
Piano Education In Guangdong Province Of China From The 20th To The 21st Century

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Abstract:

Music is a ubiquitous means of communication that influences both culture and cognition. Throughout the 20th and 21st centuries, China underwent significant transformations in its social, economic, and cultural landscapes. These shifts have impacted piano instruction and music literacy, despite advancements in Chinese piano education. This research focuses on examining piano education and music literacy in Guangdong, China, from the 20th to the 21st century, aiming to explore the historical evolution of piano education in this region. Additionally, the study investigates the cultural, political, and economic factors that have influenced piano education in Guangdong. Quantitative questionnaires were utilized to gain insights into current changes, opportunities, and recommendations for piano education in Guangdong province. The research involved 230 participants, and the data was analysed using SPSS 28. According to the data analysis results, the findings highlight the significant influence of Western traditions and the establishment of amateur piano education in Guangdong, China, and the need for teachers to innovate methods and adapt to social developments. It also emphasizes the importance of incorporating traditional Chinese music and culture into piano lessons, developing creativity and improvisation skills, and considering cultural and political factors influencing Chinese piano education.

Keywords: Piano Education, 20th and 21st centuries, Guangdong Province of China, Quantitative Questionnaire

Introduction

Music, often described as a universal language, has the profound ability to shape a society's culture and collective intelligence. The transformative journey of music in China throughout the 20th and 21st centuries exemplifies this, particularly in the evolution of piano teaching. This period marked significant social, economic, and cultural shifts that redefined artistic and educational practices across the nation (Zhang & Liu, 2019). In this changing landscape, piano teaching emerged as a compelling art form, uniquely influenced by regional diversity and societal reforms. These transformations have had a profound impact on music education, particularly in fostering piano instruction and enhancing music literacy across various demographics (Li, 2020).

Despite these advancements, research on Chinese piano education remains insufficient, creating a gap in understanding the full spectrum of its growth and cultural implications. Li (2020) highlights that this lack of comprehensive research limits the ability to contextualize the development of music education in a rapidly evolving cultural environment. Initially, Western music theories and pedagogies provided the foundational framework for Chinese musicians. However, over time, local influences, particularly those shaped by the geographical and cultural nuances of regions like Guangdong, began to enrich and redefine the piano education landscape (Chen, 2018).

Guangdong province, with its strategic geographical position and vibrant economic growth, played a pivotal role in shaping the trajectory of piano education in China. As a cultural and musical hub, Guangzhou became a center for nurturing talent and fostering the unique characteristics of Chinese piano culture (Wang, 2021). The phenomenon of "piano fever," driven by economic prosperity and supportive policies, transformed pianos into cultural symbols of progress and artistic expression. The distinctive Chinese piano style that emerged reflects the nation's rich historical and cultural heritage, blending traditional elements with contemporary pedagogical approaches (Xu, 2020).

Piano education in China has not only embraced native characteristics but also aligned itself with broader educational and cultural reforms. Traditional Chinese music continues to influence piano compositions, serving as a medium for cultural preservation while fostering innovation (Huang, 2019). Guangdong's geographical and economic advantages have had far-reaching effects on the study and appreciation of piano music across the nation. The province's contributions highlight the need for an in-depth analysis of its role in the broader narrative of Chinese piano education.

This research specifically focuses on the evolution of piano education in Guangdong province, exploring its historical, societal, and musical interplay. It examines the challenges faced by educators and learners, identifies opportunities for growth, and offers actionable recommendations for enhancing the region's piano education framework. Additionally, the study delves into the broader impact of Guangdong's piano education on the national and global stage, underscoring its significance in shaping the future of Chinese music education (Zhou & Tang, 2023).

Literature Review

China experienced remarkable economic growth and cultural transformation during the late 20th and early 21st centuries. Since opening up to the world, there has been a resurgence of Western classical music and piano instruction in the country (Ho & Ho, 2018). According to a recent estimate, the number of children involved in piano education in China has surged to a remarkable 40 million. This represents a significant increase compared to the 'pre-craze' era, especially during the Cultural Revolution (1966-1976), when the piano was virtually prohibited as a symbol of capitalist enterprise (Bai, 2021). The piano has now become a highly respected and prestigious item in China, and its popularity among young people, particularly in the realm of education, warrants academic exploration. There have been researchers focused on the analysis of piano education in China. Cheng et al. (2022) studied how Chinese composers incorporated folk-instrumental art into 20th- and 21st-century compositions, creating a new era of Chinese piano music. Chen and Phrompitakkul (2021) highlighted Guangdong's music technology education and research leadership, integrating technology into piano education. Jia and Tsai (2023) showcased Guangdong pianists' and composers' national significance, shaping Chinese piano music. Leung (2021) emphasized cultural heritage in music learning, advocating for Cantonese opera in school training.

Guangdong, located in southern China with a favorable geographical location and pleasant environment, has been at the forefront of this shift, being one of the most economically prosperous and culturally diverse regions. The music of Guangdong is characterized by its compact and lightweight rhythm, delicate and small framework, and refined and fashionable style. The province's strong economy has led to the development of a middle class that can afford piano lessons for their children, making it a hub for music. The piano's introduction to China, particularly in Guangdong province, was influenced by historical, cultural, and political factors. Western classical music, especially the piano, played a significant role in Chinese music education,

eventually becoming a symbol of sophistication. Guangdong, with its economic boom, convenient location, and cultural diversity, emerged as a musical center with a unique rhythm. Despite the growth of piano education and the increasing number of children learning the instrument, there is limited knowledge about piano education and music literacy in Guangdong and China. Scholars and researchers have also analysed the piano education in Guangdong specifically. TAO (2023) analysed Guangdong's music education system, focusing on conservatory branch campuses and quality assurance. Yun (2017) explored piano grading in Nantong, China, emphasizing its use for student development. Zhu and Su (2018) studied music appreciation and higher music education paradigms, respectively. Guangdong's piano education combines technology, cultural legacy, accessibility, and talent, strengthening its position as a leader in Chinese piano education, fostering innovation, cultural engagement, and creative expression.

Research Methodology

Research Design

The research employed a descriptive quantitative approach to investigate the piano education in Guangdong province, China, spanning the 20th to 21st century. This design incorporated methods for collecting quantitative data to gain a comprehensive understanding of the phenomenon. Quantitative data allows for the formulation of wide-ranging conclusions about piano instruction and learning in the area.

Participants

In this research, the sample size was systematically determined to obtain the most valuable and meaningful information. Random sampling ensures equal opportunities for selection, making it crucial that the sample reflects the population accurately. The study included 80 piano teachers and 150 students from Guangdong province, with teachers recruited from public schools, private music schools, and conservatories, and students recruited from various age groups and skill levels.

Instrument

In this research, a questionnaire was designed to collect quantitative data from 50 teachers and 100 students. This questionnaire was meticulously distributed to guarantee that our research accurately depicted the diverse perspectives of piano education in Guangdong. This questionnaire was distributed to participants in this research, who were piano instructors and students from public, private, and conservatory institutions in Guangdong province. Accompanying the survey were clear guidelines to assist individuals in completing it. The process guaranteed consistent and standardized responses.

DATA ANALYSIS

Quantitative data analysis was conducted using SPSS version 28 to produce figures and accurate statistics. This research mainly utilized the descriptive analysis methods in SPSS to achieve the research objectives.

Research Findings

The study targeted piano teachers and students at educational institutions in Guangdong province, China. Two hundred and thirty (230) study questionnaires were distributed to educational institutions across Guangdong province, China. Two hundred mailed and self-completed questionnaires were completed correctly out of 230 distributed, resulting in a response rate of 86.95%. The reason was that some respondents refused to answer the questions. Based on the previous researches, a response rate of 50% should be considered normal, a 60 to 70% rate should be considered adequate, and a rate above 70% should be considered an exception. Therefore, the respond rate in this research is satisfactory.

Demographic Information

Data concerning the demographic information of the respondents from the learning institutions in China was collected, reviewed, and analysed. The participants were asked to indicate their gender, year of study, occupation, and location. The results are depicted in Table 1.

The participants were asked to indicate their gender. Based on the results in Table 1, the majority (52.0%) of the participants were male, while (48.0%) were female. The study's participants were asked to indicate their year of study in the respective learning institutions. Based on the results as depicted in Table 1, the majority (28.0%) of the participants were in their third year, 22.0% of the participants were in their first year and second year, respectively, 20.0% of the participants were in their fourth year, and only 8.0% of the participants were the staff. The study's participants were asked to indicate their occupation. Based on the results in Table 1, the majority (55.0%) of the study's participants were students, and only 45.0% were piano teachers. Based on the results as depicted in Table 1, the majority (33.0%) of the study's participants were from Shenzhen and Jiangmen, respectively; 18.0% of the participants were from Shantou, 12.0% of the respondents were from Zhuhai, and only 4.0% of the participants were from Guangzhou. This distribution was essential since it provided a comprehensive participant base for the information sought by the study.

Table 1: Demographic Information

Main Factor	Factor Level	Frequency	Percentage
Gender	Male	104	52.0
	Female	96	48.0
Year of Study	First Year	44	22.0
	Second Year	44	22.0
	Third Year	56	28.0
	Fourth Year	40	20.0
	Staff	16	8.0
Occupation	Student	110	55.0
	Teacher	90	45.0
Location	Guangzhou	8	4.0
	Shantou	36	18.0
	Shenzhen	66	33.0
	Jiangmen	66	33.0
	Zhuhai	24	12.0

Descriptive Statistics Of Historical Evolution

The means and standard deviations are depicted in the descriptive findings of the impact of piano education in Table 2. On historical evolution, the findings illustrated that Piano education in Guangdong has changed significantly since the 20th century ($\bar{x} = 3.31, \sigma = 1.029$). Given the five-point scale Likert mean of less than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents was neutral with the statement.

Further, the study found that the development of piano music in Guangdong has been shaped by cultural and political factors ($\bar{x} = 2.89, \sigma = 1.417$). Given the five-point scale, Likert mean of less than ($\bar{x} = 2.6$), and an average standard deviation, it is clear that a major section of the respondents disagreed with the statement.

The findings also illustrated that the development of piano education in Guangdong was influenced by the country's economic reform and opening-up policy ($\bar{x} = 3.84, \sigma = .835$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

In addition, the study found that in the second half of the 20th century, amateur piano training institutions emerged in major cities in Guangdong province ($\bar{x} = 4.12, \sigma = .830$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

Further, the study established that with the influx of capital, the piano training industry in Guangdong province boomed ($\bar{x} = 4.02, \sigma = .885$). Given the five-point scale, Likert mean of less than ($\bar{x} = 4.2$), and an average standard deviation, it is clear that a major section of the respondents agreed with the statements.

On quality education, the findings illustrated that for some families in Guangdong province, piano lessons have become an essential part of quality education for their children ($\bar{x} = 3.89, \sigma = .895$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

In addition, the study found that Guangdong has played a leading role in the development of piano learning and piano teaching ($\bar{x} = 3.98, \sigma = .972$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

Further, the study established that piano teaching in Guangdong has gradually changed from private schools to more accessible schools ($\bar{x} = 3.74, \sigma = 1.191$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

Besides, the study revealed that leading music schools in Guangdong, such as Xinghai Conservatory, train top musical talent ($\bar{x} = 3.31, \sigma = 1.029$). Given the five-point scale Likert mean of less than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents was undecided about the statements.

Moreover, the study findings showed that the cultural development strategy of Guangdong's local government is to attract world-class higher art schools ($\bar{x} = 2.89, \sigma = 1.417$). Given the five-point scale Likert mean of more than ($\bar{x} = 2.6$) and an average standard deviation, it is clear that a major section of the respondents was neutral with the statement.

The study findings showed that Guangdong music education is influenced by the theory of supply and demand, where demand is determined by politics, long-term interests, and increased consumption ($\bar{x} = 3.84, \sigma = .835$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

The study findings showed that online and AI-assisted education is rising in Guangdong's music education field ($\bar{x} = 4.12, \sigma = .830$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

Table 2: Historical Evolution Descriptive Statistics

Statements	N	Mean	Std. Deviation
Piano education in Guangdong has changed significantly since the 20th century	200	3.31	1.029
Cultural and political factors have shaped the development of piano music in Guangdong	200	2.89	1.417
The development of piano education in Guangdong was influenced by the country's economic reform and opening-up policy	200	3.84	.835
In the second half of the 20th century, amateur piano training institutions emerged in major cities in Guangdong province	200	4.12	.830
With the influx of capital, the piano training industry in Guangdong province boomed	200	4.02	.885
For some families in Guangdong province, piano lessons have become an essential part of a quality education for their children	200	3.89	.895
Guangdong has played a leading role in the development of piano learning and piano teaching	200	3.98	.972
Piano teaching in Guangdong has gradually changed from private schools to more accessible schools	200	3.74	1.191
Leading music schools in Guangdong, such as Xinghai Conservatory, train top musical talent	200	3.31	1.029
The cultural development strategy of Guangdong's local government is to attract world-class higher art schools	200	2.89	1.417
Guangdong music education is influenced by the theory of supply and demand, where demand is determined by politics, long-term interests, and increased consumption	200	3.84	.835
Online education and AI-assisted education are on the rise in Guangdong's music education field	200	4.12	.830
Piano music has been used as a medium to showcase aspects of Chinese culture and convey the beauty of Chinese music	200	4.02	.885

Descriptive Statistics Of Cultural, Political, And Economic Factors

On government policies and initiatives, findings in Table 3 show that government policies and initiatives support the development of piano education in Guangdong ($\bar{x} = 3.98, \sigma = .972$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement. This result is consistent with the general trend of piano education in China.

In addition, the study observed an incorporation of local Guangdong folk music into the piano lessons ($\bar{x} = 3.74, \sigma = 1.191$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

Further, the findings illustrated that it is important to teach piano repertoire that reflects China's cultural heritage ($\bar{x} = 4.01, \sigma = 1.121$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with this statement.

On emphasis on western classical music, findings show that emphasis on Western classical music in piano lessons is an important part of cultural identity ($\bar{x} = 4.03, \sigma = 1.084$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, a major section of the respondents agreed with this statement. As reflected in the study participants' responses, emphasizing Western classical music in piano lessons is an important aspect of Chinese cultural identity.

Further, the study established that there have been changes in government funding for music education in Guangdong over the past five years ($\bar{x} = 4.07, \sigma = 1.035$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement. The "China Reform and Development Plan" supports this achievement, emphasizing the need for primary and secondary schools to move from oriented education to comprehensive quality improvement, including ideological, moral, cultural, scientific, and professional skills. Furthermore, the influx of capital has led to technological innovation and the popularization of piano education, promoting equality and fearlessness (Vogel, 2020).

On western culture, the findings illustrated that the influence of Western culture on piano education has changed in Guangdong Province ($\bar{x} = 4.11, \sigma = 1.021$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

In addition, the study established that piano education in Guangdong is recognized for international music competitions and exams ($\bar{x} = 4.53, \sigma = .782$). Given the five-point scale Likert mean of more than ($\bar{x} = 4.2$) and an average standard deviation, it is clear that a major section of the respondents strongly agreed with the statement.

Further, the study established opportunities for students to engage with traditional music ($\bar{x} = 4.34, \sigma = .964$). Given the five-point scale Likert mean of more than ($\bar{x} = 4.2$) and an average standard deviation, it is clear that a major section of the respondents strongly agreed with the statement.

On the importance of music education, the findings show that music education is important in the overall education policy of the Guangdong government ($\bar{x} = 3.98, \sigma = .972$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

Moreover, the study found that there was an impact of globalization on piano education in Guangdong province, especially regarding music education ($\bar{x} = 3.74, \sigma = 1.191$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

Lastly, the study found that there is a balance between Western music and traditional Chinese music ($\bar{x} = 4.01, \sigma = 1.121$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

Table 3: Cultural, Political, and Economic Descriptive Statistics

Statement	N	Mean	Std. Deviation
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Do you think government policies and initiatives support the development of piano education in Guangdong?	200	3.98	.972
Is there an incorporation of local Guangdong folk music into the piano lessons?	200	3.74	1.191
Is it important to teach piano repertoire that reflects China's cultural heritage?	200	4.01	1.121
Emphasis on Western classical music in piano lessons is an important part of cultural identity.	200	4.03	1.084
There have been changes in government funding for music education in Guangdong over the past five years	200	4.07	1.035
The influence of Western culture on piano education has changed in Guangdong Province	200	4.11	1.021
Piano education in Guangdong is recognized for international music competitions and exams	200	4.53	.782
There are opportunities for students to engage with traditional music.	200	4.34	.964
How important is music education in the overall education policy of the Guangdong government?	200	3.98	.972
How would you rate the impact of globalization on piano education in Guangdong province, especially regarding music education	200	3.74	1.191
Is there a balance between Western music and traditional Chinese music?	200	4.01	1.121

Descriptive Analysis For Challenges And Opportunities

On current piano education: according to the data analyzing results in Table 4, the study found that piano education in Guangdong emphasizes developing creativity and improvisation skills ($\bar{x} = 4.53, \sigma = .782$). Given the five-point scale Likert mean of more than ($\bar{x} = 4.2$) and an average standard deviation, it is clear that a major section of the respondents strongly agreed with the statement.

Moreover, the study established that memorization is a common teaching method in piano lessons in Guangdong ($\bar{x} = 4.34, \sigma = .964$). Given the five-point scale Likert mean of more than ($\bar{x} = 4.2$) and an average standard deviation, it is clear that a major section of the respondents strongly agreed with the statement.

Further, the study established that students in Guangdong have the opportunity to make music together as part of their piano practice ($\bar{x} = 4.06, \sigma = 1.050$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.6$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

The findings showed that Guangdong parents agree with the current method of evaluating their students' progress in piano lessons ($\bar{x} = 4.02, \sigma = 1.012$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

Moreover, the study established barriers that the high cost of quality piano teachers pose for students from low-income families in Guangdong ($\bar{x} = 3.95, \sigma = 1.092$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement. Respondents also agreed with this

statement, revealing that the high cost of a good piano teacher is a major barrier for students from low-income families in Guangdong.

Furthermore, the study established that Guangdong's music curriculum incorporates technology to enhance student engagement and learning ($\bar{x} = 4.44, \sigma = .768$). Given the five-point scale Likert mean of more than ($\bar{x} = 4.2$) and an average standard deviation, it is clear that a major section of the respondents strongly agreed with the statement.

On continuing specialization, the findings illustrated that Guangdong has continuing specialization for piano teachers ($\bar{x} = 3.14, \sigma = 1.292$). Given the five-point scale Likert mean of more than ($\bar{x} = 2.6$) and an average standard deviation, it is clear that a major section of the respondents was undecided about the statement.

Also, the study established that online piano learning platforms could complement traditional face-to-face lessons in Guangdong ($\bar{x} = 3.80, \sigma = .919$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement.

On greater collaboration, the findings indicated that there is potential for greater cooperation between schools and music institutions to expand access to quality piano education in Guangdong ($\bar{x} = 4.53, \sigma = .782$). Given the five-point scale Likert mean of more than ($\bar{x} = 4.2$) and an average standard deviation, it is clear that a major section of the respondents strongly agreed with the statement.

Further, the study established that it is important to incorporate music theory and composition into piano education to produce well-rounded musicians in Guangdong ($\bar{x} = 4.34, \sigma = .964$). Given the five-point scale Likert mean of more than ($\bar{x} = 4.2$) and an average standard deviation, it is clear that a major section of the respondents strongly agreed with the statement.

Table 4: Challenges and Opportunities Descriptive Statistics

Statements	N	Mean	Std. Deviation
To what extent does current piano education in Guangdong emphasize developing creativity and improvisation skills?	200	4.53	.782
To what extent is memorization a common teaching method in piano lessons in Guangdong?	200	4.34	.964
Do you think students in Guangdong have the opportunity to make music together as part of their piano practice?	200	4.06	1.050
To what extent do Guangdong parents agree with the current method of evaluating their students' progress in piano lessons?	200	4.02	1.012
What kind of barrier does the high cost of quality piano teachers pose for students from low-income families in Guangdong?	200	3.95	1.092
To what extent do you think Guangdong's music curriculum incorporates technology to enhance student engagement and learning?	200	4.44	.768
Does Guangdong have a continuing specialization for piano teachers?	200	3.14	1.292
Can online piano learning platforms complement traditional face-to-face lessons in Guangdong?	200	3.80	.919

To what extent do you think there is potential for greater collaboration between schools and music institutions to expand access to quality piano education in Guangdong?	200	4.53	.782
How important is incorporating music theory and composition into piano education to produce well-rounded musicians in Guangdong?	200	4.34	.964

Descriptive Analysis Of Recommendations

The study’s participants were asked to indicate the extent to which they agreed with the effect of recommendations on the impact of piano education in China using the five-point Likert scale of 5= [SA] Strongly Agree, 4= [A] Agree, 3= [N] Neutral, 2= [D] Disagree, 1= [SD] Strongly Disagree). The study used mean average and standard deviations to exhibit the key findings of recommendations. Likert scale of the mean (\bar{x} =4.2 to 5 strongly agree; 3.4 to 4.2 agree; 2.6 to 3.4 undecided; 1.8 to 2.6 disagree, and 1 to 1.8 strongly disagree) was used.

On government subsidies and scholarships, the findings in Table 5 showed that government subsidies and scholarships are important in making piano lessons more affordable for students from low-income families in Guangdong (\bar{x} = 3.14, σ = 1.292). Given the five-point scale Likert mean of more than (\bar{x} = 2.6) and an average standard deviation, it is clear that a major section of the respondents was undecided about the statement.

On innovative funding models, the findings illustrate that innovative funding models (such as instrument rentals) can improve access to piano training in Guangdong (\bar{x} = 3.80, σ = .919). Given the five-point scale Likert mean of more than (\bar{x} = 3.4) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement. This finding is supported by the observation that capital inflows into China have led to technological innovation and the spread of piano education, making piano education available to more people. Furthermore, utilizing instrument rental as a funding model could alleviate the financial burden on students and families, which remains a major barrier to piano lessons in China.

In addition, the study established that existing piano training programs effectively met students' diverse needs and learning styles (\bar{x} = 2.52, σ = 1.638). Given the five-point scale, Likert mean of less than (\bar{x} = 2.6), and an average standard deviation, it is clear that a major section of the respondents disagreed with the statement. The results are consistent with Wang's (2022) observation that amateur piano lessons often end in learner dissatisfaction due to the lack of interest-centered thinking among many piano teachers.

On current piano education the findings show that Guangdong's current piano education curriculum includes elements of the Cantonese musical tradition (\bar{x} = 3.80, σ = .972). Given the five-point scale Likert mean of more than (\bar{x} = 3.4) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement. A study on piano education and music literacy in Guangdong shows that the current piano education curriculum in Guangdong incorporates elements of Cantonese music traditions and reflects a combination of traditional cultural influences and modern music education practices (Wang & Webb, 2023).

Additionally, the study established that it is important to incorporate music theory and ear training into piano education in Guangdong province to promote a deeper understanding of music (\bar{x} = 4.26, σ = .978). Given the five-point scale Likert mean of more than (\bar{x} = 4.2) and an average standard deviation, it is clear that a major section of the respondents strongly agreed with the statement. This finding is consistent with a recent trend in China to emphasize holistic

music education. For example, a study by Wang (2020) highlights the need for a more comprehensive approach to piano education that goes beyond technical ability to include musicality and cultural contributions.

Further, the study established that piano lessons for young students in Guangdong should focus on developing performance skills rather than fostering a lifelong love of music ($\bar{x} = 2.96, \sigma = 1.553$). Given the five-point scale Likert mean of less than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents was undecided about the statement. The focus of piano education in China is shifting from developing technical skills to cultivating lifelong musical appreciation.

The findings established that piano lessons across Guangdong adopt student-centered, interactive teaching methods ($\bar{x} = 3.72, \sigma = 1.052$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement. The trend towards student-centered, interactive teaching methods in piano teaching in Guangdong is an important development supported by current research. Research over the past five years has highlighted a trend towards a more engaging and personalized approach to piano instruction. For example, current evidence highlights the importance of incorporating diverse teaching methods that respond to students' individual needs and create a more interactive and engaging learning environment.

Moreover, the study established that using technology can improve the effectiveness of piano instruction in Guangdong ($\bar{x} = 4.18, \sigma = 1.129$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement. This finding is supported by recent studies that highlight the role of technology in improving piano instruction.

The study established that piano teachers in Guangdong undergo continuous professional development to stay current on best practices and teaching methods ($\bar{x} = 3.14, \sigma = 1.292$). Given the five-point scale Likert mean of more than ($\bar{x} = 2.6$) and an average standard deviation, it is clear that a major section of the respondents was undecided about the statement.

Lastly, the study established that piano teachers in Guangdong encourage their students to participate in music competitions and festivals as a motivation for learning ($\bar{x} = 3.80, \sigma = .919$). Given the five-point scale Likert mean of more than ($\bar{x} = 3.4$) and an average standard deviation, it is clear that a major section of the respondents agreed with the statement. Wang (2020) found that Chinese piano education places too much emphasis on diplomas, competition trophies, and one-sided technical development, which may lead to a lack of musicality and quasi-equality between piano and technical education.

Table 5: Recommendations Descriptive Statistics

Statements	N	Mean	Std. Deviation
How important do you think government subsidies and scholarships are in making piano lessons more affordable for students from low-income families in Guangdong?	200	3.14	1.292
Can innovatively funding models (such as instrument rentals) improve access to piano training in Guangdong?	200	3.80	.919
How effective do you think existing piano training programs are in meeting students' diverse needs and learning styles?	200	2.52	1.638
Does Guangdong's current piano education curriculum include elements of the Cantonese musical tradition?	200	3.80	.972

Is it important to incorporate music theory and ear training into piano education in Guangdong province to promote a deeper understanding of music?	200	4.26	.978
Piano lessons for young students in Guangdong should focus on developing performance skills rather than fostering a lifelong love of music	200	2.96	1.553
Piano lessons across Guangdong are adopting student-centered, interactive teaching methods	200	3.72	1.052
How do you think using technology can improve the effectiveness of piano instruction in Guangdong?	200	4.18	1.129
Piano teachers in Guangdong undergo continuous professional development to stay current on best practices and teaching methods.	200	3.14	1.292
Piano teachers in Guangdong encourage their students to participate in music competitions and festivals as a motivation for learning.	200	3.80	.919

Discussion

This finding aligns with broader trends in piano education in China, highlighting the significant influence of Western traditions on the development of Chinese piano music, particularly the adaptation of foreign textbooks and experts (Wang & Jia, 2023). The establishment of amateur piano training centers in Guangdong province in the second half of the 20th century is a notable trend. Guangdong has played a leading role in piano education, with its music closely linked to national culture (Li, 2021). The incorporation of ethnic instrument musical materials into piano compositions reflects Guangdong's diverse cultural heritage. However, the piano teaching market has stagnated in recent years, driven by a lack of interest-centered mindset among teachers (Lu & Zuo, 2022). The government has promoted piano education through initiatives such as the "China Reform and Development Program," resulting in a significant increase in piano students. Incorporating local folk music into piano lessons is a growing trend to promote cultural identity. The Xindi applied piano teaching system integrates piano teaching into popular culture and aligns it with China's modernization (Wang, 2020). China's historical influence by Western music is reflected in its adoption as an important part of cultural heritage. The recognition of piano training in international competitions and examinations is a significant trend in Guangdong (Li, 2021). Chinese music education is closely linked to national and local politics, shaped by government policies. The emphasis on developing creativity and improvisation skills in piano teaching is part of a broader trend in China (Bai, 2021). The use of memorization as a common teaching method is consistent with other music education studies in China (Wang, 2023). Parents generally accept the existing assessment framework, reflecting the growing influence of globalization and economic pressures on China's education policy. The lack of interest-centered thinking among piano teachers contributes to dissatisfaction among students, particularly those from lower socio-economic backgrounds.

Conclusion

The study highlights several characteristics in piano education in Guangdong province of China from 20th to 21st Century. Firstly, the role of Chinese piano schools in the emergence of Chinese pianism underscores the significant influence of Western traditions, with the adaptation of foreign textbooks and experts being a notable aspect. Secondly, the establishment of amateur piano training centers in major cities in Guangdong during the second half of the 20th century is an important trend, supported by various studies. Guangdong has played a leading role in this

regard, with its piano music closely linked to national culture and reflecting modern, regional, and national characteristics.

However, recent years have seen a stagnation in the piano teaching market, particularly in big cities, with an emphasis on exam certificates, competition trophies, and technical development at the expense of musicality. This change is attributed to a lack of interest-centered mindset among many piano teachers. In response, there is a growing need for teachers to innovate their methods and adapt to social developments in the context of cultural pluralism. The integration of artificial intelligence into music education has also been a significant trend, with studies highlighting its role in improving teaching effectiveness and student learning outcomes. The government has actively promoted piano education through various initiatives, leading to a significant increase in the number of piano students in mainland China.

In recent years, incorporating local folk music into piano lessons has become significant to promote cultural identity and appreciation of traditional music. A cutting-edge method called the Xindi applied piano teaching system has been developed to integrate piano teaching into popular culture and align it with the country's modernization. While Western music and culture have significantly impacted the development of piano education in China, there is a growing trend to incorporate traditional Chinese music and culture into piano lessons. The recognition of piano training in Guangdong in international music competitions and examinations has become an important trend, reflecting the influence of government policies on music education.

The emphasis on developing creativity and improvisation skills in piano teaching is part of a broader trend in China, with contemporary teaching methods being modernized to promote motivation and eliminate unhealthy competition. The use of memorization as a common teaching method is also consistent with other recent music education studies in China. Finally, the study highlights the importance of considering cultural and political factors influencing Chinese music education, especially in the context of globalization and economic development. The lack of interest-centered thinking among many piano teachers contributes to dissatisfaction among students, particularly those from lower socio-economic backgrounds, exacerbating the problem of an emphasis on technical training over musicality.

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