

PERCEPTION OF PRE-INTERNSHIP STUDENT INSTRUCTORS AT THE PIANO COMMUNITY MUSIC PROGRAM IN UNIVERSITI SAINS MALAYSIA

Yumi Yoshioka¹
Tan Jin Yin^{2*}
Jason Tye Kong Chiang³

^{1,2,3}School of the Arts, Universiti Sains Malaysia, Penang, Malaysia

jinyintan@usm.my*

Received: 03 Aug 2023 / Revised: 02 Oct 2024
Accepted: 19 Nov 2024 / Published: 20 Dec 2024
DOI: <https://doi.org/10.51200/ga.vi.5740>

ABSTRACT

This case study unravels the perception of experience among individuals who have participated in a pre-internship piano training program offered within the undergraduate Bachelor of Music degree at Universiti Sains Malaysia (USM). This program, namely the Community Music Program (CMP) serves as a community outreach initiative and is offered free at no charge. In this program, participating instructors are required to provide weekly individual piano lessons to their respective absolute beginner students between ages five to seven. This course spans nine lessons while preparing the child to perform at a concert on the 10th week. In order to investigate the experiential perceptions of past CMP interns, 50 individuals were contacted through social media, email, telephone calls and direct contact to participate in an online survey questionnaire. A return rate of (n=23) was observed. Additionally, a focus group interview was conducted in which five participants were invited to the discussion. The results of this study indicated that the pre-internship training effectively prepared individuals for formal piano teaching roles before entering into actual workplaces by enhancing their lesson preparation skills, ability to transfer knowledge from classroom to workplace, utilization of effective communication skills, and creating a peer support community.

Keywords: teaching, music, piano, experience, community work

INTRODUCTION

The pre-internship program, in Universiti Sains Malaysia exposes music students to a variety of selected teaching methodologies and strategies, assisting them to refine their pedagogical skills. Through lesson observation, planning, lesson instruction, and student assessment, these pre-interns gain valuable insights into effective teaching techniques tailored to different learning styles and abilities. This hands-on experience provides a platform in which USM music students are able to experiment with instructional methods and adapt their approaches based on their student's responses, fostering creativity and flexibility in their teaching styles.

The music department at Universiti Sains Malaysia (USM) offers free piano lessons under its Community Music Program (CMP) which was founded in 2007. This program has become an

invaluable platform for university piano students to gain pre-service work experience in piano teaching during their undergraduate studies in USM (Yoshioka, 2014). The primary objective of this program is to provide piano lessons for children in the community and simultaneously function as an internship opportunity for university music majors piano. Prior to the CMP's inception, USM did not offer such an internship opportunity within its undergraduate curriculum.

As annual enrolment into universities increases, the universities' roles are not limited to imparting knowledge in respective fields but also to inspire potential career paths, foster individual personal growth towards a stronger workforce (Rajendram, 2022). It is then crucial that students experience an actual working environment before they begin working in the real world setting. Consequently, it is pertinent to take into account the efficacy of pre-internship student education programs in terms of its effectiveness in providing skills, knowledge and attitude needed in preparing future teachers in the work arena. One of the key determinants of the effectiveness and relevance of pre-internship training is to study the feedback of the program's participants (McKenzie, Burgess & Mellis, 2017). This study unravels the perception of experience among individuals who have participated in the Community Music Program (CMP) a free piano teaching program that provides pre-internship piano teaching training.

Background of the Community Music Program (CMP)

This Community Music Program (CMP) has become an invaluable platform for university piano students to gain pre-internship experience in piano teaching during their undergraduate studies in USM. Implementation of an Industrial Training component within an undergraduate program of study, *Latihan Industri*, was implemented for the first time in 2012 (Machart, 2017). The primary objective of this program is to provide piano lessons for children within the community and simultaneously function as a pre-internship opportunity for the university's piano major music students.

Program Context

Previous studies indicate that a well-structured 10-week program can effectively enhance both cognitive and musical development in children. Studies have shown that even within this relatively short time frame, participants can make significant gains in areas such as music aptitude, cognitive skills, creativity, and academic abilities (Bugos et al., 2022). Additionally, such programs are linked to improvements in cognitive flexibility and overall academic performance, further validating the effectiveness of this approach (Latorre-Román et al., 2021). These insights align well with the structure of the Community Music Program (CMP): Free Piano Teaching Program offers a 10-week free individual piano music course once a year. Children are sourced through social media and word of mouth. The children's age ranges approximately 7 years of age, in which this is the ideal age to begin piano lessons (Zimele-Steina, 2012). This is equivalent to the beginning age of children entering year one at elementary school in Malaysia. All children participants are required to be absolute beginners at the piano. Parents will be required to sign a contractual agreement to ensure that their child will complete the 10-week course and must prepare necessary items, such as a piano or keyboard at home, piano books, and relevant stationaries. Parents can choose to be present in the same room where the lesson takes place or drop their children off and pick them up after the lesson.

Pre-internship teachers are required to complete a set of assignments in the 10-week course as follows:

1. Observe weekly demo lessons conducted by the coordinator of the CMP and prepare observation reports following each demonstration lesson.

2. Construct a lesson plan based on the observation for their respective assigned students with appropriate personalized alterations. Hence, the pre-interns have the opportunity to observe experienced teachers, collaborate with them in lesson planning, discuss pedagogical approaches and issues while taking on teaching responsibilities themselves. This immersive experience enables interns to refine their instructional techniques, develop lesson management skills, and adapt their teaching style to cater to diverse learning situations.
3. Prepare a weekly reflective report for each lesson they have conducted.

For the purpose of scheduled assessment, pre-internship teachers are required to video record their teaching on the third and eighth weeks of the course, including reflective self-observation reports for each of these two lessons for these weeks. Mookherjee (2016) emphasizes that structured, objective, and immediate feedback is essential for improving teaching performance. Peer observation among pre-interns take place on weeks six and seven. These observations are to be documented, and observation reports generated will be submitted to the relevant pre-intern teachers. The pre-intern teachers will reciprocate through written feedback based on the content of the documented observations. This piano program culminates with a concert performance on week 10 that showcases what each child participant has learned and accomplished within a time frame of nine weeks of lessons. Each child participant will perform two short duet pieces accompanied by their respective intern teacher.

As previously described, communication skills form an important cornerstone in piano teaching. Several other studies collectively reinforce the crucial role of communication skills in piano teaching, particularly in the context of teacher-parent-student interactions (Upitis et al., 2017; Pike, 2017; Creech & Hallam, 2003). Pre-interns are inevitably required to communicate with their student's parents. In this context, communication conventionally involves but is not limited to interaction between teacher and parents. This includes lesson scheduling, purchase of books and other materials, and progress reports and related concerts. When teachers, upon their observation and discretion, feel that the student is not progressing well, they will need to contact the parents in which the instructor's soft skills are crucial and put into practice.

This practical training program in Universiti Sains Malaysia exposes music students to a variety of selected piano teaching methodologies and strategies, assisting them to refine their pedagogical skills. Through lesson planning, lesson instruction, and student assessment, pre-interns gain valuable insights into effective teaching techniques tailored to a myriad of learning styles, circumstances, and abilities (John, 2006; Darling-hammond, 2010; Kolb & Kolb, 2005). This hands-on experience provides a platform in which students are able to experiment with instructional methods and adapt their approaches based on their student's responses, fostering creativity and greater flexibility of teaching styles. Studies by Pike (2017) and Biasutti and Concina (2018) emphasize how pre-service teachers gain crucial insights into effective teaching methods through direct application. These practical experiences enable students to experiment with a range of instructional techniques, helping them refine their pedagogical skills.

Thus, this Community Music Program (CMP) offers multi-faceted and comprehensive experiences to USM music students before they enter into the teaching industry. For the purpose of program improvement, the feedback, insights, and opinions of past pre-intern participants procured can offer invaluable data for sustainability and future strategic development. The methodology that follows describes the design structure of the study that aims to collect and collate the data necessary for program enhancement.

LITERATURE REVIEW

This section of the paper will review relevant literature to explore the critical role of pre-internship teaching experiences in enhancing the transition from student to professional, particularly for music

students preparing for teaching careers. The different literature will highlight how hands-on teaching experiences during undergraduate studies build essential skills and confidence, facilitating the application of theoretical knowledge in real-world educational settings. The review will also discuss the importance of internships and practical experiences in improving employability and developing soft skills necessary for the workforce.

Bridging Classroom Learning to Workplace Skills and Employability

For music students aiming to pursue a career in teaching, the transition from a role as a student to that of an instructor presents notable challenges. This is particularly evident in the field of music education, where new teachers must navigate a complex and multifaceted professional environment. Studies have shown that beginning music teachers often experience difficulties in adjusting to the demands of teaching, including managing classroom dynamics, curriculum implementation, and the shift in identity from student to teacher. Roulston et al. (2005) highlights that novice music teachers often face difficulties in their first years of teaching, noting that while pre-service preparation is valuable, it often does not fully equip teachers for the realities of the classroom. Similarly, Krueger (2000) emphasizes that many new music educators feel isolated and lack significant collegial support, further complicating their transition into teaching roles. These challenges, coupled with the expectations of the profession, can create a steep learning curve for aspiring music educators, making the transition from student to instructor a particularly daunting task. The Malaysian context further exemplifies these challenges. Research by Yie and Ying (2017) on Malaysian music educators revealed that insufficient multicultural training and limited resources often hinder effective classroom management and lesson delivery. Malaysian music teachers reported feeling inadequately prepared to address the diversity of student needs, particularly when teaching multicultural music, an integral part of the Malaysian educational curriculum. Additionally, Ismail et al. (2021) highlighted the dominance of traditional, teacher-centered approaches in Malaysian music classrooms, which can make the transition into more active and engaging pedagogical styles challenging for novice teachers. The need for greater hands-on experience and pre-service training tailored to the unique socio-cultural dynamics in Malaysia underscores the importance of bridging the gap between academic preparation and practical teaching demands.

John Dewey (2007) stated that learning through experience has a significant impact on human learning. In this context, teaching experiences during undergraduate pedagogy classes serve as an indispensable opportunity for students to gain practical experience and build confidence in an educational setting prior to entering the professional workforce. Through active observation and participation in classroom activities, pre-internship teachers have the opportunity to examine the dynamics of student-teacher interactions, explore effective classroom management techniques, and observe curriculum implementation in practice. These early teaching experiences are crucial for professional growth, as they enable students to apply theoretical knowledge in real-world settings (Emmanuel, 2005; Pike, 2017). Students with some teaching experience are invaluable assets in the music teaching industry. The more teaching experience the individual garners, the better equipped they become in delivering teaching materials effectively (Podolsky et al., 2019). Evidence suggests that teaching internships substantially reinforce pre-service teachers' commitment to their profession, fostering their teaching identity and boosting their confidence in both classroom management and instructional delivery (Kelly, 2015; Roulston et al., 2005).

The importance of experiential learning and its invaluable contribution towards a successful vocation is undisputed. Research consistently demonstrates that the application of theory into practice, especially within a structured and supervised context, significantly enhances an individual's ability to function more effectively across various settings. Kolb (2014) describes that our experience impacts our thoughts, emotions, and our reactions to the environment. Additionally, field-based learning experiences, such as internships, help bridge the gap between academic theory and its practical application, enhancing teaching efficacy and readiness for the workforce (Regier, 2021). Therefore, it can be conjectured that simulated work experience plays a crucial role in facilitating a smoother

transition from student life to professional practice. A key benefit of music teaching pre-internship training is the invaluable hands-on experience the CMP provides. Unlike traditional classroom-based learning, pre-internship training enables aspiring teachers to transition into the role of an educator and apply their pedagogical knowledge in real teaching situations. They acquire exposure to the daily challenges and satisfaction of teaching music to students of various ages and contextually at the beginner level. These experiences allow pre-service teachers to encounter and manage the daily complexities of teaching music to students of varying ages and skill levels (Roulston et al., 2005; Emmanuel, 2005). Such practical exposure is not only essential for personal development but also enhances teachers' abilities to engage with students and navigate the complexities of classroom dynamics effectively (Pike, 2017).

Harnessing skills and the attainment of relevant experience before graduation is an imperative component of undergraduate study. Conventionally, students attend lectures, complete assignments, and take examinations throughout their university studies. Above and beyond this, an internship experience provides a space to apply theoretical knowledge in practical settings, enhancing employability, and assisting interns to be cognizant to the needs and demands of the working industry (Lee & Ogbonnaya, 2002; Jisun & Soo Jeung, 2017). An essential component to any teacher training program is the development of effective teaching skills. Teaching is a skill that is developed through a combination of theoretical knowledge and practical experience. As with any skill-based activity, practical teaching experiences cannot be overstated. Research consistently shows that increased exposure to practical teaching experiences leads to improved student outcome, as teachers refine their instructional strategies and classroom management techniques, the better students' achievement (Podolsky et al., 2019).

One of the primary objectives of practical based training is to enhance students' employability. According to Williams, et al. (2016), employability is contingent upon temporal and geographical factors, with variations occurring across different times and locations. Harvey (2010) identifies five categories of *Individual Employability: Job type, Timing, Attributes on recruitment, Further learning, and Employability skills*. The context of this research is centered on *Employability skills*, with particular emphasis on the development of soft skills as a critical factor for workplace success. Seetha (2014) reports that 83% of respondents from the industry agree that soft skills are an important factor in the workplace. She identifies six critical soft skills, including communication skills, analytical skills, positive attitude, teamwork, leadership skills and interpersonal skills. Her research suggests that graduates from higher education institutions must enhance these soft skills to remain competitively employable in the job market.

One key difference between students and working professionals is the subject of tolerance for skill deficiencies. In the educational institutions, faculty members view students as individuals in the process of learning and development. As such, students' shortcomings in areas such as communication skills are often tolerated as universities provide a supportive learning platform for holistic improvement. On the other hand, real-life work context typically demands a higher level of competence, where issues related to reliability and efficiency can directly impact an organization's performance and profitability. In these contexts, the individual's skills set, such as communication proficiency, is rigorously tested and can significantly influence employment continuity. Thus, internships serve as a critical bridge between academia and the professional world, enabling an individual to gain practical experience while working as a trainee under supervision. The value of such work experience is indispensable as it equips individuals with the necessary competencies required for a seamless transition into the workforce.

METHODOLOGY DESIGN

This research employs a case study approach with the objective of gathering insights into perceptions of past pre-internship participants regarding their experiences in the Community Music Program (CMP). Building on this framework, this case study aims to gain a deeper understanding of pre-

internship teaching experiences in the CMP and its relevance to their current workplace. A quantitative questionnaire, adapted from He and Qin's questionnaire (He & Qin, 2017), was distributed to participants. The questionnaire uses a 5-point likert scale to assess levels of agreement with various statements about their experiences. To complement this data, an open-ended questionnaire was constructed to gather qualitative insights, allowing for a more comprehensive exploration of participants' perspectives.

Participants and Sampling

The sample consisted of individuals who participated in the CMP during their studies at Universiti Sains Malaysia. Approximately 50 potential participants were identified and contacted through social media, emails, word of mouth, and direct contacts. A total of 23 individuals (n=23) responded to the online survey. All participants had completed at least three piano pedagogy courses during their undergraduate study in music. The advisory rating for this sample group of post-intern participants presented students with late intermediate to advanced level piano skills.

Survey Instrument Design

The survey instrument comprised four sections. The first section consisted of the background of respondents' questions. Respondents had to describe their current positions, responsibilities and working years. The second section included seven questions addressing general teaching experience in the Free Piano Teaching Program, with responses rated on a five-point Likert scale ranging from Strongly Agree to Strongly Disagree. The third section centered on the effectiveness of pre-internship training, in which five questions were listed, and each question was rated on the same five point Likert scale. The last section consisted of eight open-ended questions that were designed based on questions from sections two and three. This questionnaire was created in an online format and distributed to 50 participants via word of mouth, direct contact, email, and WhatsApp.

RESULTS

Assessments and Measures Based on Responses to Questionnaire

Section 1: Participants' Average Years of Teaching Experience

Of the 23 respondents, 11 reported having worked as piano teachers for less than 5 years, 5 respondents have between 5 and 10 years of work experience, and 7 respondents were recorded to have more than 10 years of teaching experience. The majority of participants were recent graduates, as this particular demographic was more accessible for contact. Another reason indicating a larger percentage of participants with lesser years of teaching experience can be attributed to the increasing number of pre-internship teachers in the Community Music Program each year since its inception.

Section 2: Attitudinal Questions on Intern Teaching:

Following table presents the results collected from section 2 of the survey.

Table 1 Responses on the level of satisfaction and perceived efficacy of the Community Music Program

| No. | Attitudinal Questions on Intern Teaching | Mean | Standard Deviation |
|--|--|------|--------------------|
| The level of experiential satisfaction of the Program | | | |
| 1 | I was satisfied with the amount of practical, hands-on work I took part in. | 4.39 | 0.72 |
| 2 | I was satisfied with the scope of my responsibilities during the internship. | 4.16 | 0.93 |
| 3 | I was satisfied with the level of importance of the work I took part in. | 4.53 | 0.63 |
| 4 | I was satisfied with my work relationship with my mentor/supervisor. | 4.48 | 0.99 |
| 5 | I was satisfied with my work relationship with my coworkers. | 4.52 | 0.67 |
| 6 | The work project I was assigned matched my major. | 4.74 | 0.45 |
| 7 | My overall expectations of the internship were fully met. | 4.39 | 0.84 |
| The efficiency of the Program | | | |
| 1 | My piano teaching knowledge has increased. | 4.61 | 0.66 |
| 2 | I have a better understanding of piano teaching work culture | 4.52 | 0.67 |
| 3 | The experience reinforced my interest in pursuing a teaching piano career. | 4.48 | 0.67 |
| 4 | Through this experience, I acquired an understanding of piano teaching professional practices and standards. | 4.65 | 0.49 |
| 5 | I acquired a piano teaching career outlook because of my internship experience. | 4.17 | 1.03 |

In this section, seven questions were asked to elicit the level of experiential satisfaction of participants after teaching in the Free Piano Teaching Program. The mean values reflect the average level of agreement or satisfaction for each statement, with higher means indicating a greater level of satisfaction. The standard deviation values reveal the variability in responses, with lower values indicating that participants' responses were generally consistent, higher values reflecting more diverse opinions among respondents. The feedback from the seven questions was highly positive in response to the statement. *I was satisfied with the amount of practical, hands-on work I took part in*, the majority of the participants were satisfied with the experience ($M=4.39$, $STDV=0.72$), with 52% giving a full score of 5. The question regarding satisfaction with the scope of responsibilities during the internship received the lowest mean score of 4.16 out of 5 ($STDV=0.93$), with one respondent assigning a score 2 out of 5. The third question, centered on the satisfaction over the level of importance and challenge the teaching poses to the pre-internship teachers, has the highest proportion among the questions in this section, scoring 4.53 out of 5 ($STDV=0.63$), with 78% participants giving a full score of 5. This task level was challenging enough for them to manage without feeling overwhelmed. The fourth question, focusing on the subject of mentorship offered by the supervisor, yielded an average of 4.48 ($STDV=0.99$)

although one respondent gave the lowest score. In the fifth question, respondents were asked about their satisfaction with their relationship with coworkers, and 61% of the participants gave a full score of 5, while 30% rated it a 4, indicating the majority of the pre-intern teachers were satisfied with the relationship among themselves. The sixth question was asked to ascertain the relevance of the internship training to their major of study. This question received the highest average score ($M=4.74$, $STDV=0.45$), with all participants given scores of 4 and 5, indicating again all participants agree that the free program teaching and their academic contents were in congruence. The last question inquired on the satisfaction of the overall experience of being involved in the program, yielding a result of $M=4.39$ ($STDV=0.84$), with one respondent that gave a score of 2, suggesting that one program participant was of the opinion that the piano teaching experience was not relevant enough to the content of music study in USM.

The second part of the questionnaire consisted of five questions, inquiring on the efficiency of the program, also yielded a high scoring value. In the first question, 70% of the respondents marked the highest rating of 5 for increased piano teaching knowledge ($M=4.61$, $STDV=0.66$). The second question scored a mean of 4.52 ($STDV = 0.67$) indicating that work culture knowledge also increased. After experiencing piano teaching, 16 respondents (57%) responded with the highest rating and demonstrated a high level of interest in piano teaching as a career. In the context of *an understanding of piano teaching professional practices and standards*, an average score of 4.65 out of 5 ($STDV=0.49$) was recorded, with all respondents assigning a high rating of 4 and 5 marks. Contextually everyone was in agreement that the program instilled a culture of professionalism in piano teaching. The last question regarding the acquisition of a career outlook had the lowest mean score of 4.17 and highest standard deviation value of 1.03, with three respondents rated a low score of 1 to 3 respectively out of 5. This reflected the greatest variability among responses. Among 23 respondents, only 2 respondents thought that the program was not effective in teaching them about acquiring a positive piano teaching career outlook. In contrast, 20 respondents agreed that a positive piano teaching career outlook was acquired efficiently through the piano teaching program. In conclusion, the majority of participants were in agreement the Free Piano Lesson Program provided an effective platform in pre-service career perception.

The following supportive evidence was collected from seven open ended questions of the survey.

1. *Have you learned anything from your intern experience such as communication, teaching strategies or major related knowledge? Please provide examples to explain.*

The feedback from the 23 participants highlighted several key areas of learning gained during the internship experience, with communication skills and teaching strategies emerging as predominant themes.

A significant number of participants ($n=12$) reported that their communication skills improved through interactions with both students and parents. Active communication was emphasized as essential for fostering a productive learning environment and avoiding misunderstandings. Many participants specifically referenced communication as a tool for reporting student progress, managing scheduling, and ensuring parental involvement in the learning process. Some respondents noted the need for patience and adaptability when communicating with children, particularly in addressing difficult topics like hand posture and technique, stressing the importance of viewing issues from the student's perspective to facilitate understanding.

In terms of teaching strategies, several participants ($n=10$) reported that they had learned to apply diverse pedagogical approaches, such as using different teaching tools, method books, and step-by-step lesson plans to enhance their teaching. Many participants also mentioned that the internship experience helped them improve their lesson planning skills, allowing them to deliver content in a more organized and structured manner, particularly for beginner students.

Overall, the internship was regarded as highly beneficial, with respondents stating that it

provided valuable experience in communication, lesson planning, and instructional strategies, all of which contributed to their growth and development as piano teachers.

2. *What key skills, ideas, or concepts from your internship experience do you think you are applying now.*

All the respondents (n=23) highlighted the importance of preparation before a lesson begins. Pre-internship teachers were required to develop detailed weekly lesson plans, which many indicated has benefitted their real-world teaching practice. Some respondents mentioned the importance of reinforcing previously taught material to ensure student retention and understanding. The practice of reflecting on lessons and adjusting teaching methods was also regarded as instrumental in improving instructional effectiveness.

A number of participants (n=4) also referenced the value of using diverse teaching strategies, such as creative and fun learning approaches, to engage students. Respondents reported that they continue to use teaching techniques learned during the internship, such as applying different activities for various learning styles and analyzing method books to select appropriate materials for students. One participant noted that they still utilize specific teaching materials introduced during the internship, such as the Faber Adventures series.

A number of participants (n=8) highlighted the importance of communication and its application in their current roles. Several respondents mentioned that they have applied skills related to effective communication with students, which helped them better understand students' needs and apply different teaching methods based on individual learning styles. Additionally, communication was seen as critical for building rapport with students and enhancing their overall learning experience.

In addition, several participants emphasized the importance of reflection and self-assessment. They noted that taking time to observe and reflect on their own teaching practices has allowed them to critically analyze their lesson experiences, identify areas for improvement and avoid recurring mistakes, enhance their instructional effectiveness, address challenges, and adapt to their student's various needs. Others mentioned that these reflective practices have helped them plan more effectively in their current professional roles.

In the survey response, two respondents (n=2) indicated that they were in a different career path. One respondent described that he or she does not apply skills gained from the internship program. The other respondent noted that while they did not continue with teaching, the planning skills learned during the internship were useful in organizing other projects, such as in music production. These responses align with previous indications in the questionnaire regarding career decisions made by these individuals.

Overall, the responses demonstrate that participants have applied a range of skills and concepts from their internship experiences, with a focus on communication, lesson planning, teaching strategies, and reflective practices.

3. *How has your internship experience influenced your thinking and career plans?*

A significant number of respondents (n=12) mentioned increased motivation and six respondents expressed that this teaching experience inculcated a sense of passion in teaching piano which can be a fulfilling job. One respondent noted that the internship experience did not play a role in career planning. Five respondents reported that their teaching was influenced by the internship, particularly in aspects of instructional preparation and delivery approaches. They emphasized the importance of lesson planning and the use of methodology books in their teaching practices. They further highlighted the need for structured, step-by-step lesson plans and recognized the value of applying different teaching approaches. Six students indicated that there was an increase in certainty

of making piano teaching as their future career choice. The remaining six respondents from the sample demographic did not provide conclusive statements to support this question.

4. *What were the challenges or limitations of the internship?*

Five respondents highlighted that the 10-week program was too short and suggested that its duration be extended. The program concludes after 10 weeks, a phase where rapport between teacher and student has often just begun to form. The limited timeframe was especially challenging for pre-service teachers tasked with preparing children who had no prior music experience for a recital performance after only nine weeks of lessons. Several participants emphasized that this condensed schedule added pressure on both teachers and students. Due to logistical and administrative considerations, this program is structured to be offered concurrently when a semester is in session at the university. The first few weeks of the semester were allocated to generate program publicity and seek potentially individuals who were interested to participate.

Four respondents mentioned that they would have preferred more flexibility in choosing the teaching materials they used. The program's decision to standardize materials was intended to provide consistency and fairness, particularly given that the participants were novice teachers working in a supervised setting. Although the standardized curriculum was designed to ensure uniformity across the cohort, some participants felt that more autonomy in material selection could have allowed them to better tailor their instruction to individual student needs.

Two individuals indicated that they encountered difficulties with student behavior such as challenges in maintaining authority in the classroom, particularly when students displayed defiance or lack of motivation. This is a typical and inevitable scenario that confronts all educators in all fields of study, in both classroom and individual settings. An occasional dip or regress in levels of motivation or displays of reluctance in attending lessons among young learners can be particularly challenging for novice instructors. It is the responsibility of the instructors to identify methods for re-engaging students and fostering motivation.

5. *Have you had any difficulties in communicating with your supervisor or coworkers? Please provide examples to explain. For example, you do not know how to refuse overtime.*

Overall, communication between participants and their supervisor or coworkers was reported to be effective. Only one out of 23 respondents expressed that the CMP supervisor was often unavailable to schedule meetings or discussions due to time constraints. However, the remaining 22 respondents stated that they had no issues in communicating with the program supervisor and other interns from the program. A total of 16 participants specifically mentioned that the instructions provided by the program supervisor were clear and succinct, allowing them to complete their tasks with minimal need for further clarification or assistance. These findings suggest that, for the majority of participants, communication within the program was efficient and did not hinder their ability to perform their assigned tasks.

6. *Did you have adequate preparation you needed to perform the assigned tasks? How did this affect your internship experience?*

For this question, all 23 respondents indicated that sufficient time was available to prepare before each lesson. However, one respondent expressed that allocating preparation time within the weekly schedule was particularly demanding and labor-intensive. Another respondent commented that, although ample time was given, effective time management skills were required to achieve weekly tasks. Overall, the majority of participants agreed that having adequate preparation time significantly helped them to deliver lessons in a more confident and orderly manner.

7. *If you could change anything about your internship experience, what would it be and why?*

Several respondents suggested improvements to enhance the internship experience. One respondent stated that extending the program duration would provide more opportunities to gain pre-service teaching experience. As previously mentioned, the 10-week program aligns with the 15-week academic semester, which presents logistical and administrative constraints.

Three respondents suggested a wider and more inclusive range in the age of the child participants in the program. Currently, the program offers the free program to children aged six through eight exclusively. Teaching approaches differ significantly in accordance to different age groups, and the ages range of six to eight years old was selected in tandem within children under the lower primary school cohort in Malaysian elementary schools.

One respondent suggested that the program be extended to include special needs children. While teaching special needs children requires specialized pedagogical approaches differ from mainstream methods, the respondent believed that exposure to this teaching context would benefit the interns. Given that the majority of USM's pre-internship students have little to no experience in piano teaching, the current focus on students aged six to eight may be more appropriate for their initial development.

Another respondent suggested expanding the program to offer instruction in instruments other than the piano to children. However, due to the CMP coordinator's specialization in Piano Pedagogy, it would not be feasible to offer other instruments at the present time. It may be considered in the future when the university includes faculty members from other specialized areas into the music departments.

DISCUSSION

The majority of participants indicated that their engagement in the free piano teaching program under the Community Music Program provided a highly relevant and invaluable learning experience. This experience effectively prepared them for their future roles as piano teachers. Participants emphasized the importance of preparation and lesson planning, noting that these skills were essential for delivering structured and effective lessons. In addition to preparation, communication skills were frequently mentioned. Many participants reported that developing the ability to communicate effectively with students, parents, and colleagues was a crucial aspect of their internship experience. These communication skills were described as integral to building relationships, fostering student engagement, and ensuring clear interactions with both students and their families.

Impact of Practical Teaching Experience on Confidence and Motivation

Actual teaching experience provided through the Free Piano Teaching Program offered pre-internship teachers an invaluable opportunity to develop their confidence, motivation, and understanding of instructional practices. Research indicates teaching experience can significantly enhance intern teachers' confidence (Hongyu & Xiaohui, 2017). This also supports the argument that university students become more motivated when the practical training is more related to their field (Ehiyazaryan & Barraclough, 2009). This is consistent with our findings, where participants expressed high levels of satisfaction with the relevance of the work project to their major ($M=4.74$, $STDV=0.45$), indicating that alignment between their studies and practical teaching assignments fostered motivation and confidence. The low standard deviation (0.45) suggests a strong consensus among participants about the value of this alignment.

On the other hand, when individuals lack practical teaching experience, their knowledge remains theoretical, without opportunities for application. Contextually in this respect, mentoring is widely recognized as a crucial element in the professional development of teachers (Delaney, 2012). Our findings revealed greater variability in satisfaction with the mentor-supervisor relationship

($M=4.48$, $STDV=0.99$), indicating diverse opinions about the mentorship experience, which could suggest differences in mentoring styles or effectiveness across supervisors. Hong (2010) suggested that post experiential accounts of completing an internship program reported a significant awareness of realities of the teaching profession. Internship programs in music education create environments that foster self-motivation and confidence as future educators. Interacting with a diverse student population enables interns to refine their communication skills, adapting musical and performance concepts for students of different ages, genders, and cultural backgrounds and building self-assurance. This experience equips pre-internship teachers with the ability to communicate effectively with students, parents, and colleagues in their future careers.

Research from internship programs in various fields has shown that practical training opportunities significantly enhance the intrinsic motivation of interns (Stansbie et al., 2013, Kapareliotis et al., 2019). As interns continue to demonstrate growth and improvement in their performance and musical knowledge, there is evidence of a correlation between motivation and confidence, which develop positively. This is reflected in the consistent scores for increased piano teaching knowledge ($M=4.61$, $STDV=0.66$) and better understanding of piano teaching work culture ($M=4.52$, $STDV=0.67$), both showing high satisfaction with relatively low variability. The 10-week program culminated in a final concert, which was described as a rewarding experience for both the young students and the pre-internship teachers.

Soft skills and Organizational Skills in Piano Teaching

The demand for soft skills as a pertinent and integral requirement is evident at job interviews, and Malaysia's job market is no exception (Nesarathnam, 2014). There is a recognized lack of soft skills among Malaysian students (Noah & Aziz, 2020). According to the Malaysian Ministry of Education, university graduates should develop seven key attributes: communication skills, critical thinking and problem solving, teamwork skills, lifelong learning and information management, entrepreneurship skills, and leadership skills (Adnan et al., 2012, Nikitina & Furuoka, 2011).

In the education sector, strong communication skills in both verbal and written forms are important and are prioritized by teachers (Somprach et al., 2014). This demand for communication skill is particularly relevant in the field of piano teaching. Effective communication is essential for teachers to effectively convey expectations, share progress updates, and handle practical matters such as scheduling and lesson replacements. Research suggests that teachers' communication skills have a direct impact on student achievement (Khan et al., 2017). All participants from the piano teaching program emphasized that effective communication was crucial for maintaining positive relationships with both children and parents, supporting the broader argument about the importance of peer communication among teachers. Similarly, this communication skill extends to interaction with parents or caregivers who want to be cognizant of their child's progress, scheduling, time arrangement and lesson replacements. This is reflected in the satisfaction scores related to work relationships, where relationships with coworkers ($M=4.52$, $STDV=0.67$) and mentors ($M=4.48$, $STDV=0.99$) were generally positive, although there was more variability in their satisfaction with mentors. In a conventional piano teaching scenario, teachers often complete their lessons and leave the workplace with minimal communication with their colleagues. However, the majority of participants agreed that fostering strong communication and rapport among teachers is essential for building professional networks and inculcating professional motivational efforts.

In addition to communication, organizational skills are equally important in the context of piano teaching, particularly when paired with diverse pedagogical approaches. The ability to deliver new materials in an organized and sequential manner to effective learning. As reported by several participants ($n=10$), the application of various teaching strategies, such as the use of different teaching tools, method books, and step-by-step lesson plans, was instrumental in enhancing their teaching effectiveness. This aligns with the broader literature on piano pedagogy, which underscores the significance of structured lesson planning to support student engagement and learning. Li and Timmers (2021) investigate the dynamic of teacher-student interactions in structured piano lessons, showing how clear communication and organization improve the learning of complex skills such as piano timbre.

Pre-internship teachers in the program found that the internship helped them apply theoretical pedagogical knowledge into practical teaching settings. This included mastering the preparation, presentation, and practice stages of lesson planning, which ensured that teaching was conducted in an efficient and timely manner. By focusing on structured delivery and clear communication, these teachers were better equipped to engage students and manage the complexities of the teaching environment.

Preparation and Problem-Solving Skills

Preparation is an essential element of effective teaching. It empowers educators to establish clear objectives, enhance content knowledge custom, tailor instruction, create engaging learning experiences, manage piano lesson time effectively, and boost their teaching confidence. All respondents (n=23) emphasized the importance of preparation before lessons, particularly through the development of detailed weekly lesson plans. Many participants further indicated that this practice significantly benefited their real-world teaching, as it allowed them to deliver more structured and impactful lessons. By investing time and effort into preparation, these pre-internship teachers have paved the way for engaging, impactful, and successful educational experiences.

While preparation lays the foundation for effective teaching, the ability to adapt and solve problems in real-time is equally important. A collective of 21 out of 23 students mentioned that they faced significant challenges in teaching children. Lacking extensive experience in teaching, many pre-internship teachers inevitably rely on theoretical knowledge from textbooks and demonstration-based teaching methods. The practical setting required them to quickly adapt their instructional strategies based on student responses. The mean score for satisfaction with the level of importance of their work (M=4.53, STDV=0.63) reflects their recognition of the practical challenges faced during teaching, and the relatively low standard deviation indicates strong consensus on this point.

The ability to adjust teaching techniques in real-time was a key aspect of problem-solving for these novice teachers. Reflective reports, which participants completed weekly, played a significant role in developing these skills. Eight participants emphasized the value of reflection in identifying areas for improvement, adapting lesson plans, and managing classroom dynamics. This aligns with study that shows that this reflective process is vital for problem-solving in educational contexts, as it enables teachers to assess challenges—such as issues related to student behavior or lesson delivery—and implement solutions in a structured manner (Hatton & Smith, 1995). For instance, participants noted that they frequently had to modify their teaching approaches based on student responses, such as adjusting hand posture techniques or adapting lesson plans to suit different learning styles. The ability to observe and reflect on student progress was seen as crucial in effectively addressing these challenges. Furthermore, participants reported that their reflective practices helped them manage classroom dynamics, such as re-engaging students who displayed low motivation or addressing difficulties in communication.

The development of problem-solving skills through reflection was particularly evident in how participants approached lesson planning and the selection of teaching materials. By reviewing past lessons, several respondents (n=4) were able to refine their future lesson plans, ensuring that their teaching was more structured and responsive to the needs of their students. This iterative cycle of planning, teaching, reflecting, and adjusting is a cornerstone of effective problem-solving in teaching, as it allows for continuous improvement and adaptability (Larrivee, 2008). The reflective reports further reinforce the connection between reflection and problem-solving, suggesting that novice teachers who engage in regular reflective practices are better equipped to identify and resolve the challenges they encounter in the classroom. This conclusion is supported by existing literature, which highlights that reflective practice is a key component of effective teaching and enhances a teacher's ability to respond to complex, real-time classroom problems (Loughran, 2002).

Enhancing Employability Through Internship Program

The issue of employability has been extensively discussed in Malaysian higher education. *The New Straits Times* reported that an increase in economic challenges affected the employment opportunities for university graduates (“Graduate Employability: A Priority of the Education Ministry,” 2020). A 2021 statistical report indicated that three-quarters of higher education graduates in Penang, Malaysia, found employment within six months of graduation. However, graduates in the fields of social sciences, applied sciences, arts and pure sciences who experienced lower rates of employability (Ong, 2022). As music falls under the arts category, it is imminent that music students are given the opportunity and platform to invase the employability potential upon graduation.

Internship programs offer significant benefits in this respect, contributing to the enhancement of students' employability. The overall expectations of the internship being fully met ($M=4.39$, $STDV=0.84$) indicate that while most participants felt well-prepared for their careers, there was some variability in their satisfaction, suggesting areas for potential improvement in aligning internship experiences with career readiness. Internship programs provide students with essential real-world experiences that help bridge the gap between academic learning and professional practice. Research supports the idea that students who complete pre-service training programs are better prepared and more aware of industry expectations (Kapareliotis et al., 2019). Additionally, these work experiences help build networks, encouraging students to plan for their futures and improve their employment prospects (Jackson & Tomlinson, 2021).

Work experience prior to graduation is particularly valuable in creating a more attractive resume, as it provides students with tangible examples of their professional development. Networking opportunities gained through internships also improve students' chances of securing employment (Jackson & Tomlinson, 2022). Evidence suggests that employers increasingly expect new graduates to be work-ready and to demonstrate practical experience to work immediately. Graduates with prior work experience are more likely to be called for job interviews (Baert et al., 2021). Therefore, industrial training platforms, especially in the form of internship programs, play a vital role in preparing university graduates to navigate the increasingly competitive job market.

CONCLUSION

The research was designed and conducted to review the opinions of pre-internship participants' opinions through teaching children under the USM Music Department's Free Community Music Program. Since the inception of the program in 2005, the curriculum has retained its structure, except in the annual change of piano method book used. This crucial change is imperative to ensure a wider experience of teaching material. The majority of participants found that their engagement in the program as pre-interns provided an invaluable and impactful learning experience. Three respondents expressed that the program assisted them in developing self-confidence and self-assurance in their aspirations to become a piano teacher. Observing their students' performances in the week 10 concert provided participants with tangible evidence of their teaching progress, accorded them realization that pre-service training in the form of vocation-relevant pre-internship programs is a crucial cornerstone in the preparation for a successful teaching career.

For music students aspiring to become piano teachers, practical teaching experience is an essential complement to technical proficiency. While practice and theoretical knowledge are crucial, gaining practical experience in real-world scenarios is pivotal for personal professional development. The pre-internship program provided participants with opportunities to apply teaching techniques, develop lesson plans, and build problem-solving and communication skills. These experiences not only enhanced their teaching abilities but also prepared them for the challenges they are likely to encounter in their future careers.

The findings of this research, supported by both anecdotal evidence and survey data, strongly suggest that participation in pre-internship programs positively impacts the development of practical teaching skills, including lesson planning, problem-solving, and interpersonal communication. These skills are crucial for bridging the gap between theory and practice, ultimately contributing to the professional growth of aspiring music educators.

REFERENCES

- Adnan, Y. M., Daud, M. N., Alias, A., & Razali, M. N. (2017, August 23). Importance of soft skills for graduates in the real estate programmes in Malaysia. *Journal of Surveying, Construction and Property*, 3 (2)(Special Issue). <https://doi.org/10.22452/jscp.vol3no2.4>
- Ángel Latorre-Román, P., Berrios-Aguayo, B., Aragón-Vela, J., & Pantoja-Vallejo, A. (2021). Effects of a 10-week active recess program in school setting on physical fitness, school aptitudes, creativity and cognitive flexibility in elementary school children. A randomised-controlled trial. *Journal of Sports Sciences*, 39(11), 1277–1286. <https://doi.org/10.1080/02640414.2020.1864985>
- Baert, S., Neyt, B., Siedler, T., Tobback, I., & Verhaest, D. (2021, August). Student Internships and Employment Opportunities After Graduation: A Field Experiment. *Economics of Education Review*, 83. <https://doi.org/10.1016/j.econedurev.2021.102141>
- Biasutti, M., & Concina, E. (2018). The effective music teacher: The influence of personal, social, and cognitive dimensions on music teacher self-efficacy. *Musicae Scientiae*, 22(2), 264-279.
- Bugos, J.A., DeMarie, D., Stokes, C.E., & P Power, L. (2022). Multimodal music training enhances executive functions in children: Results of a randomized controlled trial. *Annals of the New York Academy of Sciences*, 1516, 105 - 95.
- Chappell, S. (1999). Developing the complete pianist: a study of the importance of a whole-brain approach to piano teaching. *British Journal of Music Education*, 16, 253 - 262. <https://doi.org/10.1017/S0265051799000340>.
- Creech, A., & Hallam, S. (2003). Parent–teacher–pupil interactions in instrumental music tuition: a literature review. *British Journal of Music Education*, 20(1), 29-44.
- Delaney, Y. A. (2012, May 8). Research on Mentoring Language Teachers: Its Role in Language Education. *Foreign Language Annals*, 45(1), 184-202. <https://doi.org/10.1111/j.1944-9720.2011.01185.x>
- Dewey, J. (1997). *Experience and education*. Free Press.
- Ehiyazaryan, E., & Barraclough, N. (2009, May 29). Enhancing Employability: Integrating Real World Experience In the Curriculum. *Education + Training*, 51(4), 292-308. <https://doi.org/10.1108/00400910910964575>
- Emmanuel, D. T. (2005). The Effects Of A Music Education Immersion Internship In A Culturally Diverse Setting On The Beliefs And Attitudes Of Pre-Service Music Teachers. *International Journal of Music Education*, 23(1), 49-62.
- Graduate employability: A priority of the Education Ministry. (2020, February 18). *New Straits Times*.
- Harvey, L. (2010, August 18). Defining and Measuring Employability. *Quality in Higher Education*, 7(2), 97-109. <https://doi.org/10.1080/13538320120059990>

- Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and teacher education*, 11(1), 33-49.
- He, Y., & Qin, X. (2017, February 9). Students' Perceptions of an Internship Experience in China: A Pilot Study. *Foreign Language Annals*, 50(1), 57-70. <https://doi.org/10.1111/flan.12246>
- Hong, J. Y. (2010, November). Pre-service and Beginning Teachers' Professional Identity and its Relation to Dropping Out of the Profession. *Teaching and Teacher Education*, 26(8), 1530-1543. <https://doi.org/10.1016/j.tate.2010.06.003>
- Hongyu, Z., & Zhang, X. (2017, July 24). The Influence of Field Teaching Practice on Pre-service Teachers' Professional Identity: A Mixed Methods Study. *Frontiers in Psychology*, 8. <https://doi.org/10.3389/fpsyg.2017.01264>
- Ismail, J., Chiat, L., & Anuar, A. (2021). Learning Music Through Rhythmic Movements in Malaysia. *Malaysian Journal of Learning and Instruction*. <https://doi.org/10.32890/MJLI2021.18.1.10>.
- Jackson, D., & Tomlinson, M. (2022). The Relative Importance of Work Experience, Extra-Curricular and University-Based Activities on Student Employability. *Higher Education Research & Development*, 41(4), 1119-1135. <https://doi.org/10.1080/07294360.2021.1901663>
- Jackson, D., & Tomlison, M. (2021, March 25). The Relative Importance of Work Experience, Extra-Curricular and University-Based Activities on Student Employability. *Higher Education Research & Development*, 41(4), 1119-1135. <https://doi.org/10.1080/07294360.2021.1901663>
- Jisun, J., & Lee, S. J. (2017, February 24). Impact of Internship on Job Performance among University Graduates in South Korea. *International Journal of Chinese Education*, 5(2), 250-284. <https://doi.org/10.1163/22125868-12340>
- John, P. D. (2006). Lesson planning and the student teacher: Re-thinking the dominant model. *Journal of Curriculum Studies*, 38(4), 483-498.
- Kanokorn, S., Pongtorn, P., & Sujanya, S. (2014, February 7). Soft Skills Development to Enhance Teachers' Competencies in Primary Schools. *Procedia - Social and Behavioral Sciences*, 112, 842-846. <https://doi.org/10.1016/j.sbspro.2014.01.1240>
- Kapareliotis, I., Voutsina, K., & Patsiotis, A. (2019, February 20). Internship and Employability Prospects: Assessing Student's Work Readiness. *Higher Education, Skills and Work-Based Learning*, 9(4), 538-549. <https://doi.org/10.1108/HESWBL-08-2018-0086>
- Kelly, S. N. (2015). The influence of student teaching experiences on preservice music teachers' commitments to teaching. *Journal of Music Teacher Education*, 24(2), 10-22.
- Khan, A., Khan, S., Zia-UI-Islam, S., & Khan, M. (2017). Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. *Education and Practice*, 8(1), 18-21.
- Kolb, D. A. (2014). *Experiential Learning: Experience as the Source of Learning and Development*. Pearson Education.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of management learning & education*, 4(2), 193-212.
- Krueger, P. J. (2000). Beginning music teachers: Will they leave the profession?. *Update: Applications of Research in Music Education*, 19(1), 22-26.

- Lee, R. E., & Elechi, O. O. (2002). Student Attitudes Towards Internship Experiences: From Theory to Practice. *Journal of Criminal Justice Education*, 13(2), 297-312. <https://doi.org/10.1080/10511250200085491>
- Li, S., & Timmers, R. (2021). Teaching and learning of piano timbre through teacher–student interactions in lessons. *Frontiers in psychology*, 12, 576056.
- Machart, R. (2017, January 30). The implementation of industrial training in tertiary education in Malaysia: Objectives, realisations and outputs in the case of foreign language students. *International Review of Education*, 63, 103-122. <https://doi.org/10.1007/s11159-017-9623-8>
- McKenzie, S., Burgess, A., & Mellis, C. (2017). Interns reflect: the effect of formative assessment with feedback during pre-internship. *Advances in medical education and practice*, 51-56.
- Nesaratnam, S. (2014, April). April). Are Soft skills Important in the Workplace? - A Preliminary Investigation in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 4(4), 44-56. <http://dx.doi.org/10.6007/IJARBSS/v4-i4/751>
- Nikitina, L., & Furuoka, F. (2011, December 1). Sharp Focus on Soft Skills: a Case Study of Malaysian University Students' Educational Expectations. *Educational Research for Policy and Practice*, 11, 207-224. <https://doi.org/10.1007/s10671-011-9119-4>
- Noah, J. B., & Aziz, A. A. (2020). Systematic Review on Soft Skills Development Among University Graduates. *EDUCATUM: Journal of Social Sciences*, 6(1), 53-68. <https://doi.org/10.37134/ejoss.vol6.1.6.2020>
- Ong, W. L. (2022, August 23). My Say:. *What makes graduates employable — the case in Penang*. <https://theedgemalaysia.com/article/my-say-what-makes-graduates-employable-%E2%80%94-case-penang>
- Pike, P. D. (2017). Improving music teaching and learning through online service: A case study of a synchronous online teaching internship. *International Journal of Music Education*, 35(1), 107-117.
- Podolsky, A., Kini, T., & Darling-Hammond, L. (2019, September 16). Does Teaching Experience Increase Teacher Effectiveness? A Review of US Research. *Journal of Professional Capital and Community*, 4(4), 286-308. <https://doi.org/10.1108/IPCC-12-2018-0032>
- Rajendram, R. (2022, September 25). Producing 'In-Demand' Talents. *The Star*. <https://www.thestar.com.my/news/education/2022/09/25/producing-in-demand-talents>
- Regier, B. J. (2021). Preservice music teachers' self-efficacy and concerns before and during student teaching. *International Journal of Music Education*, 39(3), 340-352.
- Roulston, K., Legette, R., & Trotman Womack, S. (2005). Beginning music teachers' perceptions of the transition from university to teaching in schools. *Music Education Research*, 7(1), 59-82. <https://doi.org/10.1080/14613800500042141>.
- Seetha, N. (2014, April 2). Are Soft skills Important in the Workplace? – A Preliminary Investigation in Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 4(4), 44-56. <http://dx.doi.org/10.6007/IJARBSS/v4-i4/751>
- Somprach, K., & Popoonsak, P. (2014, February 7). Soft Skills Development to Enhance Teachers' Competencies in Primary Schools. *Procedia - Social and Behavioral Sciences*, 112, 842-846. <https://doi.org/10.1016/j.sbspro.2014.01.1240>

- Stansbie, P., Nash, R., & Jack, K. (2013, December 4). Internship Design and Its Impact on Student Satisfaction and Intrinsic Motivation. *Journal of Hospitality & Tourism Education*, 25(4), 157-168. <https://doi.org/10.1080/10963758.2013.850293>
- Upitis, R., Abrami, P. C., Brook, J., & King, M. (2017). Parental involvement in children's independent music lessons. *Music Education Research*, 19(1), 74-98.
- Williams, S., Dodd, L. J., Steele, C., & Randall, R. (2015, November). A Systematic Review of Current Understandings of Employability. *Journal of Education and Work*, 29(8), 877-901. <https://doi.org/10.1080/13639080.2015.1102210>
- Yie, W. K., & Ying, C. M. (2017). Issues and challenges in teaching multicultural music amongst primary music teachers in Malaysia. *Malaysian Journal of Music*, 6(1), 98-110.
- Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college-and university-based teacher education. *Journal of teacher education*, 61(1-2), 89-99.
- Zimele-Steina, I. (2012). Holistic approach to developing textbooks for children-beginners in piano playing. *Signum Temporis*, 5(1), 37.