk songs?		Is TV your main way to learn folk songs?
	Is music rich in connotation because you like folk songs?		Are concerts your main way to learn folk songs?
	Is the charm of a singer why you like folk songs?		Are mobile electronic devices your main way to learn folk songs?

4. Research Results

4.1 Participants

This study was conducted by distributing questionnaires. A total of 363 questionnaires were issued and 363 questionnaires were collected, with a recovery rate of 100%. 358 questionnaires were valid, with a response rate of 98.62%. The questionnaire survey object is the fourth and fifth-grade students from 4 schools in Wudang, Guiyang, 3 urban schools, and 1 suburban school, with a total of 358 people. Among them, males 172, females 186, fourth grade 150, and fifth grade 208. Details are shown in the Table 2.

Table 2. Table of sample information

Variable	Category	Number	Percentage
Gender	Male	172	48.04
	Female	186	51.96
Year	Fourth grade	149	41.90
	Fifth grade	208	58.10

4.2 Reliabilities analysis

Reliability is also known as reliability, where the internal consistency of the test data is measured by the formula and then used as a reliability indicator. The reliability test of this study used the famous Cronbach coefficient (Cronbach's Alpha) proposed by the American psychologist Lee J. Cronbach (1916-2001) in 1951. The Cronbach coefficient, also known as the Alpha reliability, generally speaking, the larger the value indicates that the higher the internal consistency, the more reliable the result, so it is generally believed that the larger the reliability determination, the higher the reliability and accuracy of the measurement. High reliability is greater than 0.9; reliability is good at 0.8-0.9; acceptable at 0.7-0.8, excellent reliability at 0.6-0.7; low reliability at 0.5-0.6, and abandoned directly below 0.35. The reliability of this study was calculated by analysis using SPSS statistical software and the results are shown in Table 3.

Table 3 as shown, the overall reliability test result of Cronbach's Alpha was 0.882, and the Cronbach's Alpha was 0.885. The coefficient was greater than 0.8, indicating that the overall reliability of the questionnaire is good. Further analysis of the data can be done.

Table 3. Overall reliability

Cronbach's Alpha	Cronbach's Alpha based on standardized terms	Items
.882	.885	18

4.3 Validity analysis

Exploratory factor analysis was used to analyze the validity of this research. Validity analysis is an analysis of the scale as a whole. KMO sphericity test is usually performed on the data to verify validity. Generally speaking, KMO is greater than 0.9, indicating that it is extremely suitable for factor analysis. Between 0.8-0.9, indicating that it is very suitable for factor analysis; Between 0.7 and 0.8, indicating that it is suitable for factor analysis; Between 0.6 and 0.7, indicating that it is barely suitable for factor analysis; Between 0.5 and 0.6, indicating that it is not suitable for factor analysis; Less than 0.5 indicates that factor analysis is not suitable. SPSS test results show that when Sig.<0.05 (p-value <0.05), factor analysis is effective and there is a correlation between variables. If the significance of the Bartlett sphericity test is less than 0.05, we can also consider that the questionnaire has good structural validity. The KMO and Bartlett sphericity test values of this questionnaire are shown in Table 4.

Table 4. KMO and Bartlett tests

KMO sampling suitabilities quantity.		.894
The approximate chi-square		2266.888
Bartlett sphericity test	degree of freedom	153
	significance	.000

According to the Table 4, it can be seen that the KMO sampling suitability value is 0.894, and the Bartlett spherical test is 2266.888. Most common factors, the significance is 0, less than 0.05, which has reached the significant level. It shows that this questionnaire has good structural validity.

In conclusion, this questionnaire has passed the clonal Bach coefficient test, KMO test and Bartlett spherical test significance level test, indicating that this questionnaire has high reliability and validity, and has high persuasion on the data collected in primary school students' folk song preference.

4.4 Data analysis and description

Descriptive analysis was used in the data analysis of this research, including the minimum, maximum, mean, standard deviation, and variance for each topic. In order to have a clearer and more intuitive understanding of primary students' folk song preferences, it are analyzed from four dimensions: "musical attitude", "musical style", "liking reason" and "learning way".

Table 5 results show, that the "Do you like pop songs?" and "Do you like the music?" items had the highest scores, at 4.27 and 4.01, respectively. "Do you like folk songs?" is the lowest score, " 3.62 ". Primary school students like music classes and like pop songs more, but they are less interested in folk songs.

Table 6 showed, that "Do you like new folk songs?" is the highest score 3.67. "Do you like ethnic minority folk songs?" is the lowest item score of 2.95. It can be seen that primary school students prefer new folk songs to traditional folk songs, Han folk songs, and ethnic minority folk songs.

In table 7 the results showed that the highest score of the "learning music knowledge" item was 3.61. "Lyrics of the Song" had the lowest score of 3.27. Therefore, it can be seen that "we can learn music knowledge" is the main factor affecting the primary school students' love of folk songs, while "the lyrics of songs" has the least influence on the choice of folk songs.

In table 8 the results showed that the "mobile electronics devices" and "music class" had the highest scores of 3.60 and 3.35, respectively. The "network" and "concert" learning pathway had the lowest scores of 2.86 and 3.00, respectively. Obviously, "mobile electronic devices" and "music class" are the main ways for primary school students to learn folk songs, while the "network" and "concert" learning channels have no obvious role in primary school students' learning of folk songs.

Table 5. Descriptive Statistics of Musical Attitude

Variable	Cases	Minimum	Maximum	Average	SD	Variance
Do you like the music?	358	1.0	5.0	4.01	.935	.874
Do you like the music lessons?	358	1.0	5.0	3.88	.966	.933
Do you like pop songs?	358	1.0	5.0	4.27	.957	.916
Do you like folk songs?	358	1.0	5.0	3.62	1.065	1.134

Table 6. Descriptive Statistics of Musical Style

Variable	Cases	Minimum	Maximum	Average	SD	Variance
Do you like the Han nationality folk songs?	358	1.0	5.0	3.07	.869	.754
Do you like ethnic minority folk songs?	358	1.0	5.0	2.95	1.090	1.188
Do you like traditional folk songs?	358	1.0	5.0	3.03	1.146	1.313
Do you like the new folk songs?	358	1.0	5.0	3.67	1.041	1.083

Table 7. Descriptive Statistics of Liking Reasons

Variable	Cases	Minimum	Maximum	Average	SD	Variance
Is the charm of a singer why you like folk songs?	358	1.0	5.0	3.53	1.039	1.079
Is learning music knowledge the main reason why you like folk songs?	358	1.0	5.0	3.61	1.044	1.090
Is the melody of the song why you like folk music?	358	1.0	5.0	3.39	1.117	1.247
Are the lyrics of the song why you like folk music?	358	1.0	5.0	3.27	1.169	1.366
Is the content of the song why you like folk music?	358	1.0	5.0	3.30	1.209	1.462

Table 8. Descriptive Statistics of Learning Ways

Variable	Cases	Minimum	Maximum	Average	SD	Variance
Is music class the main way for you to learn folk music?	358	1.0	5.0	3.35	1.178	1.388
Is the Internet your main way to learn folk music?	358	1.0	5.0	2.86	1.285	1.650
Are concerts your main way to learn folk songs?	358	1.0	5.0	3.00	1.173	1.375
Is TV your main way to learn folk songs?	358	1.0	5.0	3.09	1.097	1.204
Are mobile electronic devices your main way to learn folk songs?	358	1.0	5.0	3.60	1.211	1.467

To sum up, the analysis of the data found that primary school students like music class, prefer popular songs, but are less interested in folk songs; They prefer new folk songs compared traditional folk songs and Han folk songs and minority folk songs; That "can learn music knowledge" is the main factor affecting students like folk songs, while "song lyrics" have minimal influence on pupils' preference for folk songs; In addition "mobile electronic devices" and "music lesson" are the main ways for students to learn folk songs, while "network" and "concert" are not obvious in learning folk songs.

5. Discussion and Suggestion

5.1 Discussion

First, this study found that primary school students prefer music classes and popular songs while not interested in folk songs. The study results are consistent with the study results found by Yan Lihua (2017), Wen Jing (2014), and Zhang Lihong (2012) that students have a poor willingness to accept folk songs. Meanwhile, the research results are consistent with the findings that Li Hao (2019), Yan Lihua (2017), and Min-min Liu. (2013) found that "primary school students like the most popular and the number of students have a strong interest in folk songs". Wan Ge, Li Yanfang, Chen Fumei. (2019) found that "ethnic music is not the most favorite type of music for primary school students, and less than 40 percent of the students choose ethnic music. The highest number of people who love children's songs, followed by Chinese pop music," has a certain difference.

Secondly, this study found that "can learn music knowledge" is the main factor affecting student to like folk songs, while "lyrics of songs" has the least influence on pupils' folk song preferences. The research results are inconsistent with the research results of Yan Lihua (2017) that "local costumes and customs are the main factors affecting the like of primary school students to folk music, while the song melody, cultural background and others have a low impact on students". It is inconsistent with Li Hao (2019), who found that "52% of primary school students like Shanxi folk songs because of their beautiful melody".

Furthermore, this study found that primary school students prefer new folk songs over traditional, Han, and minority folk songs. The research results are basically in line with the study of Chen Di (2015), which found that "only 15% of primary school students like ethnic minority folk songs, and 54% like others".

Finally, this study also found that "mobile electronic devices" and "music lessons" are the main ways for primary students to learn folk songs, while the "Internet" and "concert" learning ways have no obvious role in learning folk songs. The research results are basically consistent with those of Yan Lihua (2020), who found that "teachers' folk song teaching approach is single, focusing on classroom teaching". The research results are different from those of Min-min liu (2013), who found that "folk songs, folk music and folk dance are mainly learned by off-campus art training institutions".

5.2 Suggestion

Based on the above results and discussion, combined with the researchers' learning and teaching practice experience, the following three suggestions are put forward on the teaching of folk songs in primary school music classroom.

First of all, improving the primary school students' interest in folk songs. Through the survey, we found that the students like music classes and popular songs, but they do not have a high interest in folk songs. As well known, "interest is the best teacher." In the teaching of folk songs, we should cultivate students' interest in folk songs. Only when students have a strong interest in folk songs can they like folk songs. To cultivate students' interest in folk songs: on the one hand, students can be encouraged to participate in local ethnic festival activities, let them understand the excellent folk songs and traditional culture of various ethnic groups, and cultivate students' interest in traditional culture and folk songs; on the other hand, students are encouraged to participate in more sports and training classes, such as children's

piano class, chorus and music quality development class. Through the study and training of training courses, improve students' interest in music learning, so as to improve students' interest in folk songs.

Secondly, teachers should pay full attention to the "style" and "connotation" of folk songs when choosing songs. Compared with traditional folk songs, Han folk songs, primary students prefer new folk songs; That "can learn music knowledge" is the main factor affecting students like folk songs. Teachers can give priority to some new folk songs with beautiful melody and positive lyrics. Beautiful melody can better grasp the attention of primary school students to music works, and positive lyrics can better cultivate students' values. Therefore, in the selection of folk song, the full combination of music melody and lyrics content, to stimulate students' interest in music learning, improve students' music aesthetic literacy, shaping students' value have a positive impact.

Finally, teachers can use the "Internet" way to extend the teaching. In the 21st century, with the development of technology, the Internet has become an essential part of our daily life. Teachers can try to use the "Internet" to open a variety of forms of folk song music classes, collect folk songs and music that meet the aesthetic needs of primary school students from the Internet, make them into high-quality teaching resources, and share them on the network learning platform. Students can selectively learn according to their own needs and interests after class. The appropriate use of "network" can provide a rich learning platform for primary school students, and is an effective tool, which is of great help to learning, can diversify music teaching methods, increase students' interest in learning, and improve the teaching efficiency of teachers. It should be noted that the "network" also has a certain negative nature. Primary school students are in the immature period of three views, and their self-control is poor. If the "Internet" is not used reasonably used, it will also have a negative impact on their growth.

6. Conclusion

This research shows that primary school students like music class and pop songs with less interest in folk songs and students like new folk songs more than traditional folk songs, Han folk songs, and minority folk songs; And "can learn music knowledge" is the main factor affecting students like folk songs, while "song lyrics" has the least influence on students' folk songs; And "mobile electronic devices" and "music lessons" are the main ways for students to learn folk songs, while "network" and "concert" in learning folk songs. Based on this, the researchers put forward three aspects: "improving primary school students' interest in learning", "paying full attention to the "style" and "connotation" of folk songs when choosing songs." and "expanding the teaching methods of folk songs". It is hoped that this research can provide some specific references for the folk music teaching of primary school music teachers. Meanwhile, researchers also hope that this research can enrich the research results of music education theory in China.

However, this study also has some deficiencies. First, the source of the samples was relatively single, and the collection of the samples was only limited to the 358 primary school students in Wudang, Guiyang. Second, the research method was relatively single. The research was mainly conducted by using the Likert 5-point scale questionnaire survey, without any in-depth communication and interview with primary school music teachers. It is hoped that we can make up for this deficiency in the future studies.

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