



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติ ครั้งที่ 4
“GRADUATE SCHOOL CONFERENCE 2022 iHappiness” ความสุขและคุณภาพชีวิตที่ดีอย่างยั่งยืนในยุคสังคมดิจิทัล :

The Management Model of Music Education - A Case Study of Three Colleges and Universities in Henan Province

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Abstract

This paper compared and studied the models of music education management institutions in three representative universities in Henan, and it analyzed the current situation of music education management institutions in colleges and universities intuitively. The three colleges and universities have different music teaching management institutions and art club management institutions. The author conducted a questionnaire survey and did a descriptive analysis of three colleges and universities in Henan Province, collecting 275 questionnaires with an effective rate of 90.25%, who summarized that they have problems such as non-standardized music teaching materials, weak music teachers and insufficient teaching equipment. Combined with the author's experience in the management of music education at the grassroots level, this paper aimed to analyze a more scientific and standardized management model for music education managers in ordinary colleges and universities.

Keywords: Chinese universities; music education; management institution model

Introduction

After more than 100 years of development, music education in ordinary colleges and universities has been greatly improved in China. Especially in the past 30 years, music education, as an important content of quality education, has been recognized and valued by leaders of some ordinary colleges and universities. This enables music education to progress and develop to varying degrees in different regions and colleges. However, for some colleges and universities, music education has not received the attention of leaders, and music education institutions are still temporary measures. In order to complete large-scale cultural and artistic activities such as college students' cultural performances, the school adopts the method of temporarily hiring professional guidance. Some colleges and universities don't even offer music education courses, now music education in ordinary



colleges and universities has shown great differences among major colleges and universities across the country. In addition, the models of music education management institutions are also varied. If people want to strengthen and improve the current situation of music education in ordinary colleges and universities, they must start from the fundamental management system and solve the problems of "who is in charge" and "how to be in charge". If music education in ordinary colleges and universities gets more attention, then the level of music education in ordinary colleges and universities will also develop in a balanced way among colleges and universities across the country.

Objectives

1. Objective 1: analyze the management model of three colleges and universities in Henan Province
2. Objective 2: provide a more scientific and standardized management model for music education managers
3. Objective 3: provide a more detailed reference for the reform of music education management in ordinary colleges and universities
4. Objective 4: enrich the research contents of music education management

Research Scope

The colleges and universities surveyed were mainly selected in Henan Province. Henan is located in the center of China, and there are many colleges and universities. In particular, the three surveyed colleges and universities have actively opened music courses, which provides a realistic basis for the development of this topic.

Literature Review

Music education in Chinese colleges and universities has a long history. As early as the end of the 19th century and the beginning of the 20th century, the rise and development of school music marked the beginning of school music education (Wei, 2010). Formal music education in general colleges and universities began in the 1950s. Due to historical reasons, after a period of interruption, it began to resume in the late 1970s and gradually became more popular, which had also gradually gained the attention of national education. China also has certain opinions on the research on the mode of music education management institutions in colleges and universities, and it divides the modes of different management institutions of various colleges into three types (Zhang, 1995). The reform and development of music education in general colleges and universities of abroad attached great importance to the unique value and role of music education in talent training. It has



carried out active exploration and practice on the value of music education, the scientific orientation of music art courses, and the teaching management of music courses. Many countries, especially developed countries such as Europe and the United States, have successively formulated national unified curriculum standards for music education through government actions. They adhered to the "people"-centered educational management idea, adhered to the concept of "scientific and humanistic complement" and the educational idea of equal emphasis on science education and music education", these principles guided the practice of music education management in ordinary colleges and universities (Yao, (2010). The United States advocated and implemented general education in colleges and universities, which has become the concept of university education generally accepted by universities in developed countries. The United States has a very developed non-professional music education system, and it has always insisted on integrating music education as a quality education into national education. A major feature of the non-professional music education management in the United States is the social participation mechanism (Wang, 2010). As an integral part of popular music education, museums, art galleries, and art centers all over the United States participated extensively in music education activities. Harvard University ranks first in the rankings of American universities. There are several concerts a day, and there are as many as 4 classical symphony orchestras composed of students, 3 of which are undergraduates (Yao, 2010). American colleges and universities have two attitudes toward students taking music education credit courses. One is the arts requirement, such as MIT, Columbia University, Boston College, and Brandeis University. The other is that students can choose arts available in the humanities and arts, such as Harvard University, Boston University, and the University of Massachusetts.

Methodology

1. Research Methods

A. Interview Method

The author adopted the form of individual interviews with the management. The interview objects were two teachers from the School of Music of Zhengzhou University, and three music teaching and research staff from Henan University and Shangqiu Normal University. According to the theoretical basis of music education management and Henan Province music, the educational situation has drawn up an interview outline.

B. Questionnaire Survey Method

Regarding the actual school level, a questionnaire was used, and the subjects of the questionnaire were students from colleges and universities in Henan Province.



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C. On-the-spot investigation method

In order to ensure the authenticity and effectiveness of the survey data, the author also adopted the form of field visits to some schools, who conducted exchanges and interviews with school music teachers, so as to obtain first-hand information on the current situation of school teaching and management.

Although the three survey methods overlap, they expand the breadth and depth of this survey, making the survey data and results more macroscopic, three-dimensional, and more realistic.

1. Analysis of Data

The data was analyzed through frequency and percentage.

2. Research Instrument

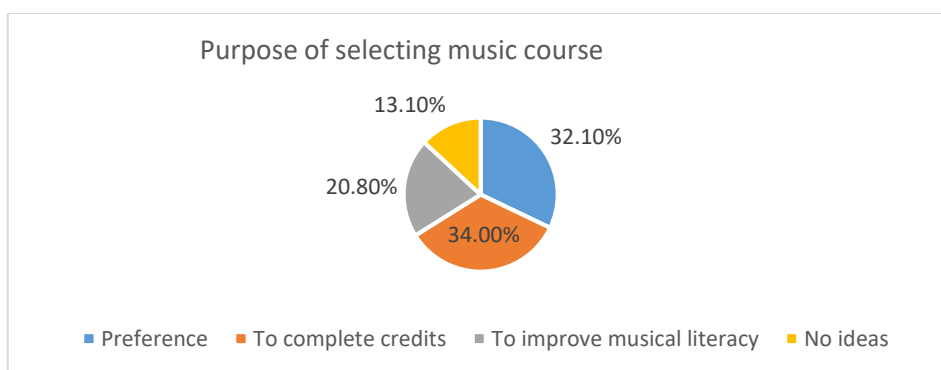
This study used questionnaire and mail interview tools.

3. Processing of Survey Data

The results of the survey were all organized, counted and analyzed through the office software Microsoft Excel to ensure the standardization and correctness of the data statistics.

Findings

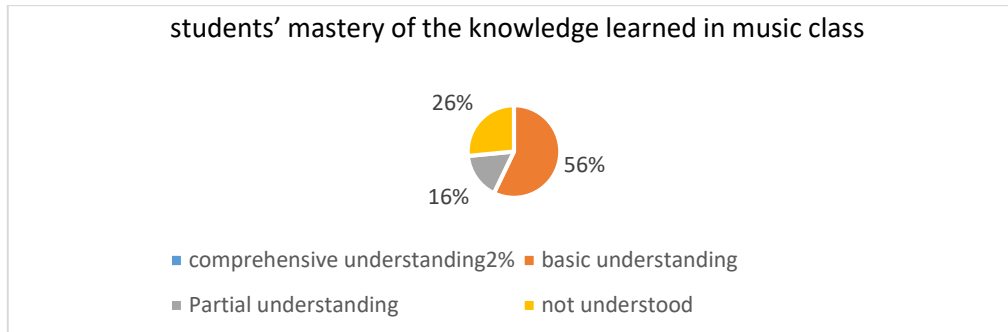
Zhengzhou University received 90 copies, Shangqiu Normal University received 90 copies, and Henan University received 95 copies. The recovery rate reached 90.25% . The following is an analysis of some survey results for students' music education learning situation.



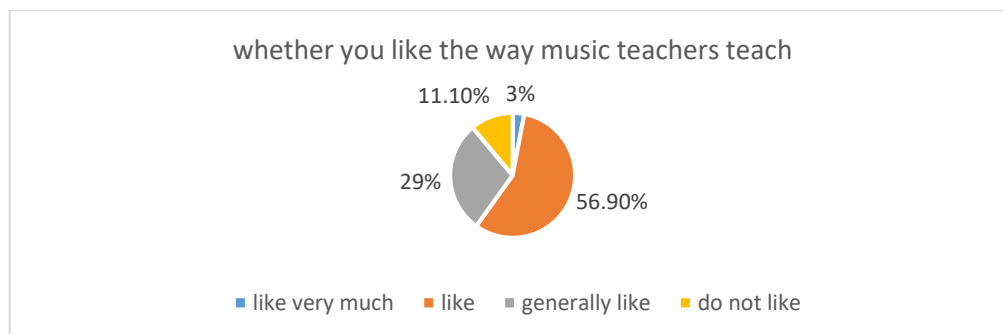
As can be seen from the above figure, the majority of college students choose to enroll in music courses in order to complete the credits required for their undergraduate degree. The rigid requirements for credits in colleges and universities are to ensure the comprehensive development of students. However, it can also be seen that the study of



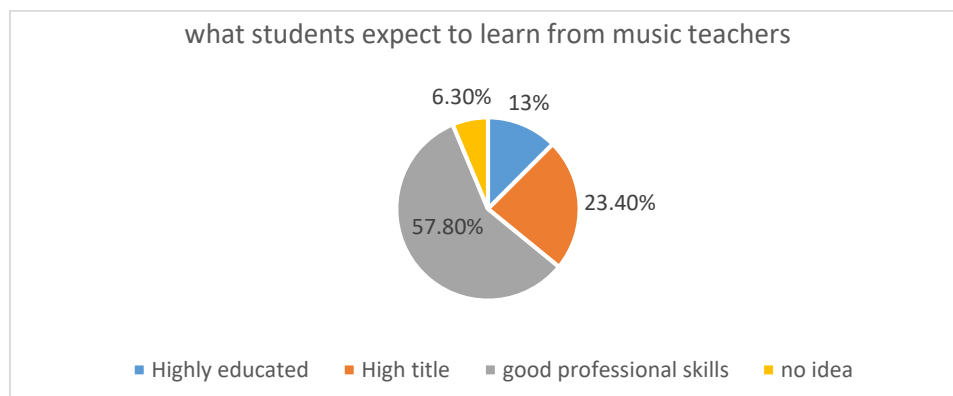
music does not present an active learning situation for college students.



It can be seen from the above figure that there are a small number of students who can master all the content of the class, the majority can only master part of the content, and there are also many students who have not mastered the content of the class.



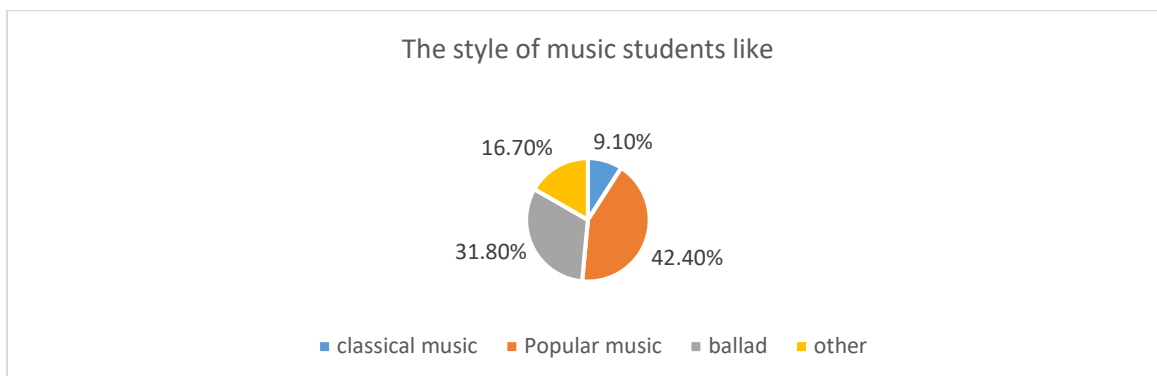
From the above figure, it can be seen that many students generally like the teaching style of their teachers, and there are very few students who like the teaching style of their teachers very much.



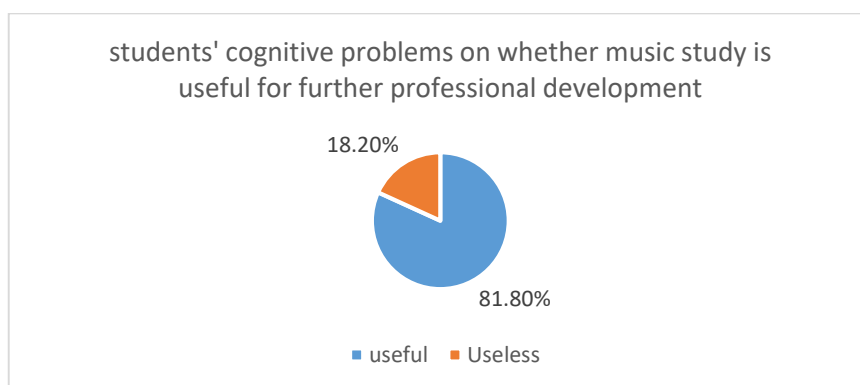
It can be seen from the above picture that students are in great demand for teachers



with good image and good teaching ability.



From the above figure, it can be concluded that students are more inclined to pop music, and college students are relatively less fond of classical music.



As can be seen from the above chart, the vast majority of students believe that music study is helpful for their professional development.

Conclusion and Discussion

This paper was based on the investigation and analysis of the current situation of the music education management institutions in three ordinary colleges and universities in Henan Province. Based on the investigation of the current situation of music teaching and art association management institutions in three ordinary colleges and universities in Henan, focusing on the comparison of music teaching and art association management institutions. The paper also summarized the enlightenment and guidance of the three colleges and universities to the educational management institution model of ordinary colleges and universities. By analyzing and summarizing the characteristics and existing problems of the models of music education management institutions in four colleges and universities. This



question provided the author immature insights for the implementation and development of music education in other general colleges and universities in China. In the process of analyzing the teaching management mode of music education in ordinary colleges and universities, the author realized that college administrators should constantly update their management concepts to meet the requirements of the development of music education in ordinary colleges and universities. If there is an opportunity in the future, when the materials are constantly enriched and the thinking continues to develop, the author will further explore these issues.

Suggestion

Supported by the theory of music pedagogy, this paper conducted interviews and investigations through three ordinary colleges and universities in Henan. This study summarized the problems and phenomena of non-standardized music teaching materials, weak music teachers, and insufficient teaching equipment. The author analyzed the reasons for its occurrence, who summarized and reflected on it based on the situation and current situation of music education in ordinary colleges and universities in Henan, and she proposed to establish a scientific concept of music education. It is hoped that colleges and universities will formulate standardized teaching content, strengthen the construction of teaching staff, and improve the education management system. Although the writing of this article has been completed, for objective reasons, the data collected by the author is very limited. If there is an opportunity in the future, when the materials are constantly enriched and the thinking continues to develop, the author will further explore the problem. The content of the research is relatively vague, and the music content of the investigation is not fixed on a certain type of music. The results of different types of music may be different, and different types should also appear in the content of the investigation, which can make the research more comprehensive and the research conclusions more accurate.

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