



**CURRENT SITUATION AND COUNTERMEASURES OF BASIC
MUSIC EDUCATION MANAGEMENT RESEARCH IN ANHUI**

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MUSIC EDUCATION MANAGEMENT RESEARCH IN ANHUI**

Thematic Certificate

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This Independent Study has been Approved as a Partial Fulfillment of the
Requirement of International Master of Business Administration in International
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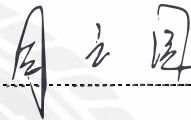
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Declaration

I, Zhou Fangyuan, hereby certify that the work embodied in this independent study entitled “CURRENT SITUATION AND COUNTERMEASURES OF BASIC MUSIC EDUCATION MANAGEMENT RESEARCH IN ANHUI” is result of original research and has not been submitted for a higher degree to any other university or institution.



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ABSTRACT

Music education management is an important part of music education, and it is a powerful guarantee for the efficient operation of the music education system. The lack of music education management is the reason for the shortage of music teachers and the lack of scientific music education evaluation systems. It is worthwhile to study and discuss how to improve the management ability of music education, solve the problems in music education, and ensure the healthy development of music education. This paper used basic music education as the starting point, to examine and explore the reasons affecting the quality of basic music education from the perspective of management, analyze the existing problems and their causes through the investigation of the current situation of basic music education management in Anhui, and propose some feasible and reasonable suggestions for the development of basic music education in Anhui.

The reasons for selecting the topic, the current status of the research, and the significance of the research was explained. Then a theoretical review was conducted to introduce the relevant basic theories and define the scope of this topic, and the status of China's music education administrative management system and policy and regulation construction was reviewed. Next, the survey data on the current situation of basic music education management in Anhui was analyzed to identify the main problems in music education management, including the imperfect music education management system, insufficient attention to music education by leaders, the management level of music teachers' team construction to be improved, poor management quality of music education managers, and lack of scientific and reasonable evaluation and assessment system. Then, this paper proposed countermeasures to address the problems, which mainly included: changing educational concepts and improving management awareness; improving the music education management system and clarifying the authority and

tasks of managers at all levels; strengthening the quality and ability of music education managers; and improving the incentive and restraint system. Finally, this study concluded that the status quo of music teaching still needs to be improved, and the management should be strengthened to ensure the healthy development of music education for the problems that currently exist.

Keywords: basic music education, educational management, talent cultivation, current situation survey

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1. Introduction

1.1 Research Background

Education is a systemic project, and the prerequisite for an efficient education system is a well-developed and effective management system and methodology. This system includes the implementation of national education policies, the construction of laws and regulations, the implementation of new curricula, the provision of teachers, the development of teaching activities, teacher training and evaluation, and other activities, which all depend on the central link of education management and require management and coordination by education managers at all levels, so scientific and effective education management is an important guarantee for improving the quality of education. Music education management is a special direction under the study of educational management, which is a non-negligible part of music education and refers to the use of music education managers in educational organizations with their resources to achieve the goals of music education. China is a country that respects teachers and has developed a series of policies and regulations to supervise and manage the development of music education. In November 1989, the State Education Commission issued the National Plan for the Development of School Arts Education (1989-2000), the first national programmatic document for arts education in China, which marked the beginning of a new phase of "teaching by law" in school arts education in China. It was an important basis for guiding, inspecting, and managing arts education in schools nationwide. Subsequently, China issued specific specifications for school music education, such as the Ministry of Education twice issued the "Nine-Year Compulsory Education Full-time Primary School Music Teaching Equipment Catalogue" and the "Nine-Year Compulsory Education Full-time Junior High School Music Teaching Equipment Catalogue". These two documents have made detailed provisions for the facilities, equipment, and devices required for music teaching in primary and secondary schools, and have made provisions for the standardized management of music teaching equipment in primary and secondary schools in China.

1.2 Research Problems

In terms of the actual situation of art education in China, art education in Chinese schools is still in a weak position and there are many problems. For example, the Ministry of Education's Opinions on Promoting the Development of School Arts Education, issued in 2014, states that "arts education is still a weak link in school education, and there are many difficulties and problems, with insufficient art courses, small participation in art activities, and a shortage of art teachers not being fundamentally improved, and rural schools lacking basic art education. The evaluation system of art education has not yet been established." The Opinions of the General Office of the State Council on Comprehensively Strengthening and Improving Aesthetic Education in Schools, which was reissued in 2015, states, "It seems that

aesthetic education remains the weakest link in the entire education system, mainly because some places and schools do not have a good understanding of the function of aesthetic education in educating people, and the phenomenon of coping with, squeezing out or suspending aesthetic education classes still exists; resource allocation is not up to standard, and there is still a large shortage of teachers. Teachers still have a large shortage of teachers and other problems."

The above two documents truly and accurately point out the current dilemma of school art education in China. And education management is the means to implement education policy, and education policy is implemented and realized through education management. This leads us to think deeply: the new curriculum has been promoted and implemented, and the state has introduced new regulations and policies, why is this weak situation still occurring? Is there a problem in education management?

1.3 The objective of the Study

1. Investigate and analyze the current situation of basic music education management and find out the reasons why art education is weak.
2. To develop basic music education that meets the real situation and future development requirements.
3. To improve the quality of music education teaching.

1.4 Scope of the Study

This study investigates the current situation of the management of basic music education (music education in primary and secondary schools) by investigating the management departments related to art education in Anhui, to explore the reasons why art education is weak, and propose rationalized suggestions that meet the real situation and future development requirements, to improve the quality of music education teaching and implement the objectives and tasks of art education reform.

1.5 Research Significance

1. Through the investigation and research on the current situation of management of basic music education in Anhui, we examine and dig out the reasons affecting the quality of basic music education in Anhui from the perspective of management, and propose some constructive and feasible countermeasures and suggestions based on the research results.
2. Although music education management has long been listed as one of the important contents in the disciplinary theoretical research of music pedagogy in general schools, there are not many research results so far, and this study can contribute to the theoretical and practical research of the music education discipline.

1.6 Theoretical framework

This study collected a wide range of literature about educational management, music education management, and basic music education, and analyzed them in comparison. Through this literature, we grasp the main contents involved in music education management, understand the current status of research on education management and its related achievements, and lay the theoretical foundation for the study of basic music education management.

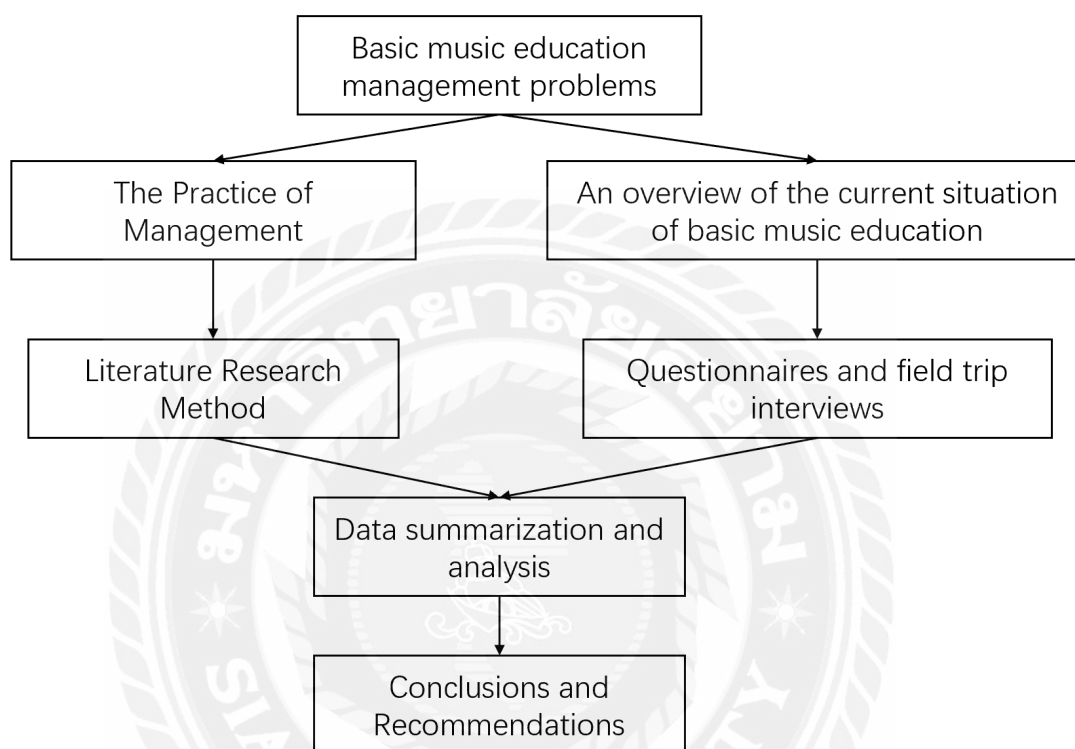


Figure 1 Theoretical framework

1.7 Hypotheses

For the content of this study, this paper refers to the programmatic documents and guidelines on the management of music education in junior high schools and elementary schools in China, the construction of regulations, the content of assessment and evaluation, and innovatively design of the survey questions from various perspectives, such as teacher training, teaching equipment, and the use of teaching materials, based on theories of school management.

H1. There is a positive correlation between teacher development management ability and the management level of basic music education.

H2. There is a positive correlation between music teaching equipment management ability and the management level of basic music education.

H3. there is a positive relationship between the ability of teaching materials management and the management level of basic music education.

2. Literature Review

2.1 The Practice of Management Theory

The theoretical basis of this study comes from "The Practice of Management Theory" created by Peter Drucker, the "father of modern management", in 1954. This theory believes that although there are differences in management in different organizations, 90% of the problems to be solved by management are common, and the true essence of management lies in three tasks: task, responsibility, and practice. This is explained as managing tasks, taking responsibility, and practicing (Drucker, 1954). In this study, based on Drucker's theoretical perspective, we first analyze the division of responsibilities and tasks of teaching and learning management organizations, and then derive the requirements for the quality of tasks and responsibilities of managers, and analyze the state of practice of music education personnel. The interdisciplinary synthesis of management theory and practice with music education is both an important starting point for the thesis and a very important research basis for this paper. This paper attempts to analyze the many aspects of music education teaching and management work from the perspective of related disciplines, using the principles of management, and to consider the higher requirements for music teaching and management work in terms of the two-way quality requirements of managers.

2.2 Educational management

It is a series of purposeful and continuous activities such as planning, organizing, and controlling the educational system (Li, 1997). Educational management is usually divided into educational administration and school management. Music education management is the study of the activities and evaluation of educational leaders, educational methods, the formulation and implementation of educational policies, educational administrative organization, principles and methods of educational leadership, training and assessment of music education administrators and music teachers, evaluation of music education teaching, and management of educational funds (Cao, 1993). Music education management is to deal with the various problems that occur in the process of music education and teaching and promotes the continuous progress and improvement of music education. Music education is defined in a broad sense as any musical activity that influences people's thoughts and feelings, moral qualities, and knowledge and skills through music. The narrower sense usually refers to school music education (Cao, 1993).

2.3 Music Education

Music Education Administration. China's basic education system is locally responsible, hierarchically managed, and county-based, with clear authority for basic education management belonging at the local level. Localities are responsible for the formulation and implementation of specific policies, systems, and plans, as well as the leadership, management, and inspection of schools (Wu, 2006).

Policies and regulations of music education management. Starting from 1989, several documents were issued and implemented to regulate the music education management system, teaching programs, curricula, teaching materials, teaching methods, teaching equipment, and teaching evaluation, guiding the direction of basic music education management in China, and setting basic music education on the standard path of legalization, formalization, and scientific nation (Wan, 2009).

3. Research Methods

The study used questionnaires to survey music teachers in the compulsory education section, experienced the teaching environment and the implementation of teaching activities in the field, examined the availability and use of music teaching equipment, and interviewed and communicated with teachers and leaders. The data obtained were compiled and summarized, and an exhaustive analysis was conducted from all angles to analyze the feasibility of implementing music education management in Anhui and measures to improve the management of basic music education.

In this study, three levels of subjects were selected for the investigation to reflect the current management situation of basic music education in Anhui. (1) Music education leaders and music teachers and researchers in Anhui. (2) Full-time and part-time music teachers in the basic education section of Anhui. (3) A few primary and secondary schools in Anhui were selected for fieldwork. These schools have obvious geographical differences and are representative. To improve the quality and efficiency of this questionnaire, and to ensure the extensiveness and validity of the survey results, the questionnaire was distributed to music teachers of the basic education section at the Anhui Music Teaching Seminar and was distributed and collected on-site. The participants of this seminar included full-time and part-time music teachers and some art education leaders (more than 200 people), which ensured the comprehensiveness of the questionnaire survey. A total of 200 questionnaires were distributed to teachers in the basic education section, and 194 were collected, of which 190 were valid, with an efficiency rate of 95%, which can be used for this study. The multiple-choice and fill-in-the-blank questions in this questionnaire were counted using a uniform percentage, and the short-answer questions were open-ended questions for music teachers to answer freely, including interviews, which were not categorized within the data statistics and were only used as a reference opinion when analyzing. The survey results were compiled, tallied, and analyzed using Microsoft Excel software to ensure the standardization and accuracy of the data. The results of the survey were compiled, tallied, and analyzed by Microsoft Excel to ensure the standardization and accuracy of the data.

4. Findings and analysis

This study learns about the current management system of music education in Anhui from interviews with leaders of the Anhui Education Bureau. The Anhui Education Administration, with 9 functional sections, including the relevant departments that manage art education, guides and manages music education in the city. Anhui Teacher Education Center is a teaching and research institution, with a comprehensive department of arts and sports, equipped with two full-time music subject teaching and research staff and one part-time teaching and research staff, to achieve the integration of research and training, management, planning, and guidance of the city's music education teaching and research work. There is one school-level leader in charge of the specific art education and teaching work in the city's primary and secondary schools at all levels, and there is a corresponding art education management department within each school to manage the music teaching work. From the above interview results, we found that the music education work in Anhui is supervised by the deputy director of the Education Bureau, who graduated with a bachelor's degree in Chinese language and literature and has a certain theoretical foundation for engaging in music research and teaching, but lacks certain practical experience in managing music education and does not know enough about music professional competence because he has no relevant music study background.

From the data collected in the questionnaire survey, young music teachers aged 20-35 accounted for 70% of the music teachers in junior high schools and elementary schools, indicating the youthfulness of the basic music teachers in Anhui, who are highly educated, active, energetic, brave to explore and practice, and can skillfully use multimedia teaching methods to enrich the music classroom. Middle-aged music teachers aged 36-49 accounted for 24% of the surveyed population, while older music teachers aged 50 and above accounted for a very small proportion of 6% of the total population. Based on the above survey, shows that the Anhui Education Bureau has been expanding the number of music teachers in recent years. In terms of education, most of the music teachers graduated from music education majors, accounting for 40% of the total number of teachers surveyed, while teachers majoring in music performance accounted for 24%, teachers majoring in dance accounted for 17%, and teachers majoring in other majors accounted for 19%. The above figures show that music education majors dominate the music teachers, but other non-music majors account for 19% of the teachers, which indicates that the professionalization of music teachers in Anhui needs to be improved and should be taken seriously by the education management.

In terms of teaching equipment management, primary and secondary schools in Anhui generally have 3-5 music classrooms, 2 pianos, other musical instruments, and professional music teaching equipment; township schools, village schools, and village primary schools have 1-2 music classrooms, 1 piano, 2 or 3 electric and electronic pianos and some other musical instruments due to the small number of students. In

terms of the number of music classrooms and musical instruments, the figures show that urban schools have more and more than rural schools. Based on the above analysis, it is easy to see that in recent years, Anhui has made more efforts to carry out education reform work, but because of the large class size in urban schools and a large number of students, the hardware facilities cannot keep up and the music classrooms are not enough. In contrast, the township schools are newly equipped with music facilities, complete with musical instruments, and have standardized music classrooms, instead of being better than urban schools in terms of hardware facilities.

Questions	Options	%
Do you have any special teaching materials for music at your school?	Yes	92%
	No	2%
	Other	6%
How efficiently do you think the teaching materials are used?	Good	47%
	Normal	46%
	Bad	7%
Are you able to use the materials adequately in conjunction with other teaching methods?	Use multimedia	65%
	Play or sing	25%
	None	10%

Table 1 Textbook Usage

The above survey shows that the development of music teachers in primary and secondary schools is not comprehensive, and there is a gap in the management of the specific provision of music textbooks in schools, although the use of textbooks requires multiple copies of one program. However, the management is not in place, and the use of music textbooks has been indulged, confusing the use of textbooks and other situations.

Finally, this paper traveled to six elementary schools and five secondary schools for fieldwork. The data are shown in the table below, and for convenience, the individual schools will be denoted by A1-A6 and B1-B5 in the table.

School	Advantage	Disadvantage
A1	Music classrooms, music equipment, music books, and music education administrators are available.	There are many classes, many students, inadequate music teachers, and few music teaching activities.
A2		Not enough music textbooks
A3	2 music rooms, 2 pianos, 20 other musical instruments	There are not enough classrooms and no assessment system for teaching music.

A4	1 music classroom, 1 piano, 2 electronic organs, and 10 other musical instruments	not enough classrooms
A5	1 music room, 1 piano, harp, accordion, and drums.	The number of music lessons is small
A6	1 music room, 2 electric steel, 1 electric piano	The music teacher moonlights in other classes, and the quality of music classes cannot be guaranteed.
B1	Adequate teachers, many classrooms and equipment, and a good music education system.	Classroom teachers do not support music activities.
B2		Inadequate music textbooks
B3		Music lessons are often taken.
B4	There are three music teachers and a special storage room for musical instruments.	No music classroom
B5	1 music room, 1 piano, 50 pieces of harp, and a few other musical instruments	Less teacher training

Table 2 Music Resources

The above table shows that the results of the fieldwork are basically consistent with the results of the questionnaire survey, indicating that the data are true, but there are also some special situations, the current situation of management of basic music education in Anhui differs from school to school. However, there are some special situations that the current situation of management of basic music education in Anhui varies from school to school, and problems do occur at all levels of management.

The implementation of the policies issued by the education department varies from school to school, and some schools do not implement the regulations accurately; there is no clear management mechanism as to who is responsible for music education and management; there are false phenomena in the face of leadership inspection of music teaching equipment; the professional level of music teachers cannot be guaranteed; most schools do not have assessment standards for students' music class performance, which means that students' music performance The majority of schools do not have assessment standards for students' performance in music, which means that students' performance in music depends on teachers' own judgment standards and lacks standardization, and there is even a phenomenon of educational inequity; only a very small number of school leaders pay attention to student's development in the arts, and most schools still take cultural performance as the center of the whole school education development. These problems have led to a decline in the quality of music education, and arts education is a weak link in education.

5. Conclusions and recommendations

In this study, we try to talk about how to better improve the management of music education in Anhui from several dimensions of the survey and research at the leadership level, teacher side, and educational evaluation to give some constructive suggestions. To strengthen the supervisory function, further strengthen the education quality supervision and evaluation system, set teacher evaluation items and standards scientifically based on improving the teacher evaluation system, strengthen the application of teacher evaluation results, discuss and study the problems of teachers in the evaluation, alternate between formative and summative evaluation, seriously study the law of development of the music discipline itself, and motivate music teachers in primary and secondary schools. to improve the management of music teaching. The study of the music discipline's own development rules, the motivation of primary and secondary school music teachers to improve music teaching management, and thus promote the construction and development of music curriculum.

Some recommendations have delivered in following section:

Firstly, change the concept of education and improve management awareness. Education and training departments can invite educational administrations and school principals and leaders in charge to participate in training on the topic of aesthetic education, and organize them to participate in seminars on music teaching in primary and secondary schools, public lessons, and demonstration lessons on music teaching.

Secondly, improve the management system of music education and clarify the authority and tasks of managers at all levels.

Thirdly, standardize the music education management system, strengthen the construction of music teachers, solve the problem of an insufficient number of teachers, pay attention to teacher training, and optimize music teacher education resources, involving music teachers in real management.

Next, strengthen the quality capacity of music education administrators. Teaching administrators should learn theories of educational science, knowledge of management science, and knowledge of policies, laws, and regulations. Strengthen the artistic quality of administrative instructional administrators.

Finally, improve the incentive and restraint system.

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