Relationship between Participation in Musical Instrument Lessons and Academic Stress Levels Among Primary 4-6 Students in Hong Kong

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Abstract

This study reports the results of an investigation into the relationship between participating in musical instrument lessons and academic stress levels among Primary 4-6 students in Hong Kong. The Educational Stress Scale for Adolescents (ESSA) is employed to measure students' academic stress levels. A music liking scale is based on the "Students Like Learning Mathematics Scale" of the 4th Grade Student Questionnaire of the Trends in International Mathematics and Science Study (TIMSS). The study sample consisted of 237 primary 4-6 students (125 boys and 112 girls) from two government-aided, co-educational primary schools in Hong Kong. They were grouped into 3 categories of *(1)* ***NOW*** *participating*, *(2)* ***EVER*** *participated* and (3) ***NEVER*** *participated* in musical instrument lessons. The results of descriptive statistics indicated that *student's own interest* was the greatest reason for musical participation, followed by instrumental reasons such as *"required by parents"* and "*want to have a better future*." The results also showed that there were more students learning more types of instrument, owning a higher grade, preparing for music examination(s) and/or competition, and spending more time on instrument learning. For the preference of participating in musical instrument lessons and the academic stress levels, (1) the ***NOW*** students reported obviously higher scores on all statements listen on the questionnaire than the ***EVER*** students. A significant positive correlation was found between the music examination(s) and/or competition(s) and the academic stress levels among the ***NOW*** students, which suggests that if students are taking part in the instrument lessons and have to prepare for the music examination(s) and/or competition(s), their academic stress would become much higher. Although the students' preference showed no correlation with the academic stress levels, it could still be related with the interest, number of instrument learning and time spending on instrument learning positively, and with the parents' requirement of participation negatively. To conclude, the relationship between musical lesson participation and felt academic stress exists if learning instruments involves high demand activities such as examinations and competitions.

Declaration

I, Wong Ming Chi , declare that this research report represents my own work under the supervision of the Music Associate Head of the Department of Cultural and Creative Arts, Dr. Matsunobu Koji, and that it has not been submitted previously for examination to any tertiary institution.

Signed _____

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Introduction

"To win at the starting line" is a newly risen motto of Hong Kong parents. Since they want their children to have a better future, they try to secure a seat for reputable kindergartens and enrol in extra-curricular activities even before their children's birth. According to the Hong Kong Institute of Asia-Pacific Studies (2007), over 95% of the interviewed parents are willing to put their family resources on cultivating children. Other surveys have also reported that over 80% of the interviewees let their children to join extra-curricular activities after school (FTU, 2016; YWCA, 2011). The expenditure on those activities is mainly (72.4%) $1001-5000 per month (FTU, 2016). And for the activities number and time, the majority is observed between 1 and 4 classes (90.7%) and less than 4 hours per week (73.7%) (YWCA, 2011). Enrolling children in extra-curricular activities is a social custom among Hong Kong parents.

Even though extra-curricular activities have different aspects, music must be the one of the most popular choices (FTU, 2016; YWCA, 2011). The Hong Kong Extra-Curricular Activities Masters' Association has conducted two surveys on the in-school extra-curricular activities. Among 100 primary schools, 70 schools are reported to offer choir activities, 50 schools offer orchestra activities and 44 schools run percussion bands (HKEAMA, 2014); and among 115 secondary schools, 81 schools are reported to have orchestra or wind band, 78 schools have choir and 40 schools have Chinese orchestra (HKEAMA, 2012). Except these school music groups, individual music lessons are also well received by Hong Kong parents. 52% of the interviewed parents let their children learn to play musical instruments, such as piano (MasterCard International, 2013). Lately, some parents even think studying piano or violin is too common to count as a merit point for entering better schools, therefore opting for "unusual" instruments (School of Journalism and Communication, 2011). The "unusual" instruments can be harp and cello (Ming Pao, 2015; Shum, 2013). Choices of musical instruments by Hong Kong parents are influenced by their perception of the use value of music.

Playing music can help the relaxation of mind and body. The number of Hong Kong students learning to play instrument, however, is not proportional to their happiness level but inversely proportional to the stress index. From the report of "Hong Kong Children's Happiness Factors Survey 2016" (BGCA, 2016), only 57.1% of children are feeling happy, while feeling so-so and unhappy is 32.1% and 10.8% respectively. Comparing with the same

survey done in 2008, the result has become worse (BGCA, 2016). Other reports by The Hong Kong Federation of Youth Groups (JMHF, 2015; HKET, 2016) have also stated that the number of students rating themselves as under a high stress level has increased from 25.3% in 2015 to 28.7% in 2016.

A review of the literature reveals that stress, in general, can be explained as "any circumstances that threaten or are perceived to threaten one's well-being and tax one's coping abilities" (Weiten, 2011). For students, academic is ranked as the most stressful aspect of their lives in the Asian countries (Ang and Huan, 2006; Tan & Yates, 2011). Bisht (cited in Lal, 2014) summarized that there are 4 major types of academic stress – the academic frustration, academic conflict, academic pressure and academic anxiety, and defined them as:

> *Academic frustration is a state caused by harm of some academic goals; academic conflict is the result of two or more qua] hut in compatible response tendencies to academic goals; academic pressure occurs when the student is under heavy demands of time and energy to meet academic goals; and academic anxiety is the apprehension of harm to some academic goals (p.123).*

The academic pressure plays the main role since students spend most of the time within the educational environments (Hashim, 2003). In additional, the Confucian Heritage Culture (CHC) traditions and concomitant high expectations of parents, teachers and students themselves place enormous stresses upon Asian students (Tan & Yates, 2011). This demonstrates that the sources of academic stress include the school factors, family factors and social factors. Taken together, if musical instruments learning fulfils any properties of academic stress types and is under the high expectation from above factors, it can be one of the stressors to Hong Kong students.

Nevertheless, for choosing the extra-curricular activities, the younger students have much lesser decision-making power. A study in this area has indicated that the ratio of activities determined by parents is 40.6% for primary 4-6 students, 23.3% for secondary 1-3 students and 14.6% for secondary 4-6 (BGCA, HKPTU & GACE, 2015). Another study has found parents of primary school students have the absolute authority on the final decision on activities to join (YWCA, 2011). Besides, stress is easier to form when students do not feel satisfied with the activities (BGCA, HKPTU & GACE, 2015). The primary school students, therefore, are preferable to be the target participants. According to a famous cognitive-developmental

psychologist Jean Piaget (1896-1980), the primary school students are in the concrete operational stage to construct schemes that enable them to think logically about objects and event in the real world (Boyd & Bee, 2012; Weiten, 2011). During this stage, the inductive logic and deductive logic are the important types of reasoning to be developed. Student can progressively go from their own experience to a general principle and predict a specific outcome from a general principle (Boyd & Bee, 2012). With the growth of age, they then can perceive the importance of the secondary school places allocation and understanding the meaning of academic stress well. Based on this developmental perspective, primary 4-6 students are believed to be a suitable target in this study.

Many studies have looked at how the academic workloads affect students' academic stress. Less is known is how extra-curricular activities affect students' academic stress. The review of the literature indicates that Hong Kong students' unhappiness and stress increases simultaneously with the number of students joining extra-curricular activities. Because learning musical instruments is among the top extra-curricular activities in Hong Kong, this study sets the following goals:

1. To identify the background information of Hong Kong primary 4-6 students' participation in musical instrument lessons.
2. To investigate how much do the students like participating in musical instrument lessons and feel stressed in academic studying.
3. To analyse the relationship between the musical background, preference of participation in musical instrument lessons and academic stress levels.

Method

Instruments

The questionnaire employed was as follows.

1. The Educational Stress Scale for Adolescents (ESSA)

This questionnaire is for measuring the academic stress levels (Sun, Dunne, Hou and Xu, 2011). It came from the Academic Expectation Stress Inventory (AESI; Ang & Huan, 2006), that was developed with Singapore students to measure the levels of stress arising from

academic expectations of both the students and significant others. Three cross-sectional questionnaire surveys with more than 2,000 Chinese students (Grades 7-12) from six secondary schools in three sites (the capital city, one county city, and one rural town) in Shandong Province, China were conducted to examine the psychometric properties. The final 16-item ESSA contains five latent variables: (1) pressure from study, (2) workload, (3) worry about grades, (4) self-expectation, and (5) despondency. The questionnaire invites respondents to indicate the degree of stress experienced in response to each on a 5-point Likert-type scale, with "1" indicating "strongly disagree" and "5" indicating "strongly agree".

The reliability for the questionnaire is proved to be 0.81 using the Cronbach's alpha coefficient, which indicates good internal consistency. The coefficients for each variable are in the acceptable level of reliability, between 0.66 to 0.75. For the concurrent validity, since the ESSA and AESI have the similar hypotheses, the ASEI can serve as a criterion measure to assess the concurrent validity of the ESSA. As expected, the ESSA total score is significantly correlated with the AESI scores (Pearson r =0.51, $p<0.01$).

2. The "Students Like Learning Mathematics Scale" of the Trends in International Mathematics and Science Study (TIMSS)

Because there is no authoritative study which directly investigates how much do the students like participating in musical instrument lessons, the "Students Like Learning Mathematics Scale" of the 4th Grade Student Questionnaire of the Trends in International Mathematics and Science Study (TIMSS) was used as reference in the study. The TIMSS is one of the studies established by the International Association for the Evaluation of Educational Achievement (IEA), and is a reliable and timely study that data have been collected from 4th & 8th grade students since 1995 and every 4 years around the world, including Hong Kong (IES, n.d.). The TIMSS 2015 context questionnaire items are developed to study the home, community, school, and classroom contexts in which students learn mathematics and science. The participants are asked to indicate the degree of their agreement with the statement: agree a lot, agree a little, disagree a little, or disagree a lot.

From the result of TIMSS 2015 in Hong Kong, the reliability of the "Students Like Learning Mathematics Scale (4th Grade)" is 0.94 using the Cronbach's alpha coefficient, which demonstrates high internal consistency. The component loadings of each questionnaire item from the principal components analysis rang from 0.65 to 0.91, that are positive and substantial indicating a strong correlation between each item and the scale.

Sample

The sample consisted of 237 students (125 boys and 112 girls) from two government-aided, co-educational primary schools located in two different districts, Shatin and Wong Tai Sin, in Hong Kong. All respondents were selected from 3 classes, namely Primary 4 (97), Primary 5 (81) and Primary 6 (59).

Consent & Procedure

In Hong Kong, permission for conducting research and data collection is typically granted by the school principal. Relevant ethical approval was sought and obtained for the researchers to conduct the research investigation at the school prior to data collection. As the targeted participants were under 18 years old, the purpose of the study was explained to both students and parents, and consent to participate in the study was obtained from all parents involved. Participation was strictly voluntary, and students' responses were kept confidential. Students were also informed that they could refuse or discontinue participation at any time.

The questionnaire was presented to students in a bi-lingual, English and Chinese, document and administered to individual classes by teachers. Students had to spend 5-10 minutes to finish it during the class lesson. The same procedure was followed with all classes.

Results

To achieve the aims of the study, the data were analysed in different ways, first to examine the Hong Kong primary 4-6 students' musical background, preference of participation in musical instrument lessons and academic stress levels, and secondly to explore the relationship between them.

1. Musical background (Part A of questionnaire)

Table 1 shows the current state of Hong Kong primary 4-6 students' musical instrument lessons participation. All respondents could be grouped into 3 categories of ***(1) NOW***

participating, *(2) **EVER** participated* and (3) ***NEVER** participated*. Students who have *(3) **NEVER** participated* in any musical instrument lessons represented the largest group of participants, at 41.8%. *(1) **NOW** participating* students made up the second largest group at 38%, and *(2) **EVER** participated* students made up 20.3%. As a whole, the total number of the ***NOW*** and the ***EVER*** was still greater than the ***NEVER***, in which there were more students who have once touched with musical instrument learning.

Table 1 – Current state of participation in musical instrument lessons

	All respondents	
	Number	Percent
*(1) **NOW** participating*	90	38.0
*(2) **EVER** participated*	48	20.3
*(3) **NEVER** participated*	99	41.8
Total	237	

Along with the respondents' current state, the *(1) **NOW** participating* and *(2) **EVER** participated* students were asked for the type(s) and reason(s) for musical instrument lessons. Their responses are shown in tables 2 and 3. There was no obvious difference between the lessons type(s). But there were differences in their responses to the reason(s) for participating in musical instrument lessons. 72.5 per cent reported that they are now participating / have ever participated because of their own interest. At the same time, 54.4 per cent of the *(1) **NOW** participating* and 62.5 per cent of the *(2) **EVER** participated* students claimed as they are / were required by their parents. And nearly 30% of these students gave a thought for a better future, e.g. getting into a better secondary school. According to the results of chi-square test (table 4), there was significant difference between the two groups of students in term of the reason "for a better future" ($\chi 2=6.791$, $p=.009$).

Table 2 – Type(s) of musical instrument lessons participating in

	*(1) **NOW** participating*		*(2) **EVER** participated*		*(1) & (2)*	
	Number	Percent	Number	Percent	Number	Percent
Individual instrument lessons	57	63.3	26	54.2	83	60.1
Group instrument lessons	49	54.4	25	52.1	74	53.6
Total	90		48		138	

Table 3 – Reason(s) for participation in musical instrument lessons

	*(1) **NOW** participating*		*(2) **EVER** participated*		*(1) & (2)*	
	Number	Percent	Number	Percent	Number	Percent
My interest	68	75.6	32	66.7	100	72.5
Required by parents	49	54.4	30	62.5	79	57.2

Required by school	7	7.8	3	6.3	10	7.2
Affected by friends	18	20.0	6	12.5	24	17.4
For a better future (e.g. getting into a better secondary school)	32	35.6	7	14.6	39	28.3
Others	3	3.3	1	2.1	4	2.9
Total	90		48		138	

Table 4 – Chi-Square Tests of the reason of "for a better future"

	*(1) **NOW** participating & (2) **EVER** participated*				
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	6.791[a]	1	.009		
Continuity Correction[b]	5.796	1	.016		
Likelihood Ratio	7.304	1	.007		
Fisher's Exact Test				.010	.007
Linear-by-Linear Association	6.742	1	.009		
Total	90				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.57.

b. Computed only for a 2x2 table

For the number, type(s) and grade of instrument learning, the results were as expected. As shown in table 5, the *(1) **NOW** participating* students are learning more musical instruments than the *(2) **EVER** participated* students, i.e. 16.6% of the ***NOW*** students are learning 3-4 instruments while only 4.2% of the ***EVER*** students were doing so. According to the results in table 6, piano (50.0%), singing (24.6%) and violin (16.7%) still were the popular musical instruments for learning. But the types of instrument learning for the *(1) **NOW** participating* students reached up to 16 (including djembe and drum set were specified in "others") and for the *(2) **EVER** participated* students were also high as 11 (including melodica was specified). Table 7 may as well show that the *(1) **NOW** participating* students owned a higher grade in music than the *(2) **EVER** participated* students, i.e. 20.0% of the ***NOW*** students owned grade 4 or higher while only one of the ***EVER*** students, at 2.2%, owned grade 6.

Table 5 – Number of instrument learning

	*(1) **NOW** participating*		*(2) **EVER** participated*		*(1) & (2)*	
	Number	Percent	Number	Percent	Number	Percent
1	55	61.1	39	81.3	94	68.1
2	20	22.2	7	14.5	27	19.6
3	13	14.4	2	4.2	15	10.9
4	2	2.2	0	0.0	2	1.4
Total	90		48		138	

Table 6 – Type(s) of instrument learning

	*(1) **NOW** participating*		*(2) **EVER** participated*		*(1) & (2)*	
	Number	Percent	Number	Percent	Number	Percent
Piano	47	52.2	22	45.8	69	50.0
Singing	27	30.0	7	14.6	34	24.6
Percussion	14	15.6	3	6.3	17	12.3
Guitar	6	6.7	4	8.3	10	7.2
Violin	10	11.1	13	27.1	23	16.7
Cello	1	1.1	0	0.0	1	0.7
Flute	2	2.2	0	0.0	2	1.4
Clarinet	2	2.2	1	2.1	3	2.2
Saxophone	1	1.1	0	0.0	1	0.7
Recorder	12	13.1	2	4.2	14	10.1
Trumpet	1	1.1	0	0.0	1	0.7
Chinese percussion	13	14.4	3	6.3	16	11.6
Dizi	2	2.2	2	4.2	4	2.9
Suona	0	0.0	1	2.1	1	0.7
Zheng	2	2.2	0	0.0	2	1.4
Others	2	2.2	1	2.1	3	2.2
Total	90		48		138	

Table 7 – Grade of instrument learning

	*(1) **NOW** participating*		*(2) **EVER** participated*		*(1) & (2)*	
	Number	Percent	Number	Percent	Number	Percent
Grade 1	40	44.4	35	72.9	75	54.3
Grade 2	18	20.0	10	20.8	28	20.3
Grade 3	14	15.6	2	4.2	16	11.6
Grade 4	7	7.8	0	0.0	7	5.1
Grade 5	7	7.8	0	0.0	7	5.1
Grade 6	2	2.2	1	2.1	3	2.2
Grade 7	1	1.1	0	0.0	1	0.7
Grade 8	1	1.1	0	0.0	1	0.7
Total	90		48		138	

The results of preparation of music examination(s) and/or competition(s) (table 8) had the similar condition as the results of number, type(s) and grade of instrument learning (table 5, 6 and 7). The proportion of the *(1) **NOW** participating* students who are preparing for music examination(s) and/or competition(s) was higher than who the *(2) **EVER** participated* students who have ever prepared, 61.1% versus 47.9%. More ***EVER*** students, at 52.1%, did not prepare for any music examination(s) and/or competition(s) before.

Table 8 – Preparation of music examination(s) and/or competition(s)

	*(1) **NOW** participating*		*(2) **EVER** participated*		*(1) & (2)*	
	Number	Percent	Number	Percent	Number	Percent
Yes	55	61.1	23	47.9	78	56.5
No	35	38.9	25	52.1	60	43.5
Total	90		48		138	

The data of time for *(1) **NOW** participating* students spending on instrument learning (table 9) could be indirectly resulted from the data of number and grade (table 5 and 7). Since most of the ***NOW*** students are learning 1-2 music instruments and reach grade 1-3, it is reasonable for them to spend 1-3 hours, at 61.1%, for lessons and practice per week. And the result in table 10 indicates that the majority of *(2) **EVER** participated* students (93.7%) have spent less than 3 years on instrument learning, with 10.4% of 2-3 years. There were even 6.3% of the ***EVER*** students have persisted for more than 4 years before they quitted the musical instrument lessons.

Table 9 – Time spending on instrument learning [per week]

	*(1) **NOW** participating*	
	Number	Percent
Less than 1 hour	24	26.7
1-3 hours	55	61.1
3-5 hours	5	5.6
5-7 hours	3	3.3
More than 7 hours	3	3.3
Total	90	

Table 10 – Time spent on instrument learning [in year(s)]

	*(2) **EVER** participated*	
	Number	Percent
Less than 1 year	19	39.6
1-2 years	21	43.8
3-4 years	5	10.4
More than 4 years	3	6.3
Total	48	

It is quite ambiguous to conclude the main reason why have *(2) **EVER** participated* students stopped participating in musical instruments lessons as all the percentages were similar. Some respondents reported that they believed the participation in musical instrument lessons was not their interest, at 37.5%. And some reported that they were not required by school or parents anymore and were affected by friends, at 20.8% respectively (table 11).

Table 11 – Reason(s) for stop participation in musical instrument lessons

	*(2) **EVER** participated*	
	Number	Percent
Not my interest	18	37.5
Not required by school / parents	10	20.8
Affected by friends	10	20.8
Finance difficulties	6	12.5
Others	14	29.2
Total	48	

2. Preference of participation in musical instrument lessons (Part B of questionnaire)

Table 12 shows the means of students' degree of agreement with the preference of participation in musical instrument lessons in questionnaire Part B. All students, in general, liked taking part in musical instrument lessons (M=3.51, SD=0.97). And the *(1) **NOW** participating* students had obviously higher scores on all statements than the *(2) **EVER** participated* students, in which there was a significant difference on the overall mean score (t=3.41, p=.001). But, as shown in table 13, it is worth to notice that the difference on the statement B4 was the only not significant (t=1.44, p=.151), and it was rated as the highest score from the ***EVER*** students (M=3.54, SD=0.94).

Table 12 – Means of preference of participation in musical instrument lessons

	*(1) **NOW** participating*		*(2) **EVER** participated*		*(1) & (2)*	
	Mean	SD	Mean	SD	Mean	SD
B1 – I enjoy participating in musical instrument lessons.	3.92	1.11	3.44	1.11	3.75	1.13
B2 – I wish I did not have to participate in musical instrument lessons. (reverse statement)	3.80	1.11	3.08	1.11	3.55	1.15
B3 – Participating in musical instrument lessons is boring. (reverse statement)	3.74	1.08	3.17	1.04	3.54	1.19
B4 – I learn many interesting things while participating in musical instrument lessons.	3.82	1.16	3.54	0.94	3.72	1.09
B5 – I like participating in musical instrument lessons.	3.71	1.23	3.17	1.23	3.52	1.25
B6 – I like any activities that involve playing musical instrument(s).	3.50	1.23	2.92	1.16	3.30	1.23
B7 – I like to play musical instrument(s).	3.72	1.17	3.13	0.96	3.51	1.14
B8 – I look forward to musical instrument lessons.	3.54	1.08	2.98	1.10	3.35	1.12
B9 – Participating in musical instrument lessons is one of my favourite activities.	3.64	1.16	2.88	1.12	3.38	1.20
Overall	3.71	0.95	3.14	0.88	3.51	0.97

Table 13 – t-Test of preference of participating in musical instrument lessons

		*(1) **NOW** participating & (2) **EVER** participated*				
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
B1 - I enjoy having musical instrument lessons.	Equal variances assumed	2.438	136	.016	.485	.199
	Equal variances not assumed	2.442	96.444	.016	.485	.199
B2 - I wish I did not have to have musical instrument lessons.	Equal variances assumed	3.607	136	.000	.717	.199
	Equal variances not assumed	3.613	96.529	.000	.717	.198
B3 - Having musical instrument lessons is boring.	Equal variances assumed	3.040	136	.003	.578	.190
	Equal variances not assumed	3.074	99.127	.003	.578	.188
B4 - I learn many interesting things while having musical instrument lessons.	Equal variances assumed	1.442	136	.151	.281	.195
	Equal variances not assumed	1.534	113.848	.128	.281	.183
B5 - I like having musical instrument lessons.	Equal variances assumed	2.480	136	.014	.544	.220
	Equal variances not assumed	2.482	96.281	.015	.544	.219
B6 - I like any activities that involve playing musical instrument(s).	Equal variances assumed	2.704	136	.008	.583	.216
	Equal variances not assumed	2.749	100.736	.007	.583	.212
B7 - I like to play musical instrument(s).	Equal variances assumed	3.031	136	.003	.597	.197
	Equal variances not assumed	3.220	113.531	.002	.597	.185
B8 - I look forward to musical instrument lessons.	Equal variances assumed	2.904	136	.004	.565	.195
	Equal variances not assumed	2.889	94.675	.005	.565	.196
B9 - Having musical instrument lessons is one of my favourite activities.	Equal variances assumed	3.743	136	.000	.769	.206
	Equal variances not assumed	3.785	99.138	.000	.769	.203
Overall	Equal variances assumed	3.421	136	.001	.56883	.16627
	Equal variances not assumed	3.501	102.578	.001	.56883	.16246

3. Academic stress levels (Part C of questionnaire)

All respondents were asked about the academic stress levels by ranking the degree of agreement with fifteen statements in questionnaire part C. According to the results in table 14, for all the respondents, the overall means on academic stress was 3.16 (SD=0.68) and the statement C3 was ranked as the greatest (M=3.78, SD=1.04). The *(1) **NOW** participating* students reported the highest scores on all statements. The LSD post-hoc test (ANOVA) suggests that the scores ranked by the *(1) **NOW** participating* students had great differences from the *(2) **EVER** participated* (p=.011) and the *(3) **NEVER** participated* (p=.003) (table 15), so a t-test was conducted to find out how are the differences on academic stress levels between the ***NOW*** and combination of the ***EVER*** and the ***NEVER*** (table 16). Except the overall score, there were 3 statements also showed the significant difference, i.e. statement C7 (t=3.61, p=.000), statement C8 (t=3.96, p=.000) and statement C12 (t=4.02, p=.000) (table 16).

Table 14 – Means of academic stress levels

	*(1) **NOW** participating*		*(2) **EVER** participated*		*(3) **NEVER** participated*		*All respondents*	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
C1 – Future education and employment bring me a lot of academic pressure.	3.34	1.24	3.15	1.19	3.27	1.01	3.27	1.13
C2 – I feel there is too much homework.	3.40	1.21	3.23	1.17	3.29	1.19	3.32	1.19
C3 – Academic grade is very important to my future and even can determine my whole life.	4.00	1.01	3.60	1.14	3.66	1.00	3.78	1.04
C4 – I feel stressed when I do not live up to my own standards.	3.56	1.19	3.42	1.22	3.35	1.09	3.44	1.15
C5 – I am very dissatisfied with my academic grades.	3.09	1.26	2.65	1.18	2.87	1.26	2.91	1.24
C6 – My parents care about my academic grades too much that brings me a lot of pressure.	3.03	1.23	2.83	1.08	2.89	1.20	2.93	1.19
C7 – I feel that I have disappointed my parents when my test/exam results are poor.	3.86	0.93	3.35	1.16	3.34	1.11	3.54	1.08
C8 – When I fail to like up to my own expectations, I feel I am not good enough.	3.83	1.03	3.38	1.28	3.16	1.15	3.46	1.17
C9 – I always lack confidence with my academic scores.	3.18	1.26	3.00	1.22	2.84	1.13	3.00	1.20
C10 – I feel a lot of pressure in my daily studying.	3.19	1.14	2.77	1.15	3.01	1.15	3.03	1.15
C11 – I feel that there are too many tests/exams in the schools.	3.32	1.05	2.85	1.20	3.00	1.13	3.09	1.13
C12 – I feel that I have disappointed my teacher when my test/exam are not ideal.	3.78	1.00	3.17	1.19	3.22	1.07	3.42	1.10
C13 – I usually cannot sleep because of worry when I cannot meet the goals I set for myself.	3.09	1.22	2.67	1.33	2.62	1.30	2.81	1.29
C14 – It is difficult for me to concentrate during classes.	2.87	1.19	2.42	1.01	2.63	1.18	2.68	1.16
C15 – There is too much competition among classmates that brings me a lot of academic pressure.	2.98	1.21	2.63	1.16	2.42	1.22	2.68	1.23
Overall	3.37	0.67	3.01	0.68	3.04	0.64	3.16	0.68

Table 15 – LSD post-hoc test (ANOVA) of academic stress levels

Dependent variable: The mean of the overall score in Part C

		ALL respondents		
(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.
*(1) **NOW** participating*	*(2) **EVER** participated*	.36046*	.11841	.011
	*(3) **NEVER** participated*	.32902*	.09649	.003
*(2) **EVER** participated*	*(1) **NOW** participating*	.36046*	.11841	.011
	*(3) **NEVER** participated*	-.03144	.11652	.964
*(3) **NEVER** participated*	*(1) **NOW** participating*	-.32902*	.09649	.003
	*(2) **EVER** participated*	.03144	.11652	.964

*. The mean difference is significant at the 0.05 level.

Table 16 – t-Test of academic stress levels

*(1) **NOW** participating & (2+3) **EVER** and **NEVER** participated*

		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
C1 - Future education and employment bring me a lot of academic pressure.	Equal variances assumed	.745	235	.457	.113	.152
	Equal variances not assumed	.719	167.278	.473	.113	.157
C2 - I feel there is too much homework.	Equal variances assumed	.803	235	.423	.128	.159
	Equal variances not assumed	.799	184.986	.426	.128	.160
C3 - Academic grade is very important to my future and even can determine my whole life.	Equal variances assumed	2.612	235	.010	.361	.138
	Equal variances not assumed	2.638	194.125	.009	.361	.137
C4 - I feel stressed when I do not live up to my own standards.	Equal variances assumed	1.175	235	.241	.181	.154
	Equal variances not assumed	1.160	180.691	.247	.181	.156
C5 - I am very dissatisfied with my academic grades.	Equal variances assumed	1.761	235	.080	.293	.166
	Equal variances not assumed	1.752	185.131	.082	.293	.167
C6 - My parents care about my academic grades too much that brings me a lot of pressure.	Equal variances assumed	1.023	235	.307	.163	.159
	Equal variances not assumed	1.008	179.713	.315	.163	.161
C7 - I feel that I have disappointed my parents when my test/exam results are poor.	Equal variances assumed	3.610	235	.000	.509	.141
	Equal variances not assumed	3.773	214.190	.000	.509	.135
C8 - When I fail to live up to my own expectations, I feel I am not good enough.	Equal variances assumed	3.964	235	.000	.602	.152
	Equal variances not assumed	4.106	209.261	.000	.602	.147
C9 - I always lack confidence with my academic scores.	Equal variances assumed	1.787	235	.075	.287	.160
	Equal variances not assumed	1.752	176.380	.082	.287	.164
C10 - I feel a lot of pressure in my daily studying.	Equal variances assumed	1.674	235	.096	.257	.154
	Equal variances not assumed	1.677	189.596	.095	.257	.153
C11 - I feel that there are too many tests/exams in the school.	Equal variances assumed	2.478	235	.014	.370	.149
	Equal variances not assumed	2.536	202.398	.012	.370	.146
C12 - I feel that I have disappointed my teacher when my test/exam results are not ideal.	Equal variances assumed	4.018	235	.000	.574	.143
	Equal variances not assumed	4.112	202.144	.000	.574	.140
C13 - I usually cannot sleep because of worry when I cannot meet the goals I set for myself.	Equal variances assumed	2.676	235	.008	.456	.171
	Equal variances not assumed	2.717	197.522	.007	.456	.168
C14 - It is very difficult for me to concentrate during classes.	Equal variances assumed	2.001	235	.047	.309	.154
	Equal variances not assumed	1.975	180.527	.050	.309	.156
C15 - There is too much competition among classmates that brings me a lot of academic pressure.	Equal variances assumed	3.028	235	.003	.488	.161
	Equal variances not assumed	3.024	187.468	.003	.488	.161
Overall	Equal variances assumed	3.834	235	.000	.339	.089
	Equal variances not assumed	3.803	183.481	.000	.339	.089

4. Musical background in relation to preference of participation of musical instrument lessons and academic stress levels

Table 17 indicates the correlation analyses conducted to investigate the relationship of students' musical background, and preference of participation in musical instrument lessons

and academic stress levels. For the correlation with the academic stress levels, there was only one factor of the background had a significant positive correlation. It was the preparation of music examination(s) and/or competition(s) (r=.192, p=.024) (table 17). While for the correlation with the preference of participation in musical instrument lessons, there were four factors had the significant correlation. The reason for participation in musical instrument lesson of "*my interest*" showed a positive correlation at r=.798 and p=.000; the reason of "*required by parents*" showed a negative correlation at r=-.316 and p=.000; the number of instrument learning showed a positive correlation at r=.338 and p=.000; and the time spending on instrument learning (per week) showed a positive correlation at r=.295 and p=.005 (table 17).

Table 17 – Correlation between musical background and preference of participation in musical instrument lessons and academic stress levels

		*(1) **NOW** participating & (2) **EVER** participated*	
		Mean of the overall score (Part B)	Mean of the overall score (Part C)
Reason(s) for participation in musical instrument lessons (*My interest*)	Pearson Correlation	.798**	-.069
	Sig. (2-tailed)	.000	.424
	N	138	138
Reason(s) for participation in musical instrument lessons (*Required by parents*)	Pearson Correlation	-.316**	.062
	Sig. (2-tailed)	.000	.469
	N	138	138
Reason(s) for participation in musical instrument lessons (*For a better future*)	Pearson Correlation	.064	.002
	Sig. (2-tailed)	.456	.980
	N	138	138
Number of instrument learning	Pearson Correlation	.338**	.101
	Sig. (2-tailed)	.000	.237
	N	138	138
Type(s) of instrument learning (*Piano*)	Pearson Correlation	.150	.129
	Sig. (2-tailed)	.080	.133
	N	138	138
Type(s) of instrument learning (*Singing*)	Pearson Correlation	.147	.144
	Sig. (2-tailed)	.086	.091
	N	138	138
Type(s) of instrument learning (*Violin*)	Pearson Correlation	-.039	-.113
	Sig. (2-tailed)	.647	.188
	N	138	138
Grade of instrument learning	Pearson Correlation	.067	.115
	Sig. (2-tailed)	.434	.178
	N	138	138
Preparation of music examination(s) and/or competition(s)	Pearson Correlation	.091	.192*
	Sig. (2-tailed)	.289	.024
	N	138	138

Time spending on instrument learning [per week]	Pearson Correlation	.295**	.015
	Sig. (2-tailed)	.005	.886
	N	90	90

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

To have more accurate results, further correlation analyses were conducted according to the students' current state of participation in musical instrument lessons, i.e. *(1) **NOW** participating* and *(2) **EVER** participated*. The result in table 18 demonstrates that the significant positive correlation between the preparation of music examination(s) and/or competition(s) and the academic stress happened only on the *(1) **NOW** participating* students (r=.290, p=.006) (table 18). The same situation was also showed on the correlation between the number of instrument learning and the preference of participation in musical instrument lessons (table 19). Only the *(1) **NOW** participating* had significant positive correlation at r=.409 and p=.000. Besides, the correlation between the reason for participation in musical instrument lesson of "*required by parents*" and the preference was especially higher for the *(2) **EVER** participate* (r=-.480, p=.001) than the *(1) **NOW** participating* (r=-.225, p=.033) (table 19).

Table 18 – Further correlation between musical background and academic stress levels

		*(1) **NOW** participating*	*(2) **EVER** participated*
		Mean of the overall score (Part C)	Mean of the overall score (Part C)
Preparation of music examination(s) and/or competition(s)	Pearson Correlation	.290**	-.055
	Sig. (2-tailed)	.006	.711
	N	90	48

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 19 – Further correlation between musical background and preference of participation in musical instrument lessons

		*(1) **NOW** participating*	*(2) **EVER** participated*
		Mean of the overall score (Part B)	Mean of the overall score (Part B)
Reason(s) for participation in musical instrument lessons (My interest)	Pearson Correlation	.821**	.790**
	Sig. (2-tailed)	.000	.000
	N	90	48
Reason(s) for participation in musical instrument lessons (Required by parents)	Pearson Correlation	-.225*	-.480**
	Sig. (2-tailed)	.033	.001
	N	90	48

Number of instrument learning	Pearson Correlation	.409**	-.063
	Sig. (2-tailed)	.000	.669
	N	90	48
Time spending on instrument learning [per week]	Pearson Correlation	.295**	
	Sig. (2-tailed)	.005	
	N	90	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Discussion

As the title, this study is mainly to investigate the relationship between Hong Kong primary 4-6 students' participation in musical lessons and academic stress levels by identifying their musical background, preference of participation in musical instrument lessons and levels of academic stress. In the following paragraphs, these three aspects will be firstly revealed, then the relationship will be discussed.

1. Musical background

The results in this aspect indicate that the situation of the students' participation in musical instrument lessons is common in Hong Kong. Most of the findings can be related to the previous studies and literatures mentioned in the introduction section. For example, there were 52% of the interviewed parents let their children learn to play musical instruments in the MasterCard International's study (2013), while there were 58.2% of students are *(1)* ***NOW*** *participating* or have *(2)* ***EVER*** *participated* in musical instrument lessons in this study. And some previous studies suggested that parents may arrange the lessons of "unusual" instruments to their children, e.g. harp and cello (School of Journalism and Communication, 2011; Ming Pao, 2015; Shum, 2013). These can be supported by the present findings of one student who is learning to play cello and two students who are learning to play suona, an unpopular Chinese instrument. The present findings of more than a half of the ***NOW*** and ***EVER*** students are preparing or have prepared for music examination(s) and/or competition(s) also prove the parents' desire for their children "to win at the starting line".

For the reason(s) for participation in musical instrument lessons, it is quite out of expectation that the option of "*for a better future*" had the higher ranking than "*affected by friends*", since some studies argued that children are more influenced by their peer group

(Harris, 2009) and the peer group becomes an agency of enculturation and learning (Barbour, Barbour & Scully, 2011). This may be a special case happened in Hong Kong. An updated research (Baptist Oi Kwan Social Service, 2017) showed that 21.7% of Hong Kong primary school students, at the age between 9-13, always feel stressed and the "*choice-making and adaption of secondary school places allocation*" is placed as the second most important stressor, at 20.5%, in which can reason why more students choose "*for a better future*" in this study.

2. Preference of participation in musical instrument lessons

In this aspect, both of the *(1)* ***NOW*** *participating* and *(2)* ***EVER*** *participated* students could be generally classified as being partial to the participation in musical instrument lessons, but the ***NOW*** students gave a higher score on all statements, indicating that they have more liking of the lessons. This phenomenon may directly be explained by the findings from the previous aspect. In the question A5 of asking why students are participating / have participated in musical instrument lessons, the option of "*my interest*" made up the largest response. At the same time, the percentage of the option of "*my interest*" is higher for the ***NOW*** students.

The statement B4 of "*I learn many interesting things while participating in musical instrument lessons*" was the only one does not show any significant difference but was rated the highest score from the ***EVER*** students. This suggests that although the ***EVER*** students do not as like the participation in musical instrument lessons as the ***NOW*** students, they still believe that learning to play instrument is interesting. However, since none have studied the exact students' view on musical instrument lessons, further research is needed to explain this situation.

3. Academic stress levels

The overall means in this aspect were greater than 3, which specifies that all the students are in moderate academic stress. And the statement C3 of "*academic grade is very important to my future and even can determine my whole life*" had the largest means, which points out the future is still the most concerned part for all students. This can also be related to the updated research by Baptist Oi Kwan Social Service (2017) – the "*choice-making and adaption of secondary school places allocation*" is the second most important stressor, at 20.5%.

Among the three groups of students' current state of participation in musical instrument lessons, the *(2) **EVER** participated* and the *(3) **NEVER** participated* gave the similar means, while the *(1) **NOW** participating* scored particularly higher. Since both of the ***EVER*** and ***NEVER*** students are not participating in any musical instrument lessons now, they do not receive any effect by the lessons. It is expectable that the scores rated by them would be almost identical. For the ***NOW*** students, they have reported the high scores, especially on the statement C7 of "*I feel that I have disappointed my parents when my test/exam results are poor*", the statement C8 of "*when I fail to like up to my own expectations, I feel I am not good enough*" and the statement C12 of "*I feel that I have disappointed my teacher when my test/exam are not ideal*". The findings on the Confucian Heritage Culture (CHC) Influence on stress may account for this. Tan & Yates (2011) identified that the high expectations of parents, teachers and students themselves place enormous stresses upon Asian students. As the statement C7 can be associated with the parents' expectation, the statement C8 can be associated with the self-expectation and the statement C12 can be associated with the teachers' expectation, this forms the high stress levels to the students. And yet there is no explanation why this situation happens on the ***NOW*** students only.

4. Relationship between musical background, preference of participation in musical instrument lessons and academic stress levels

The preparation of music examination(s) and/or competition(s) was the unique factor of the musical background found to have the correlation with the academic stress levels, which means the students would be under higher levels of academic stress if they take part in the music examination(s) and/or competition(s). As mentioned in the introduction, a hypothesis of musical instruments learning can be one the stressors for Hong Kong students if it fulfils any properties of academic stress types. Since taking part in the music examination(s) and/or competition(s) requires students to spend lots of time and energy to practice (the academic pressure) and deepens their worries towards the result (academic anxiety), it can increase the academic stress levels. The further correlation analysis gave another idea that only the *(1) **NOW** participating* students are affected by the factor of the preparation of music examination(s) and/or competition(s). And here may answer the question left in the above aspect. Though 47.9% of the *(2) **EVER** participated* students have prepared for examination(s) and/or competition(s), it is already past and cannot affect those students

anymore. Thus, as one would expect, the effect of examination(s) and competition(s) appears on the ***NOW*** students who are taking part in these.

Results show that more factors of students' musical background had the relationship with the preference of participation in musical instrument lessons. The option of "*my interest*" and "*required by parents*" are reasonable to have the positive and negative correlation with the preference respectively, since these factors and the preference can interact with each other. "*Number of instrument learning*" and "*time spending on instrument learning [per week]*", although the significant correlations are established in this study, are nevertheless ambiguous. It is no doubt to say that with the increase in preference, students are more likely to learn more number of instrument and spend more time on it. But the more number of instrument learning or more time spending may not lead to the increase in preference. More studies are needed to further confirm these relationships.

Actually, the findings of all the respondents are generally in moderate academic stress should require more immediate attention from the parents. More studies nowadays claimed that the Hong Kong students' stress levels keep increasing by years, and there is a lowering of age of the depression (RAHK, 2014; BGCA, HKPTU & YWCA, 2015; JMFH, 2015; BGCA, 2016; BOKSS, 2017). Parents, thus, should to consider more on the students' mental health than future. Besides, it is time to reflect on the aim for joining extra-curricular activities is whether for leisure or for competitive. A study indicated that parents focus on the skill learning type of activities, making the activities become another training platform (YWCA, 2011). The 2018 media manual by the Hong Kong Examinations and Assessment Authority (2018) also suggested that the number of entries for international and professional examinations in music, dance and arts in 2016/17 was over 100,000. Even this huge number included the entries of adults, it is still believed that the proportion of children and adolescent was much higher.

As one's behaviour can be affected by several reasons and everyone has different ideas, it is difficult to clarify the relationship by the findings of one questionnaire only. For the future studies, it is suggested to have the interviews and observations with the participants. Except the musical instrument lesson, it is also worth to study other types of extra-curricular activities, so as to give better advices to help parents to choose the more suitable activities for their children.

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Appendix

1. Questionnaire

THE EDUCATION UNIVERSITY OF HONG KONG 香港教育大學

Department of Cultural and Creative Arts 文化與創意藝術學系

Questionnaire - 問卷調查

Relationship between Participation in Musical Instrument Lessons and Academic Stress Levels Among Primary 4-6 Students in Hong Kong

探討香港小四至小六學生參加樂器班與學習壓力的關係

Please tick (✓) the correct boxes.

請剔選(✓)正確的方格。

Part A

A1	Sex 性別
☐ F 女	☐ M 男
A2	Class 年級
☐ Primary 4 小四	☐ Primary 5 小五 ☐ Primary 6 小六
A3	Are you **NOW** participating in any musical instrument lessons? 你**現在**有沒有參加任何樂器班?
☐ Yes 有	☐ No 沒有 ******Please skip to A11 (p.2). 請跳至A11 (p.2).***
A4	What type(s) of musical instrument lessons you are participating in? (can choose more than 1) 你現在參加的樂器班是甚麼種類? (可選多於一項)
☐ Individual instrument lessons 個人樂器班	☐ Group instrument lessons 小組樂器班
A5	Why are you participating in musical instrument lessons? (can choose more than 1) 為什麼你會上樂器班? (可選多於一項)
☐ My interest 自己的興趣	☐ Required by parents 父母的要求
☐ Required by school 學校的要求	☐ Affected by friends 受到朋輩的影響
☐ For a better future (e.g. getting into a better secondary school) 為了前途發展 (如: 升讀較好的中學)	
☐ Others, please specify: 其他，請註明: _____	

A6 What musical instrument(s) you are learning? (can choose more than 1)
你現在學習的是甚麼樂器? (可選多於一項)

Western instruments 西洋樂器

- ☐ Piano 鋼琴
- ☐ Singing 唱歌
- ☐ Percussion 敲擊樂
- ☐ Guitar 結他
- ☐ Violin 小提琴
- ☐ Viola 中提琴
- ☐ Cello 大提琴
- ☐ Double bass 低音大提琴
- ☐ Harp 豎琴
- ☐ Flute 長笛
- ☐ Clarinet 單簧管
- ☐ Saxophone 色士風
- ☐ Oboe 雙簧管
- ☐ Bassoon 巴松管
- ☐ Recorder 木笛
- ☐ Trumpet 小號
- ☐ French horn 法國號
- ☐ Trombone 長號
- ☐ Tuba 大號

Chinese instruments 中國樂器

- ☐ Chinese percussion 中國敲擊樂
- ☐ Dizi 笛子
- ☐ Xiao 簫
- ☐ Sheng 笙
- ☐ Suona 嗩吶
- ☐ Zheng 箏
- ☐ Pipa 琵琶
- ☐ Ruan 阮
- ☐ Yangqin 揚琴
- ☐ Erhu 二胡

☐ Others, please specify:
其他，請註明:
_____

A7 What is the grade you are learning?
你現在學習到甚麼級別?

- ☐ Grade 1 一級
- ☐ Grade 2 二級
- ☐ Grade 3 三級
- ☐ Grade 4 四級
- ☐ Grade 5 五級
- ☐ Grade 6 六級
- ☐ Grade 7 七級
- ☐ Grade 8 八級
- ☐ Grade 9 (for Chinese instruments) 九級 (中國樂器專用)
- ☐ Diplomas 演奏文憑

A8 Are you preparing for any music examination(s)?
你是否正為音樂考試作準備?

☐ Yes 是 ☐ No 否

A9 Are you preparing for any individual music competition(s)?
你是否正為個人的音樂比賽作準備?

☐ Yes 是 ☐ No 否

A10 How much time you are spending on musical instrument(s) per week (including lessons and practices)?
你每星期於練習樂器上用了多少時間 (包括上課及練習) ?

- ☐ Less than 1 hour 少於一小時
- ☐ 1-3 hours 一至三小時
- ☐ 3-5 hours 三至五小時
- ☐ 5-7 hours 五至七小時
- ☐ More than 7 hours 多於七小時

******After this question, please skip to Part B (p.4).***

******完成此問題後，請跳至Part B (p.4).***

A11 Have you **EVER** participating in any musical instrument lessons?
你有沒有**曾經**參與過任何樂器班?

☐ Yes 有 ☐ No 沒有 ******Please skip to Part C (p.5). 請跳至 Part C (p.5).***

A12 What type(s) of musical instrument lessons you have participated in? (can choose more than 1)
你當時參與的樂器班是甚麼種類? (可選多於一項)

☐ Individual instrument lessons 個人樂器班 ☐ Group instrument lessons 小組樂器班

A13 Why have you participated in musical instrument lessons? (can choose more than 1)
為什麼當時你會上樂器班? (可選多於一項)

☐ My interest 自己的興趣
☐ Required by parents 父母的要求
☐ Required by school 學校的要求
☐ Affected by friends 受到朋輩的影響
☐ For a better future (e.g. getting into a better secondary school) 為了前途發展 (如: 升讀較好的中學)
☐ Others, please specify: 其他，請註明:

_____

A14 What musical instrument(s) you have learnt? (can choose more than 1)
你當時學習的樂器是甚麼? (可選多於一項)

Western instruments 西洋樂器

☐ Piano 鋼琴
☐ Singing 唱歌
☐ Percussion 敲擊樂
☐ Guitar 結他
☐ Violin 小提琴
☐ Viola 中提琴
☐ Cello 大提琴
☐ Double bass 低音大提琴
☐ Harp 豎琴
☐ Flute 長笛
☐ Clarinet 單簧管
☐ Saxophone 色士風
☐ Oboe 雙簧管
☐ Bassoon 巴松管
☐ Recorder 木笛
☐ Trumpet 小號
☐ French horn 法國號
☐ Trombone 長號
☐ Tuba 大號

Chinese instruments 中國樂器

☐ Chinese percussion 中國敲擊樂
☐ Dizi 笛子
☐ Xiao 簫
☐ Sheng 笙
☐ Suona 嗩吶
☐ Zheng 箏
☐ Pipa 琵琶
☐ Ruan 阮
☐ Yangqin 揚琴
☐ Erhu 二胡

☐ Others, please specify: 其他，請註明:

_____

A15 What was the highest grade you have learnt?
你當時學習到的最高級別是甚麼?

☐ Grade 1 一級	☐ Grade 7 七級
☐ Grade 2 二級	☐ Grade 8 八級
☐ Grade 3 三級	☐ Grade 9 (for Chinese instruments)
☐ Grade 4 四級	九級 (中國樂器專用)
☐ Grade 5 五級	☐ Diplomas 演奏文憑
☐ Grade 6 六級	

A16	Have you ever prepared for any music examination(s)? 你當時是否曾為音樂考試作準備?
☐ Yes 是	☐ No 否
A17	Have you ever prepared for any individual music competition(s)? 你當時是否曾為個人的音樂比賽作準備?
☐ Yes 是	☐ No 否
A18	How long you have participated in musical instrument lessons? 你參加樂器班的年數?
☐ Less than 1 year 少於一年	☐ More than 4 years 多於四年
☐ 1-2 years 一至兩年	
☐ 3-4 years 三至四年	
A19	Why have you stopped participating in musical instrument lessons? (can choose more than 1) 為什麼當時你會停止參加樂器班? (可選多於一項)
☐ Not my interest 不是自己的興趣	☐ Not required by school / parents anymore 學校/父母不再要求
☐ Affected by friends 朋輩的影響	☐ Finance difficulties 經濟困難
☐ Others, please specify: 其他，請註明: _____	

Part B

		Strongly disagree 非常不同意	Disagree 不同意	Neutral 無意見	Agree 同意	Strongly agree 非常同意
B1	I enjoy participating in musical instrument lessons. 我享受上樂器班。	☐	☐	☐	☐	☐
B2	I wish I did not have to participate in musical instrument lessons. 我希望我不用上樂器班。	☐	☐	☐	☐	☐

B3	Participating in musical instrument lessons is boring. 上樂器班是沉悶的。	☐	☐	☐	☐	☐
B4	I learn many interesting things while participating in musical instrument lessons. 在上樂器班時，我學到很多有趣的東西。	☐	☐	☐	☐	☐
B5	I like participating in musical instrument lessons. 我喜歡上樂器班。	☐	☐	☐	☐	☐
B6	I like any activities that involve playing musical instrument(s). 我喜歡任何可以演奏樂器的活動。	☐	☐	☐	☐	☐
B7	I like to play musical instrument(s). 我喜歡演奏樂器。	☐	☐	☐	☐	☐
B8	I look forward to musical instrument lessons. 我期待上樂器班。	☐	☐	☐	☐	☐
B9	Participating in musical instrument lessons is one of my favorite activities. 上樂器班是我其中一項最喜歡的活動。	☐	☐	☐	☐	☐

Part C

		Strongly disagree 非常不同意	**Disagree** 不同意	**Neutral** 無意見	**Agree** 同意	**Strongly agree** 非常同意
C1	Future education and employment bring me a lot of academic pressure. 升學及就業給我帶來很大的學習壓力。	☐	☐	☐	☐	☐
C2	I feel there is too much homework. 我覺得功課的數量太多。	☐	☐	☐	☐	☐
C3	Academic grade is very important to my future and even can determine my whole life. 學習成績對於我的將來是十分重要，甚至可以決定我的一生。	☐	☐	☐	☐	☐
C4	I feel stressed when I do not live up to my own standards. 當我不能達到自己的標準時，我感到有壓力。	☐	☐	☐	☐	☐
C5	I am very dissatisfied with my academic grades. 我對我的學習成績非常不滿意。	☐	☐	☐	☐	☐
C6	My parents care about my academic grades too much that brings me a lot of pressure. 因為父母太關心我的學習成績，給我帶來很大的壓力。	☐	☐	☐	☐	☐
C7	I feel that I have disappointed my parents when my test/exam results are poor. 當測驗/考試成績差時，我覺得我令父母感到失望。	☐	☐	☐	☐	☐
C8	When I fail to live up to my own expectations, I feel I am not good enough. 當我不能達到自己的期望時，我會覺得自己不夠好。	☐	☐	☐	☐	☐

C9	I always lack confidence with my academic scores. 我經常對我的學習分數缺乏信心。	☐	☐	☐	☐	☐
C10	I feel a lot of pressure in my daily studying. 我從日常學習中感到很大的壓力。	☐	☐	☐	☐	☐
C11	I feel that there are too many tests/exams in the school. 我覺得測驗/考試的數量太多。	☐	☐	☐	☐	☐
C12	I feel that I have disappointed my teacher when my test/exam results are not ideal. 當測驗/考試成績不理想時，我覺得我令老師感到失望。	☐	☐	☐	☐	☐
C13	I usually cannot sleep because of worry when I cannot meet the goals I set for myself. 當我不能達到自己的目標時，我時常因為擔心而不能入睡。	☐	☐	☐	☐	☐
C14	It is very difficult for me to concentrate during classes. 在上課時，我難以集中精神。	☐	☐	☐	☐	☐
C15	There is too much competition among classmates that brings me a lot of academic pressure. 因為同學之間競爭過於激烈，給我帶來很大的學習壓力。	☐	☐	☐	☐	☐

~ END ~ 完 ~

Thank You!! 謝謝!!