



No Music No Life: The Roles of Music for American and Japanese College Students

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Capstone Presentation

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Outline

- ❖ Significance of the Study
- ❖ Research Questions
- ❖ Literature Review
- ❖ Research Method
- ❖ Findings
- ❖ Conclusion
- ❖ Limitation of the Study
- ❖ Future Studies
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Significance of the Study

Trevor

- ❖ In high school, I became close with a teacher through Japanese music, and this sparked my decision to major in Japanese
- ❖ When I studied abroad in Japan, the Japanese music that I listened to was completely different from my Japanese friends; I wanted to know why
- ❖ Understanding the music industry and spending habits of Japan will be helpful in my business double major

Significance of the Study

Micaela

- ❖ Interested in music from a young age
- ❖ Currently working as a freelancer in the Japanese music industry
- ❖ When studying abroad I worked at a Japanese music company, from that I realized I was interested in the music industry
- ❖ I would like to use the information from this capstone regarding the differences between the music industries in my own work

Research Question ①

How do American and Japanese college students associate with music in their daily lives and why?

Research Question ②

How do American and Japanese college students consume the music that they listen to?

Literature Review Overview

❖ Music Usage

- History of Music Technology (1970-2010)
- Music and Social Situations
- Usage in Daily Lives
- Music Education

❖ Music Industry

- History (1980-2010)
- Record Labels
- Income
- America
- Japan

Change in technology and Accessibility to Music



1970s

Cassette tapes
become widely used
1970

1980s

Sony Walkman
releases
1979

1990s

Sony releases the
first CD audio player
1982

2000s

Apple releases
the first iPod
2001

2010s

Apple releases the
first iPod Touch
2007

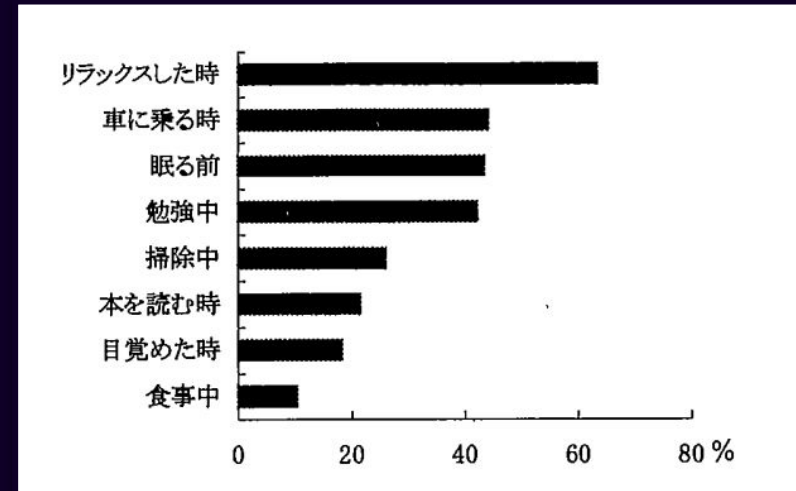
It has become easier than ever before to access and listen to music
due to online stores and various distribution methods

Music and Social Situations

- ❖ **52%** of Americans go to live music events **every year**
- ❖ **0.3%** of Japanese attend a live house/concert **weekly**
- ❖ Globally, people spend on average 18 hours a week listening to music
- ❖ From ages 16-24, **68%** of **Americans** use **streaming services**, compared to only **23%** of **Japanese**
- ❖ Karaoke Locations
 - USA: 1,200 Japan: 6,000

Music Usage in Daily Lives

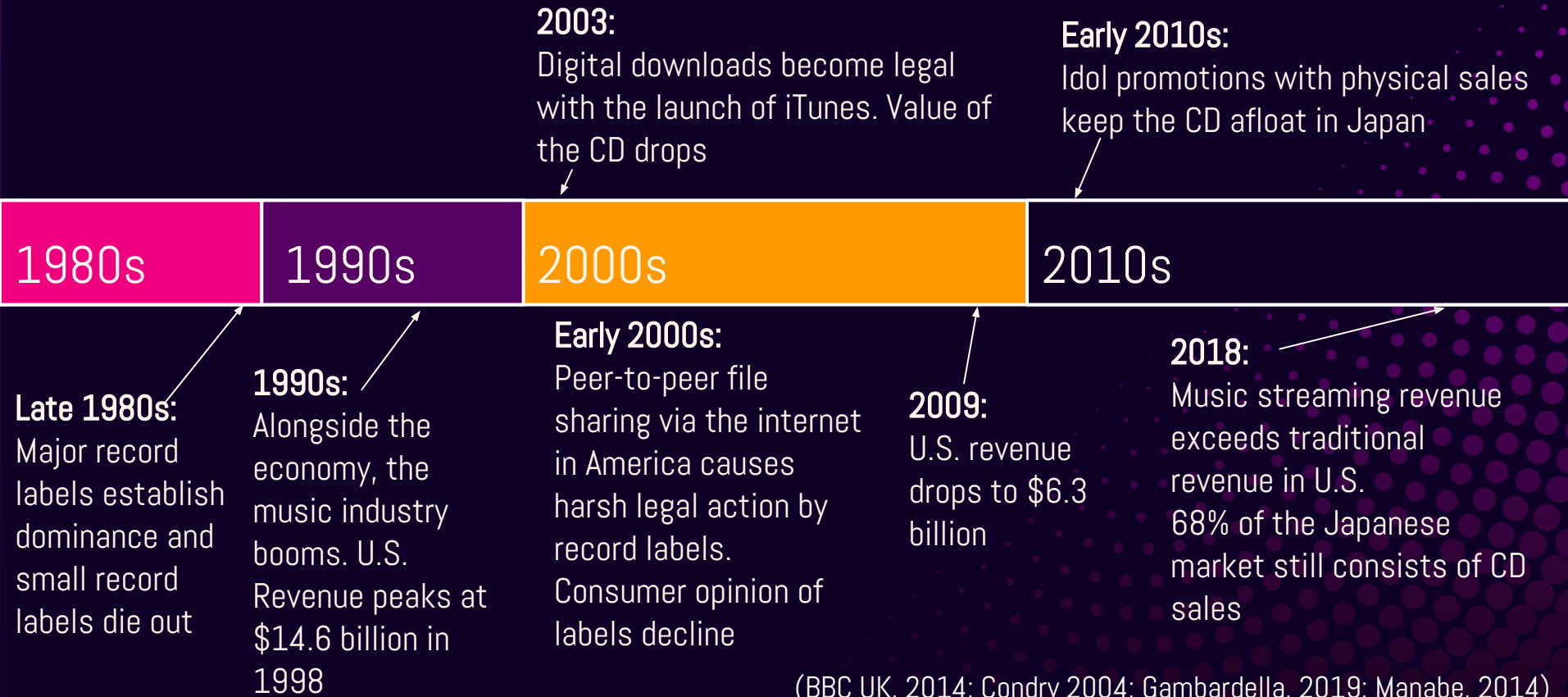
- ❖ 2004 survey by Okayama University of 316 Japanese college students regarding music
 - **67%** of them said that they used music while **relaxing**.
 - **42%** of them used music while **studying**.



Music Education

America	Japan
<ul style="list-style-type: none">❖ 1907- National Association for Music Education established❖ ~1960: Focus on vocals, choir❖ 1960~: Focus on music history and theory❖ 1994: National Standards for Music Education are publicized	<ul style="list-style-type: none">❖ 1940~: Focus on musical rhythm, curriculum changes from traditional Japanese music to western music❖ 1980~: Focus on musical expression❖ Focus on learning through clubs, outside class activities

History of the Music Industry



Record Labels

- ❖ Function of Record Labels
 - Sign contracts with artists
 - Manage the work, activity of contracted artist
 - Provide professional marketing, producing and logistical support

Music Industry: Income

Record Label Income	Artist Income
<ul style="list-style-type: none">❖ Albums❖ Licensing❖ Royalties	<ul style="list-style-type: none">❖ Live shows❖ Merchandise❖ Exposure

These contrasting objectives and decreasingly relevant **physical sales** have led to a **surge** in **independent** “indie” artists and labels

Music Industry: U.S. vs Japan

America

- ❖ Has not recovered from the fall of the CD
- ❖ Depends on record and department **store sales**, which are **declining**
- ❖ Currently, the majority of revenue comes from **paid streaming**

Japan

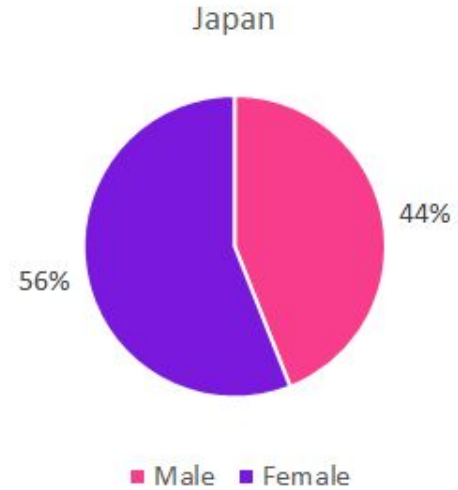
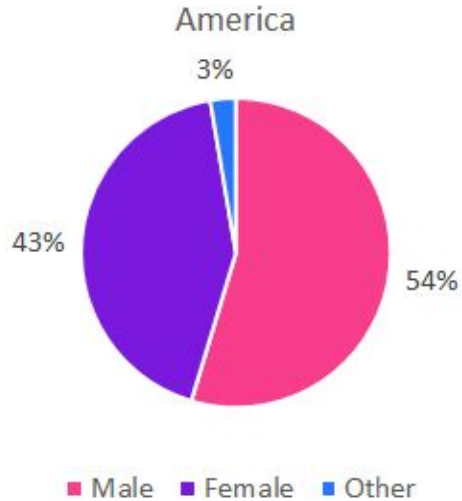
- ❖ Steadily growing despite hit from CD price drop
- ❖ Yearly revenue is dominated by **CD sales** (68% in 2019)
- ❖ Yearly revenue from streaming and live shows is also growing

Research Method

- ❖ Participants of the Study
 - 150 University Students
 - 75 Japanese University Students
 - 75 American University Students
- ❖ Data Collection Instruments
 - Online survey (Google Forms)
 - English Survey
 - Japanese Survey

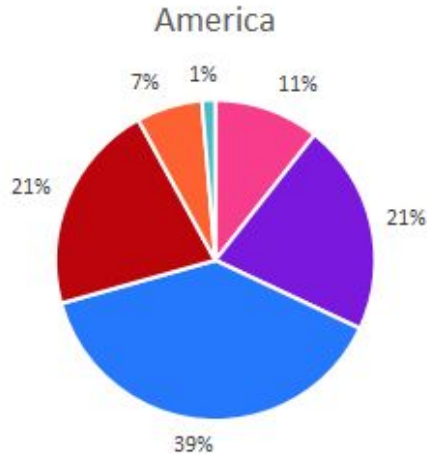


Background - Gender

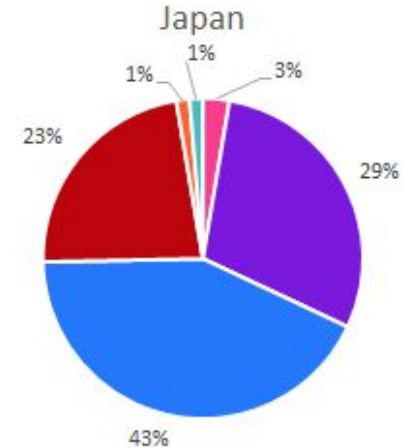


We had about equal male and female respondents, but slightly more male American respondents and female Japanese respondents

Background - School Year



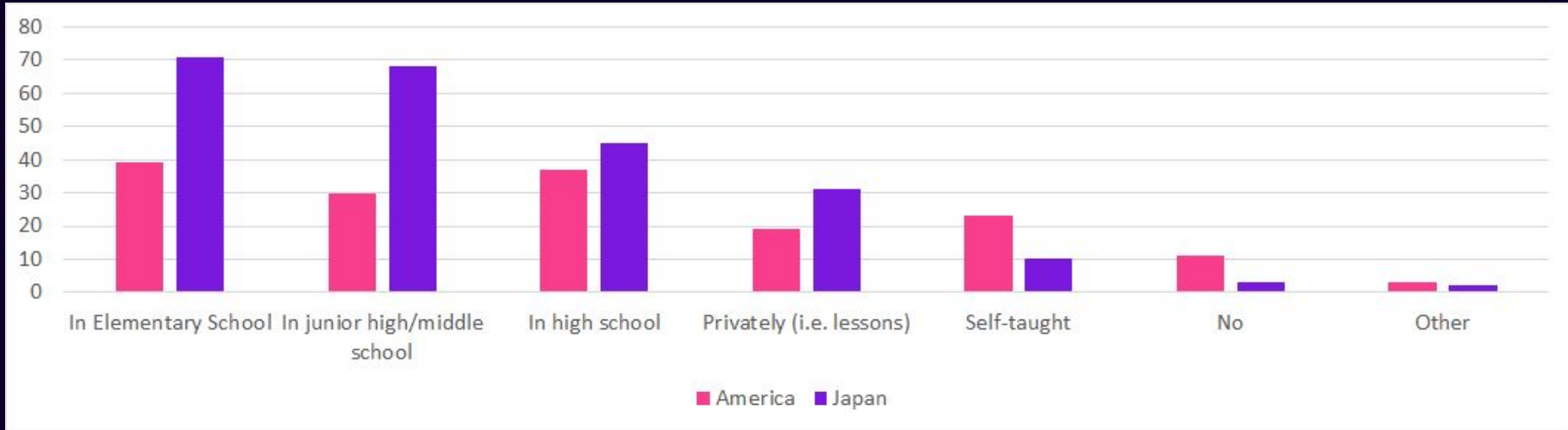
■ First Year ■ Second Year ■ Third Year ■ Fourth Year ■ Fifth+ Year ■ Graduate Student



■ First Year ■ Second Year ■ Third Year ■ Fourth Year ■ Fifth+ Year ■ Graduate Student

About 40% of our respondents were 3rd years followed by 2nd and 4th year students.

Background - Music Education

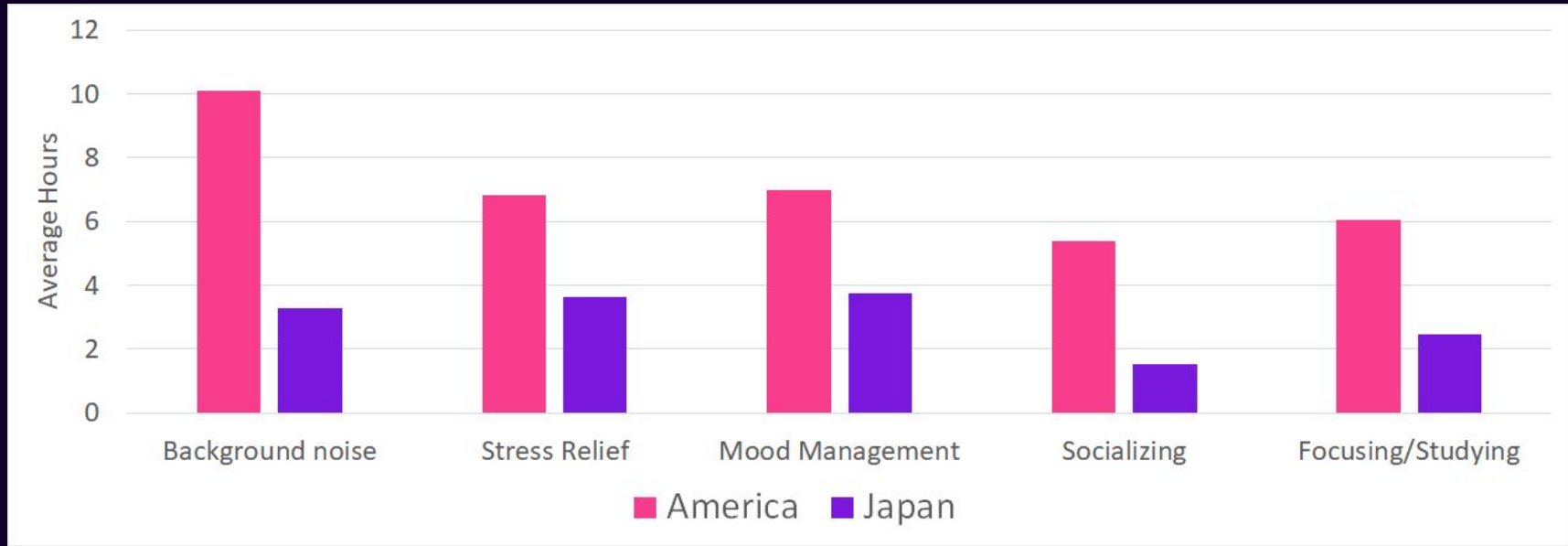


Almost all Japanese students received music education in **elementary** and **middle school**, while American students received **half as much**. More American students were self-taught music than Japanese students.

Research Question ①

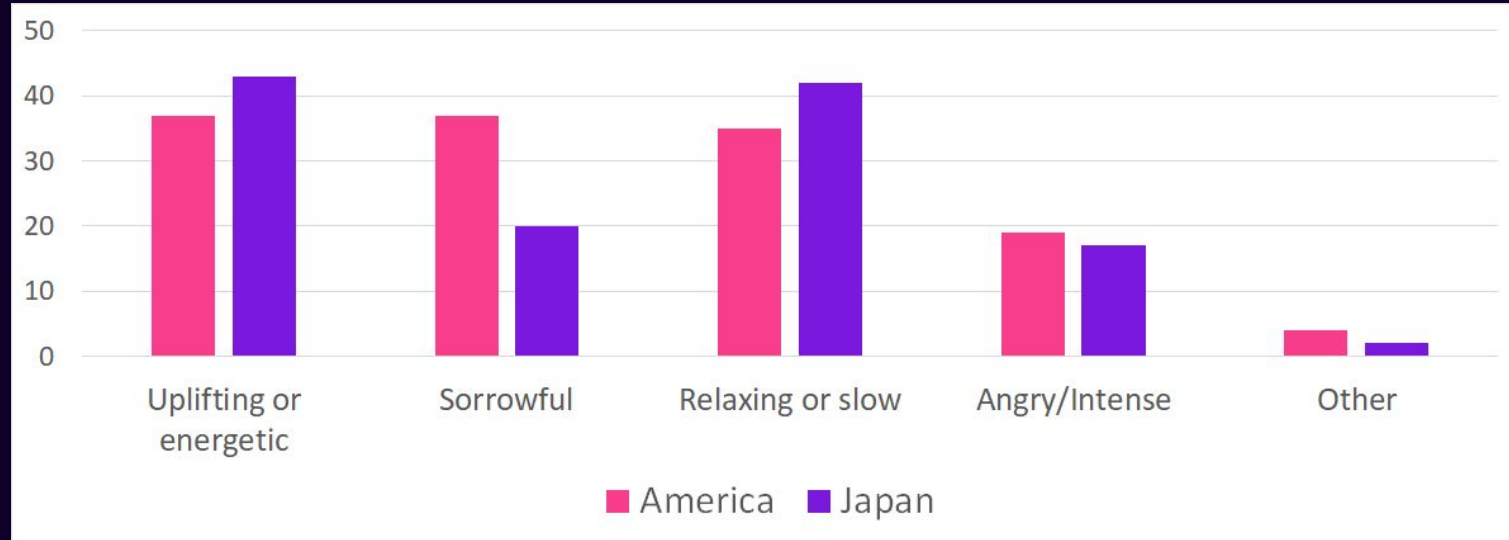
How do American and Japanese college students associate with music in their daily lives and why?

Average time spent per scenario per week



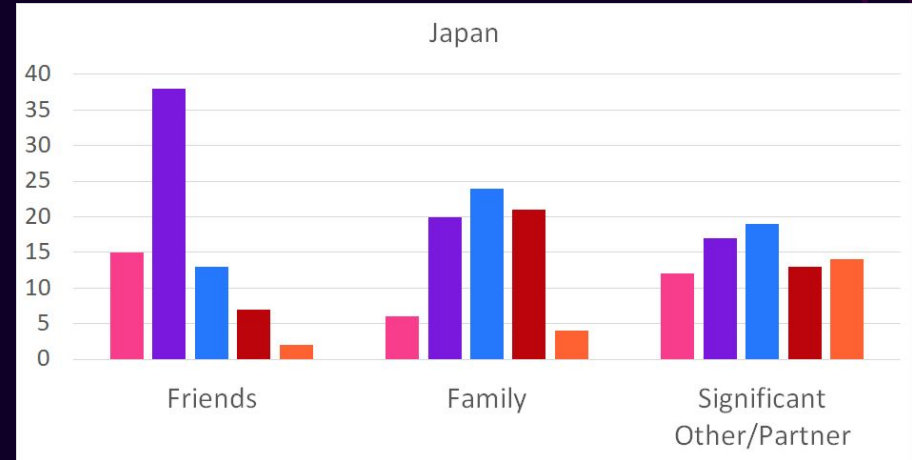
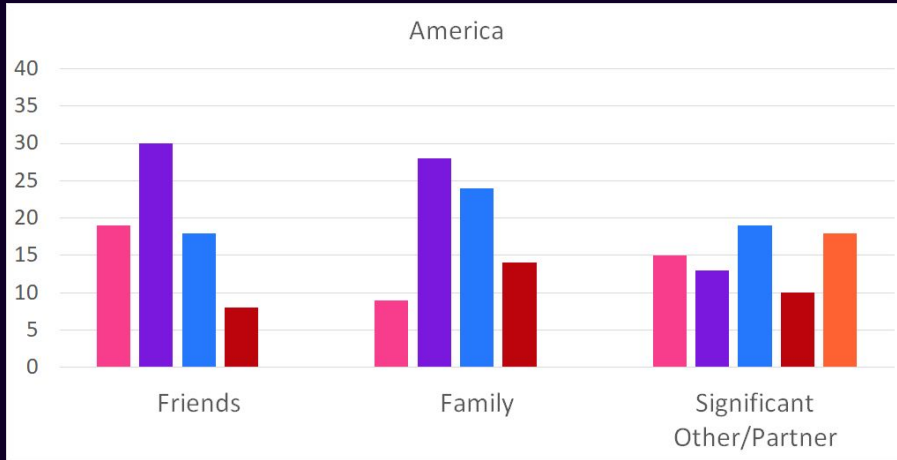
Americans used music the **most** for **background noise** for an average of **10 hours** per week, while **Japanese** only used it for **3 hours** a week.

When you are sad or feeling down, what sort of music do you listen to?



American students listened to a **greater variety**, whereas **Japanese** students preferred **energetic** and **relaxing** music.

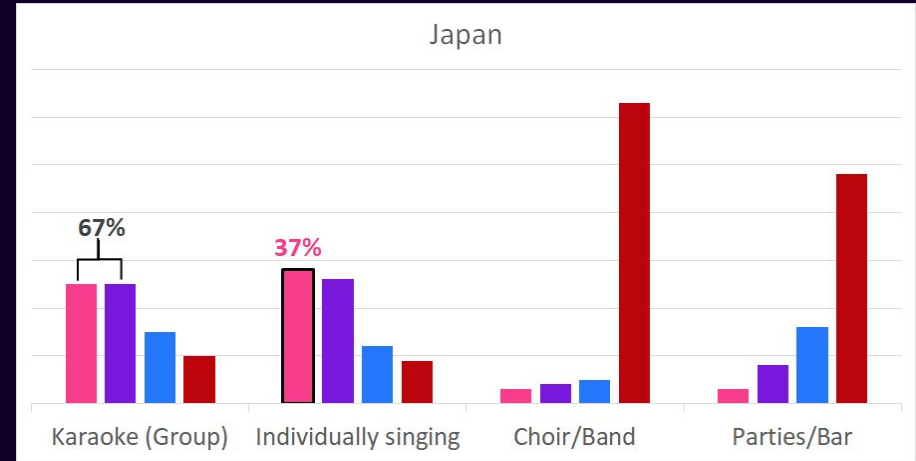
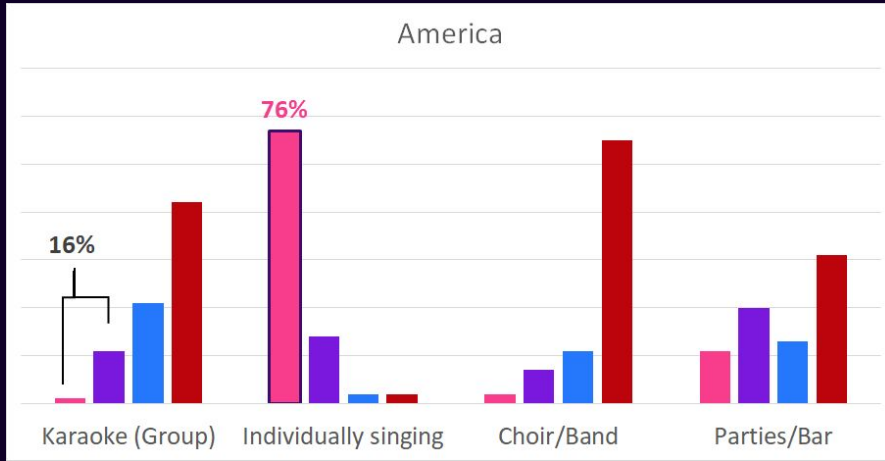
How much are your music tastes influenced by people?



■ Significantly
 ■ Moderately
 ■ Slightly
 ■ Not at All
 ■ Not Applicable

American students felt influenced by their **friends** and **family** equally, whereas **Japanese** students were heavily influenced by **friends**.

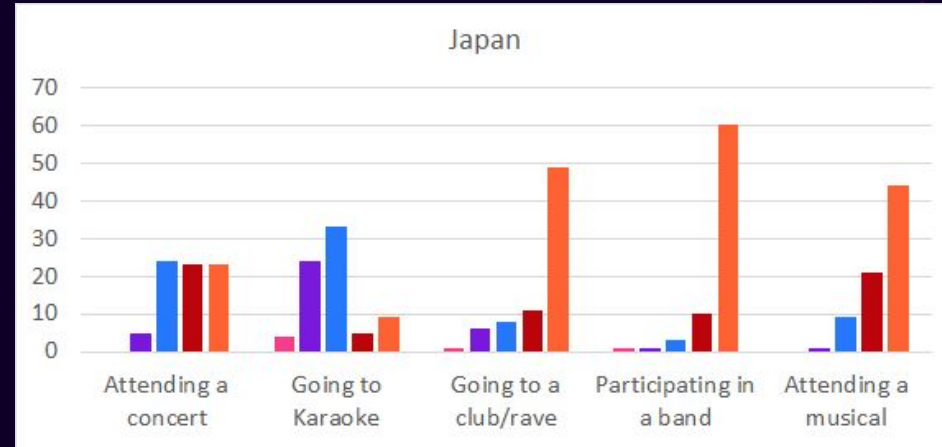
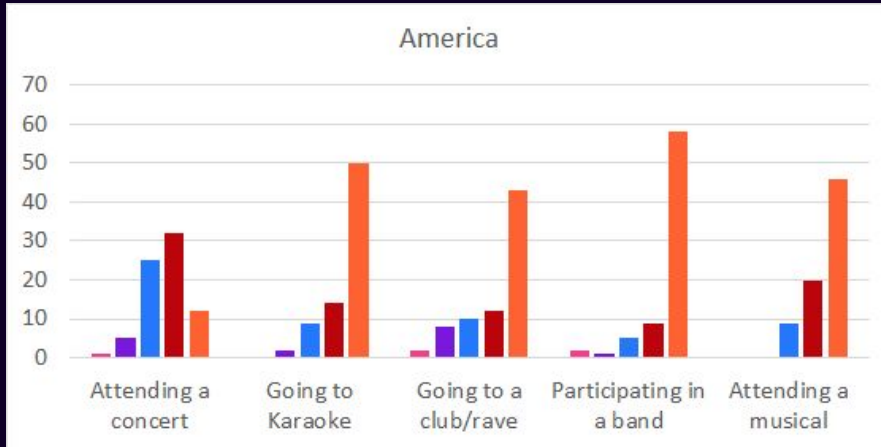
How often do you participate in singing activities?



■ Often
 ■ Sometimes
 ■ Not Often
 ■ Never

American students mostly **sing by themselves**.
Japanese students **equally** sing in **groups** at karaoke as well as **alone**.

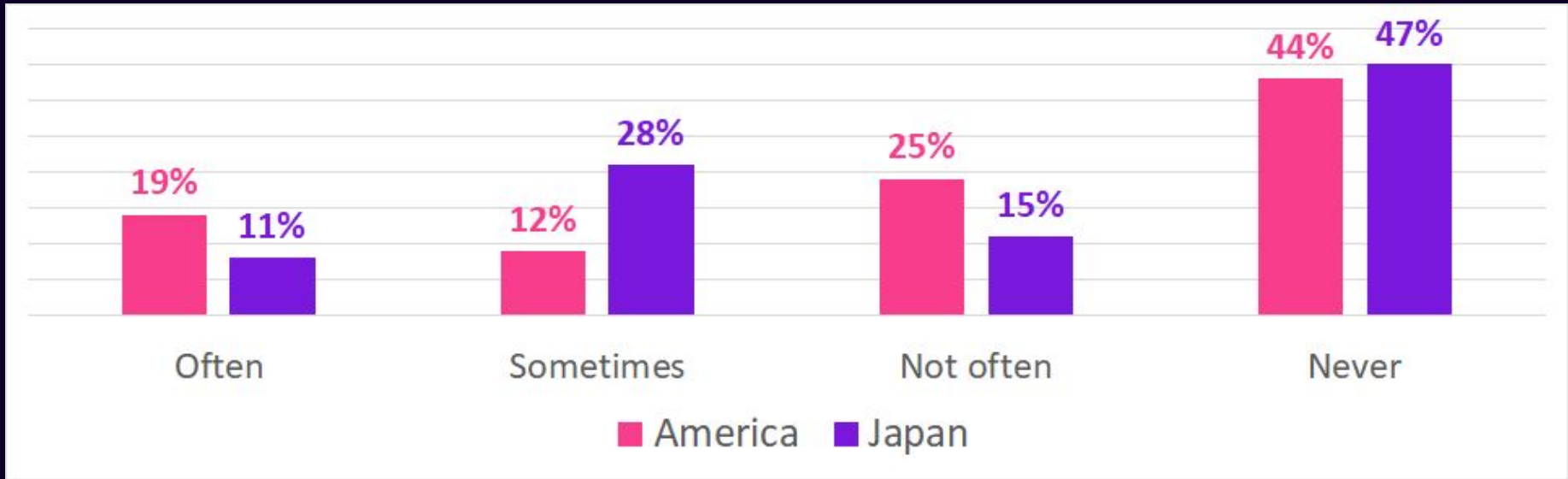
How often do you participate in music social activities?



■ Once a week
 ■ Once a month
 ■ A few times a year
 ■ Once a year
 ■ Never

American and **Japanese** students both **attended concerts** often, but **Japanese** students went to **Karaoke** much more often.

How often do you play musical instruments?



The **majority** of American and Japanese students have **never played** instruments or **do not play often**.

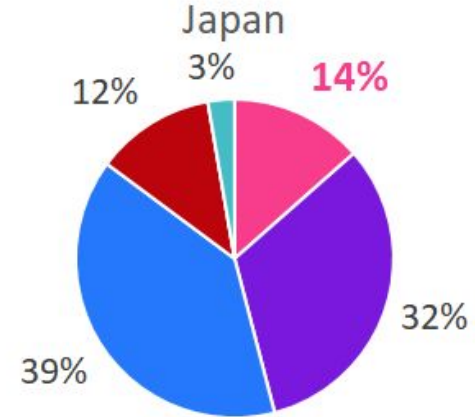
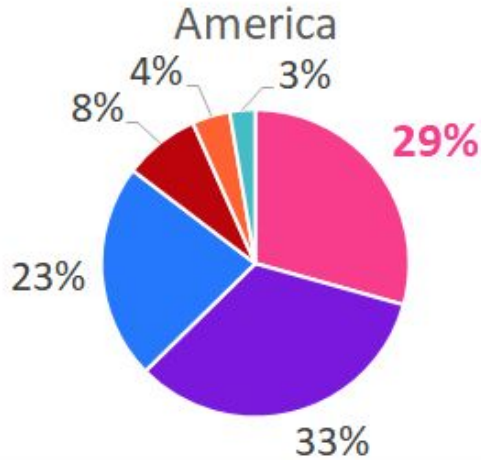
Summary of Findings ①

- ❖ **Japanese** students are **involved** in **music earlier** than Americans
- ❖ **American** students use music more as an **individual pastime**
 - **Background noise** and **singing alone**, both individual interactions, had the highest response rate
- ❖ **Japanese** students engage with music both individually and socially
 - **Karaoke** is widely **popular** both as a **group** and **individual** activity
 - Japanese music tastes were much more influenced by their outer social circle (friends)

Research Question ②

How do American and Japanese college students consume the music that they listen to?

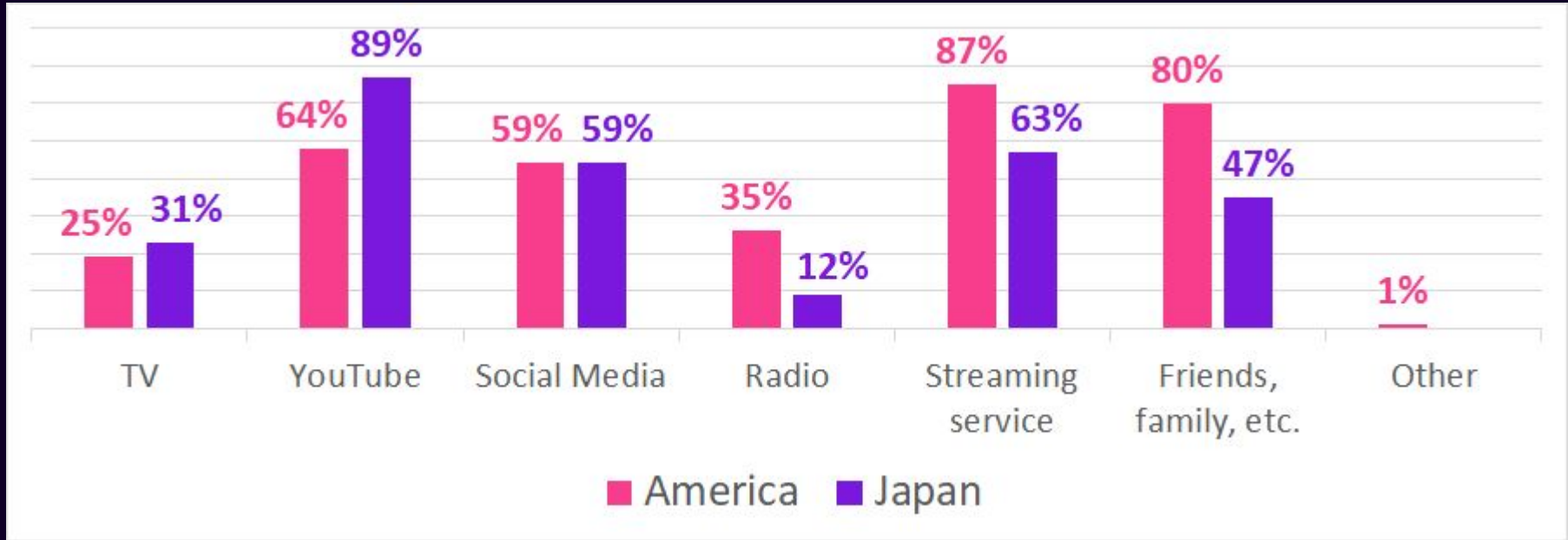
How often do you search for new music?



■ Daily
 ■ Once or Twice a week
 ■ Once a month
 ■ A few times a year
 ■ Once a year
 ■ Never

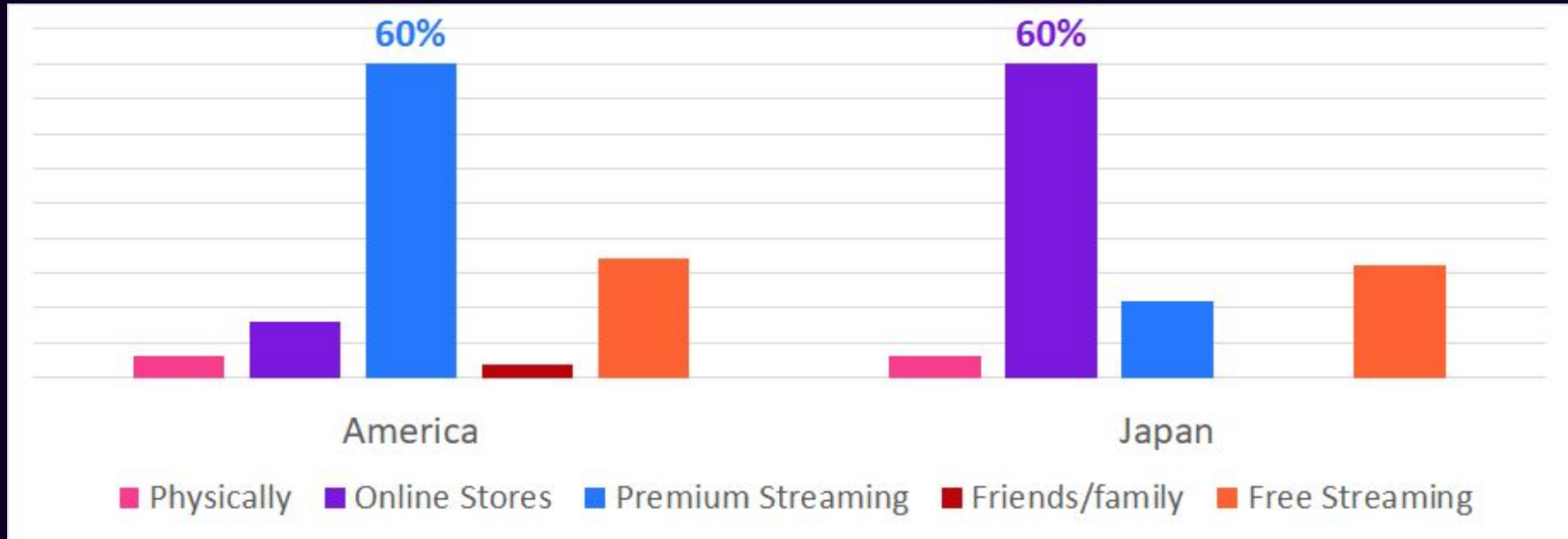
American students search for new music more often than Japanese students; **29%** of Americans search **daily** as opposed to **14%** of Japanese.

Where do you find out about new music to listen to?



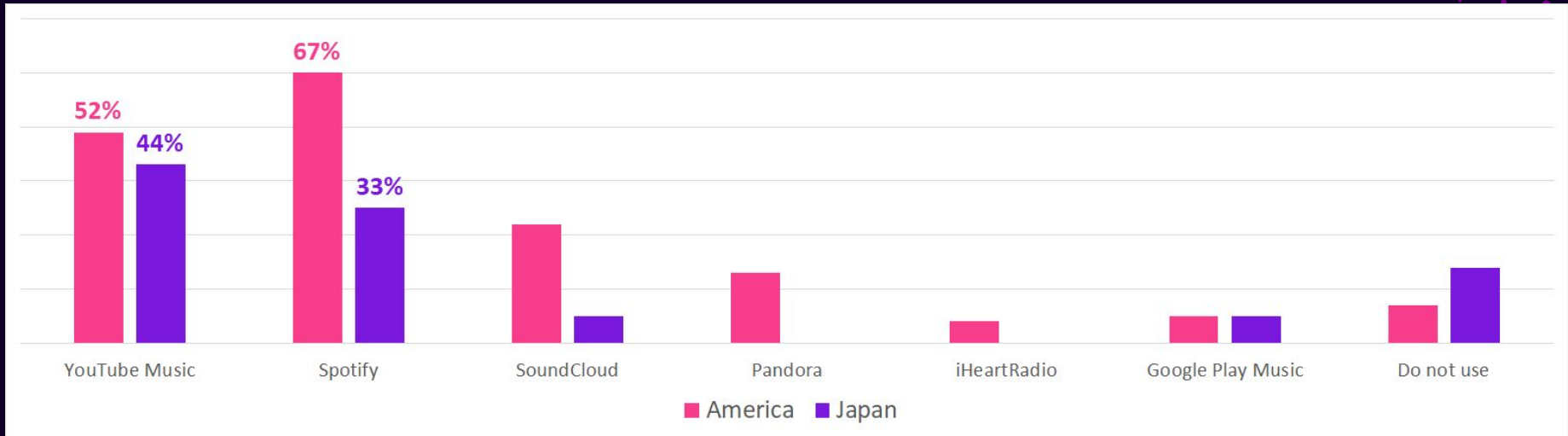
Over 80% of **American** students used **streaming services** and **people they know** to find music, whereas almost 90% of **Japanese** students preferred **Youtube**.

How do you acquire MOST of your music?



60% of American students listen to music through premium streaming
60% of Japanese students purchase their music through online stores

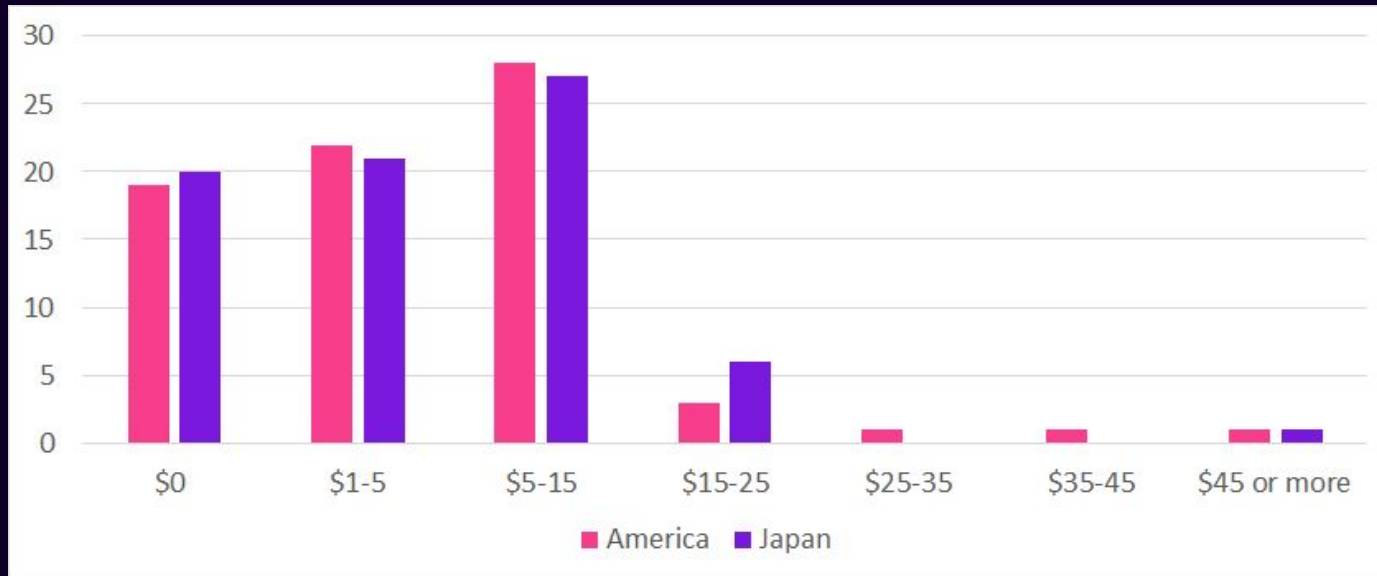
Which free streaming services do you use?



Over 65% of **American** students use **Spotify** the most and over 44% of **Japanese** use **Youtube**

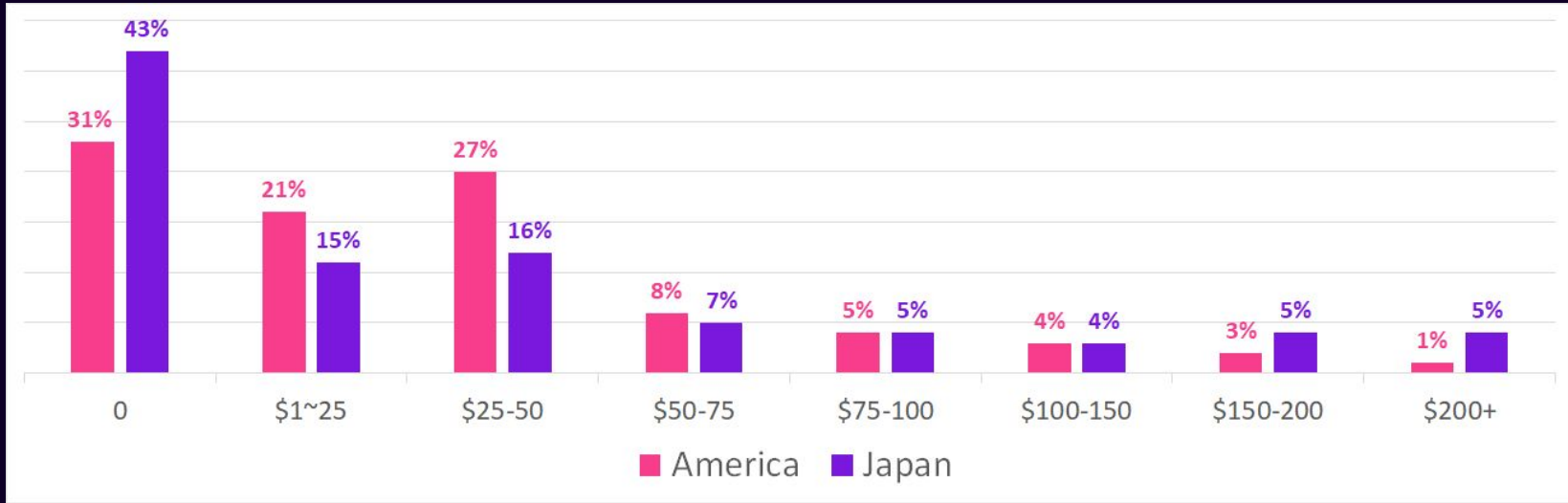
Amount spent on music per month

(albums, singles, premium streaming services)



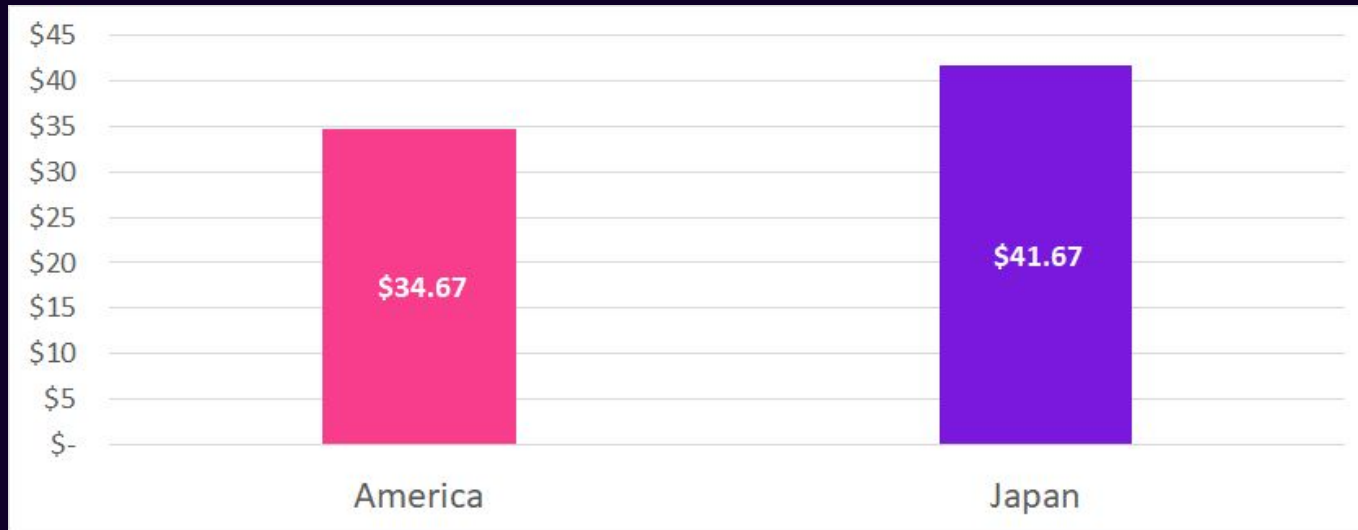
Both **American** and **Japanese** students equally spent **less** than **\$15 per month** on music.

Amount spent per year on merchandise (T-shirts, stickers, posters, etc.)



69% of **American** students **purchase merchandise** every year, whereas **43%** of **Japanese** students **do not buy any**.

Amount spent per year on merchandise (T-shirts, stickers, posters, etc.)



While **43%** of Japanese students **do not purchase merchandise**, almost **15%** spend **over \$100** per year

Summary of Findings ②

- ❖ **Both** American and Japanese college students **do not** spend **more than \$15** on music per **month**
- ❖ **Japanese** students prefer digitally **purchasing** music, while **Americans** prefer **streaming** music
 - **Youtube** and **Spotify** were the most used free streaming services
- ❖ **American** students purchase merchandise **more often** than **Japanese**, but the average **amount spent** is higher in **Japan**

Conclusion and Discussion



- ❖ **Despite** receiving **less music education** through school, **American** college students listened to **more music** than **Japanese** students
- ❖ **Japanese** students **do not search** for **new music** as **actively** as **Americans**, possibly due to **American** students using music as an **individual pastime**, whereas **Japanese** use it as a way to **connect with others**
- ❖ **Americans** prefer **streaming services** and **Japanese** prefer **purchasing music digitally**
 - CDs are still the majority (68%) of Japan's sales, so this result was unexpected
 - The Japanese industry may be changing to mirror the U.S. industry
- ❖ **Japanese** students spend **slightly more** on **music** and **merchandise**, which could reflect Japan's culture of sharing one's interests with others



Limitation of the Study

- ❖ More respondents could have led to more of an observable pattern in the data
- ❖ Locations of respondents was limited, so the study does not reflect all American and Japanese college student's opinions
- ❖ More in depth questions could have led to deeper insights



Future studies

- ❖ Comparison of American and Japanese millennials regarding their music tastes
- ❖ Comparison of American and Japanese students preferred genres/artists and the reason
- ❖ Comparison of American and Japanese social media and its influence on college student's music consumption
- ❖ Comparison of opinions on the changing music industry and the record labels in Japan and America



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https://books.google.com/books?id=1nDJJDwAAQBAJ&dq=music+industry&lr=&source=gbs_navlinks_s



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- ❖ Dr. Dustin Wright

Dedicated to:

- ❖ Mr. Steven Gail (Mr. G)
- ❖ Gracie Anne Muehlberger
- ❖ Dominic Blackwell



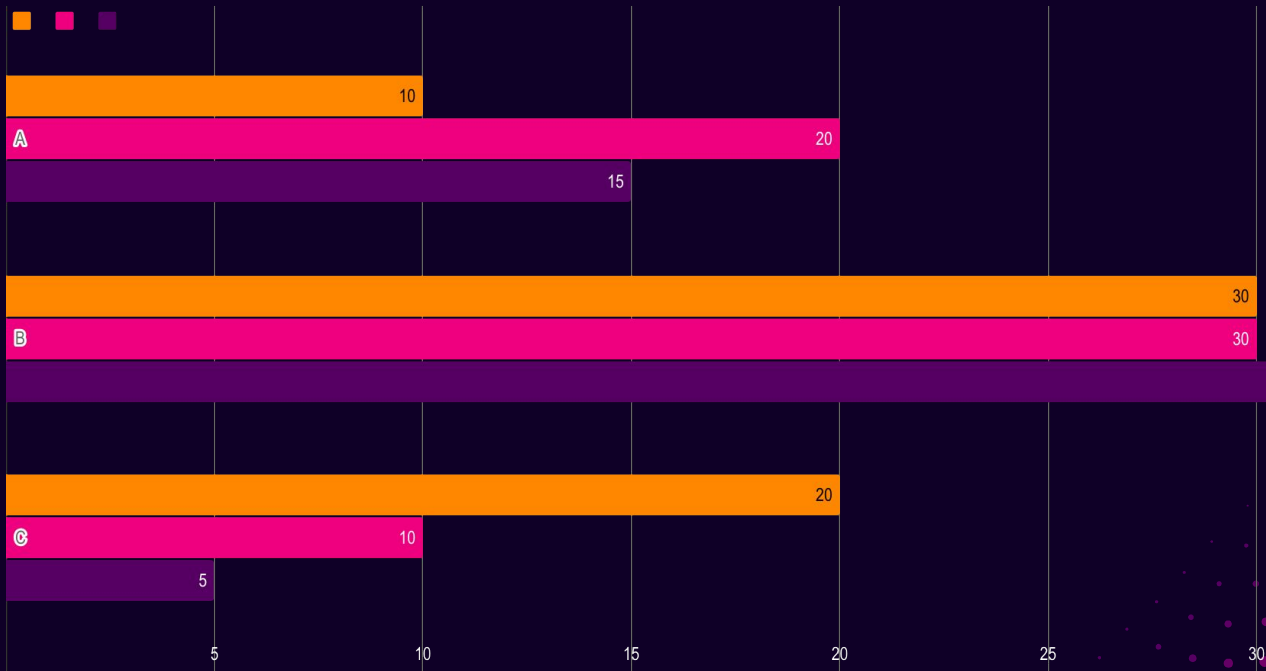
A PICTURE IS WORTH A THOUSAND WORDS

A complex idea can be conveyed with just a single still image, namely making it possible to absorb large amounts of data quickly.

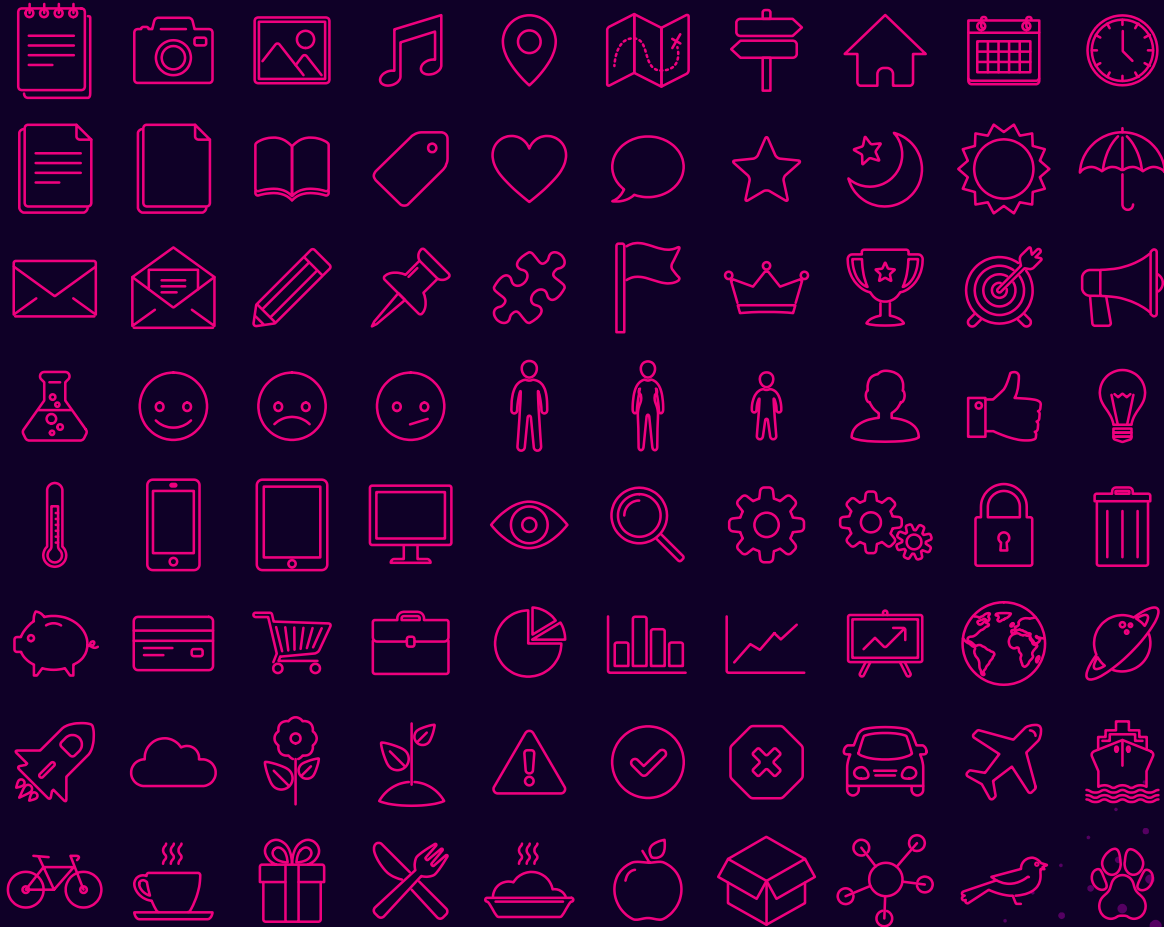


AND TABLES TO COMPARE DATA

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Yellow	10	20	7
Blue	30	15	10
Orange	5	24	16



You can insert graphs from [Google Sheets](#)



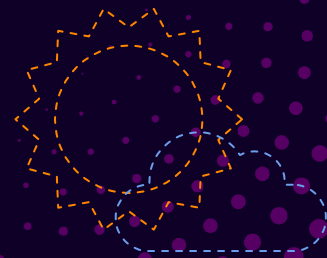
SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.
- Change line color, width and style.

Isn't that nice? :)

Examples:



Music Industry (Present Day)

- ❖ Advent of the internet allowed peer-to-peer (p2p) **file-sharing**, reducing the **price** of CDs and revenue of the industry
 - Increased rift between consumers and corporations
- ❖ **Easy access** to professional production tools and networking with other artists via internet sites have **decreased** the **necessity** of record labels

(Gambardella, 2019)

U.S. Music Industry

- ❖ **Largest** music industry worldwide
- ❖ Record companies are often scorned by consumers
- ❖ Noted for a “culture of piracy” in early 2000s
 - Digital downloads before iTunes
 - Blamed for a decrease in physical sales
 - Caused aggressive legal action by record labels
- ❖ Increased **smartphone** capabilities in late 2000's led to online radio's **success**
 - Convenience and exposure to new music

Japanese Music Industry

- ❖ Strong **physical sales** tied with **idol** promotional opportunities
 - Ex: AKB48's (Japanese idol group) lineup elections are decided by voting with purchased CD serial codes
 - This may be why Japanese fans have been known to show robust brand loyalty
- ❖ Record companies still hold a certain power
 - Pop Idol groups are managed by record labels or management companies
 - Tower Records went out of business in **America** but still exists in **Japan** as the top record label

Music Education (America)

- ❖ **94%** of elementary schools and **91%** percent of secondary schools offer instruction designated **specifically** for music
- ❖ **65%** of schools that offered music education had dedicated **rooms** with **special equipment** for musical education

Music Streaming Services

Allows a user to listen to a piece of audio without having to purchase it. The file is transmitted to a device as it is played

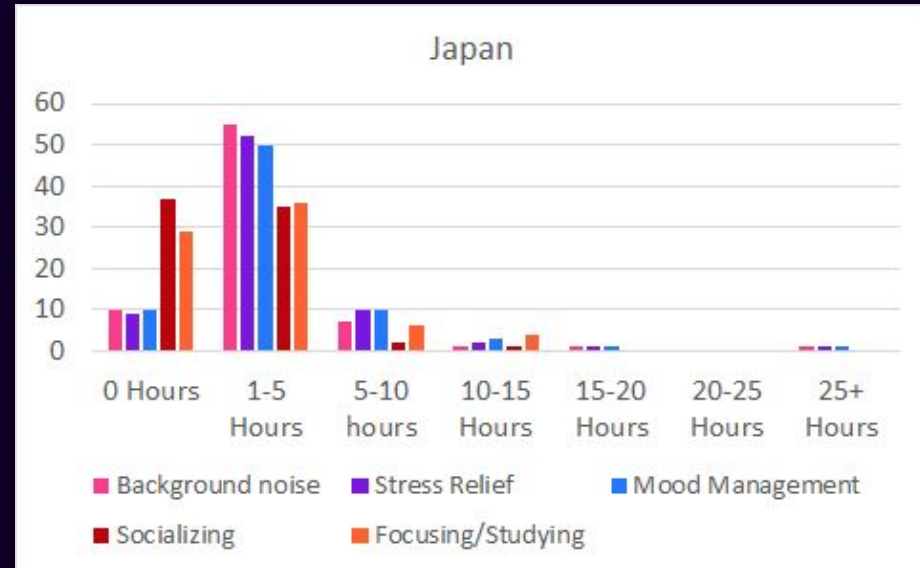
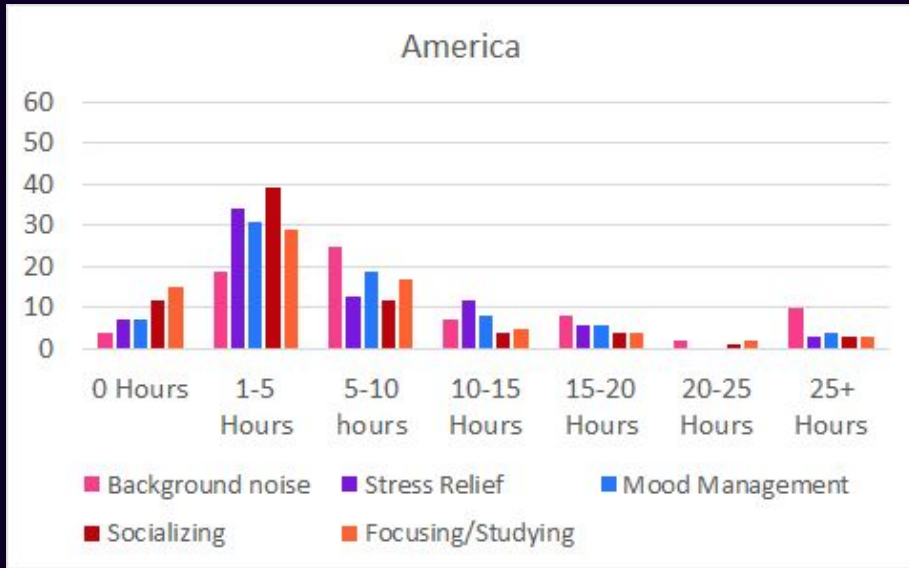
Spotify (Free & Premium)

- ❖ Most Popular Streaming Service in the U.S. and Japan
- ❖ Streams music and podcasts via online radio stations
- ❖ Premium removes ads and allows mobile users to select songs

YouTube (Free & Premium)

- ❖ Most popular video hosting site worldwide
- ❖ Video sharing platform acquired by Google
- ❖ Premium removes ads and allows mobile users to play audio with the app closed

How much time is dedicated to each of the following scenarios per week?



American students listen to **more music** than Japanese. Most Japanese students use music for 1-5 hours for each scenario.