

Factors Affecting Satisfaction with Music Activities among Students in the Music Program at Suan Sunandha Rajabhat University

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Abstract

The purpose of this study is to explore the factors affecting satisfaction with music activities among students in the Music Program at Suan Sunandha Rajabhat University. A quantitative research method was used, with a sample group consisting of 65 second- and third-year students from the Music Program. Data were collected using a satisfaction assessment tool, which focused on several areas of evaluation: relationships with band members and conductors, types of music activities, available support and facilities, venues for music activities, duration of activities, and knowledge of music performance.

The findings indicated that students were satisfied with music activities in all areas studied, particularly with respect to receiving feedback from fellow band members and the fairness of interactions. Additionally, students expressed high satisfaction with the selection of appropriate music activities (e.g., choral groups and contemporary music ensembles), as well as the adequacy of supporting resources, such as sound equipment. The suitability of venues, both indoor and outdoor, also contributed to their satisfaction. Furthermore, students were pleased with the duration of the activities and the sound adjustments made during performances.

The results highlight the importance of organizing high-quality music activities that align with student needs, as these contribute to the effective development of musical skills and performance experiences. Future curriculum and music activity planning should consider these findings to improve and better meet students' satisfaction.

Keywords: Satisfaction, Music Activities, Music Program Students, Suan Sunandha Rajabhat University, Music Performance

1. Introduction

Education plays a crucial role in the development of individuals, enhancing their knowledge and capabilities, and fostering analytical and synthetic skills based on sound reasoning and principles. These competencies can be applied in daily life and across various disciplines, which differ according to personal interests, aptitudes, and expertise in specific professional fields. Such development ultimately contributes to societal progress and national growth, fostering a competitive environment that aims to enhance capabilities in all dimensions. This growth extends beyond the national level, influencing global competitiveness and international relations. (Thassanai, Sansanee, 2021)

In particular, the role of specialized education in fields such as music is significant, as it cultivates not only technical skills but also creativity and collaboration, which are essential for personal and professional advancement. As the world increasingly values diverse talents and interdisciplinary skills, music education can serve as a critical avenue for fostering well-rounded individuals who contribute meaningfully to society and the global community.

Higher education is a stage of learning that offers a wide array of specialized fields of study, allowing students to choose according to their interests and aptitudes. As a form of specialized education, higher learning programs are organized based on distinct academic disciplines, each with its own unique requirements. Students must plan and predict what they are passionate about and what they wish to pursue after graduation. Furthermore, they must consider how their education will align with future professional opportunities.

In addition to personal interests, students must assess their foundational knowledge and skills to determine whether they are adequately prepared for higher education. This consideration is crucial because various academic programs at the university level have specific admission criteria, with each curriculum setting its own requirements for prospective students. These standards are designed to ensure that students possess the necessary qualifications and competencies to succeed in their chosen field of study. Moreover, they are aimed at maintaining the quality of education and ensuring that graduates meet professional standards.

A key objective of higher education is to produce well-qualified graduates who can contribute effectively to the workforce. Graduates who have acquired high-quality education can quickly adapt to job roles, perform effectively, and drive the success of the organizations that hire them. This, in turn, contributes to the continuous development of the organization and the sector as a whole. In this context, the quality of the academic program and the graduates it produces becomes a significant factor in determining whether the curriculum is successful in fostering competent professionals.

Higher education aims to cultivate students into knowledgeable experts within their chosen professional fields while simultaneously fostering holistic development—mentally, physically, and intellectually. It is designed to equip individuals with the necessary knowledge, skills, and capabilities, along with the values of discipline, good character, and the ability to adapt to societal and cultural contexts in a manner that reflects understanding and respect (Higher Education Act, 2019). These qualities are considered essential for graduates, according to the standards set for bachelor's degrees. The curriculum must therefore be aligned with these educational goals, ensuring that it meets both the expected graduate attributes and the standards for learning outcomes in all dimensions.

The field of fine arts, as an academic and professional discipline, offers a specialized learning experience that incorporates both theoretical and practical knowledge. It encompasses various subfields such as history, theory, practice, and creativity, each contributing to the comprehensive educational process that meets the standards required for higher education. By incorporating these diverse elements, the curriculum in fine arts ensures that students are equipped with the necessary skills and knowledge to excel in their field, thus meeting the accreditation criteria for university-level education.

As such, higher education institutions must design and implement curricula that not only focus on the academic aspects of their disciplines but also emphasize the development of well-

rounded individuals who are prepared for both professional success and responsible participation in society.

Music is a significant field of study within the curriculum of Fine Arts, offering specialized education at the university level. This discipline focuses on developing performance skills to express musical works, where musicians communicate through the sounds produced by various musical instruments. The curriculum for the Music Program is designed to provide a comprehensive education that covers all aspects of music, including music history, music theory, practical skills, technology, and music composition. This holistic approach ensures that students gain a solid foundation of knowledge that can be applied in real-world musical activities.

Furthermore, the curriculum creates opportunities and direct experiences for students, both inside and outside the classroom. These experiences may vary depending on factors such as the student's prior musical skills, dedication to practice, sense of responsibility, enthusiasm, and punctuality. However, aside from the individual qualities of the students, the involvement and effectiveness of the instructors—whether they are teaching or coaching—also play a significant role in the success of music education and activities. A well-organized learning environment requires the synergy of various factors to function optimally. Any breakdown in one component can negatively affect the overall learning process.

Over time, the researcher has observed a recurring issue: the same group of students is often selected for various music-related activities, which has led to an increase in the number of activities and limited rehearsal time. As a result, students sometimes experience fatigue and feel overwhelmed by the workload. This can foster negative attitudes toward music activities, which may diminish their overall satisfaction.

Given this situation, the researcher has recognized the need to explore the satisfaction and needs of students participating in music activities. Understanding these factors is crucial for improving future curriculum planning and organizing music education and activities in a way that is equitable and efficient. The goal is to reduce the burden of excessive activities, while also ensuring that students are assigned to music events that align with their skills and interests. By addressing these issues, it is possible to create a more balanced and fulfilling learning experience for students, promoting both the quality and effectiveness of music education and activities. This approach will ultimately lead to enhanced satisfaction and better outcomes for students, ensuring that their music education and experiences are aligned with their personal growth and the goals of the program.

1.1 Research Objective

This research is a quantitative study aimed at investigating the factors affecting student satisfaction with music activities among students in the Music Program at Suan Sunandha Rajabhat University.

2. Methodology

Scope of the Research

1. Geographical Scope: The study will be conducted within Suan Sunandha Rajabhat University.

2. Population and Sample:

2.1 Population: The population for this study includes full-time faculty members and students enrolled in the Music Program.

2.2 Sample: The sample group consists of second- and third-year students enrolled in the Music Program.

Research Instruments

The instrument used for data collection in this study is a satisfaction and demand assessment tool specifically designed for music activities at Suan Sunandha Rajabhat University. The tool uses a Likert scale to evaluate the level of satisfaction with music activities, with the following scoring system:

- 1: Very low satisfaction with the activity
- 2: Low satisfaction with the activity
- 3: Moderate satisfaction with the activity
- 4: High satisfaction with the activity
- 5: Very high satisfaction with the activity

Data Collection

Data for this research will be collected by asking the selected sample group to complete the satisfaction assessment tool. The results will be analyzed and interpreted to summarize the findings of the study.

Research Results

The results of the assessment on factors influencing satisfaction with music activities among students in the Music Program at Suan Sunandha Rajabhat University, based on the analysis of data from the participants, are summarized as follows:

Part 1: Analysis of Personal Demographic Factors

1. Gender

The study found that, out of the 65 respondents, 47 were male, making up 72.3%, and 18 were female, accounting for 27.7%.

2. Age

The majority of the respondents (54 out of 65) were in the age range of 20–25 years, which represents 83.1% of the sample.

3. Year of Study

The highest number of respondents were in their third year of study, with 60 students, making up 60% of the total sample.

4. Primary Instrument

Among the respondents, the most common primary instrument was voice (vocal), with 29 students, representing 44.6% of the sample.

5. Experience in Playing Music

The majority of students (21 out of 65) had 6–8 years of experience in playing music, accounting for 32.3% of the respondents.

These demographic factors provide insights into the characteristics of the students involved in the music activities and their background in music, which may influence their satisfaction and engagement with the activities.

Part 2: Analysis of Factors Affecting Satisfaction with Music Activities in the Music Program

1. Relationship with Band Members and Music Conductors

The overall satisfaction in this area was found to be high. Specifically, the aspects related to listening to the opinions of fellow band members and ensuring fairness among band members received the highest level of satisfaction.

2. Characteristics and Format of Music Activities

The overall satisfaction with the music activities was also high. Among the specific aspects, the activities involving choral singing and contemporary music ensembles received the highest satisfaction levels.

3. Support and Facilities for Music Activities

The overall satisfaction regarding support and facilities in music activities was high. The aspect of satisfaction regarding the setup of sound equipment, especially the amplification systems, was rated the highest.

4. Venues for Outdoor Music Performances

The overall satisfaction with outdoor venues for music activities was high. Among the locations considered, the public park was rated as the most satisfactory venue for outdoor music performances.

5. Venues for Indoor Music Performances

The overall satisfaction with indoor venues for music activities was high. Among the venues, the classroom was rated the most satisfactory for hosting indoor music performances.

6. Duration of Music Activities

The overall satisfaction with the duration of music activities was high. The duration of 1 hour and 30 minutes was rated as the most satisfying length for music activities.

7. Knowledge, Understanding, and Music Performance Skills

The overall satisfaction with students' knowledge and ability to perform music was high. Specifically, students expressed the most satisfaction with their understanding of sound adjustments during musical performances.

These findings suggest that students are generally satisfied with the various aspects of music activities offered in the Music Program. Satisfaction is highest in areas that focus on collaboration, the appropriate format of music activities, suitable venues, adequate time for rehearsals, and the development of technical skills in music performance.

3. Discussion

This study aimed to explore the opinions and satisfaction levels of participants in the music activities organized by the Music Program at Suan Sunandha Rajabhat University. The study covered a range of aspects including the relationship with fellow band members and conductors, the structure of the music activities, support and facilities provided, as well as the venues and duration of the activities. The results indicated high satisfaction across all the areas surveyed. The findings are discussed below:

1. Relationship with Band Members and Conductors The study revealed that overall satisfaction in this area was high, particularly in terms of listening to the opinions of fellow band members and ensuring fairness within the group. These aspects are crucial in fostering a positive working environment for collaboration in the band. Good relationships among band members and between the band and conductors contribute to creativity and effective teamwork. Active listening and fairness promote the development of musical skills and cooperation, which are essential for successful musical performances.

2. Structure and Format of Music Activities In this area, the study found that participants were highly satisfied, especially with choral singing and contemporary music ensemble activities. Both of these types of activities received high levels of satisfaction because they allow participants to fully express their musical abilities in both vocal and instrumental performance. These activities play a significant role in enhancing teamwork skills and fostering enjoyment in music-making.

3. Support and Facilities for Music Activities Participants expressed high satisfaction with the support and facilities provided for music activities, particularly with regard to the setup of sound equipment, such as amplification systems. Proper and modern equipment is essential for ensuring clear sound quality during performances. The availability of comprehensive and high-quality equipment makes participants feel more confident and supported, leading to more successful and professional music activities.

4. Venues for Outdoor Music Performances In terms of outdoor venues, the highest satisfaction was reported for performances held in public parks. Such venues provide an open and spacious atmosphere that is ideal for outdoor music activities. Choosing a public park as a venue allows the event to reach a wider audience and creates a natural and relaxed setting that enhances the overall experience for both performers and spectators.

5. Venues for Indoor Music Performances Regarding indoor venues, the highest satisfaction was reported for classroom settings. This venue is particularly suitable for smaller ensemble activities. The controlled environment of a classroom allows participants to focus better on their music, with minimal distractions, and enables sound quality management. This environment fosters concentration and contributes to the effectiveness of the musical activity.

6. Duration of Music Activities The study found that participants were most satisfied with a duration of approximately 1 hour and 30 minutes for music activities. This time frame provides enough time for rehearsals and performances without participants feeling overly

fatigued or bored. A balanced duration allows for an effective learning and performance experience while maintaining participants' engagement and energy levels.

7. Knowledge, Understanding, and Music Performance Skills Lastly, the study revealed that students expressed high satisfaction with their understanding of sound adjustments during performances. This skill is crucial for ensuring high-quality musical presentations. A solid understanding of how to adjust sound enhances the overall musical experience and allows performers to deliver their work with greater skill and confidence.

4. Conclusion

The results of this study, based on a comprehensive survey across several dimensions, indicate that participants are highly satisfied with the music activities offered in the Music Program at Suan Sunandha Rajabhat University. Satisfaction is particularly high in areas such as the relationship between band members and conductors, the structure of the activities, and the support and facilities provided. Furthermore, well-chosen venues, appropriate duration, and technical support are key factors in ensuring smooth and successful music activities.

It is evident that listening to participants' feedback and making improvements in the areas that receive positive responses will further enhance the quality of future music activities. Continued efforts to create a balanced and supportive environment for both learning and performance will contribute to the long-term success of the music program and ensure the continued satisfaction of students.

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