

NEW PARADIGM OF MUSIC EDUCATION MANAGEMENT IN UNIVERSITIES UNDER GUANGDONG PROVINCE

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ABSTRACT

The objectives of this research were: (1) to propose new paradigm of music education management in universities under Guangdong Province; (2) to develop the future wheel of implication for new paradigm of music education management in universities under Guangdong Province in the next decade. The research methodology was qualitative research with Delphi technique. Key informants were 17 experts in music education management in universities. Data from the three-round interview was encoded and classified using the Delphi technique and the future wheels study. The instruments used for data collection were open-ended interview form, and a five-point rating scale questionnaire. The statistics used for data analysis were mode, median, Inter Quartile Range, and content analysis was employed.

The research findings were revealed that: (1) there were six dimensions of the new paradigm of music education management in Guangdong universities namely as follows: leadership for the new era of music education, music educational management functions, music education system and mechanisms, normativeness of human resources in music education, teaching quality supervision and management in music education and application-oriented students 'talents education.; and (2) the future wheels for the new paradigm of music education management in universities under Guangdong Province were developed, based on the results of an analysis of the feasibility trends of new paradigm of music education management in universities under Guangdong Province of a group of experts.

Keywords: New Paradigm, Music Education Management, Guangdong Province

1. Research Background and Significance

The management of music education in universities is a relatively new field. In the history of China, the tradition of music education is mainly carried out through family, teacher-apprentice, and private schools. It was not until the beginning of the 20th century that Western music education began to enter China that a school-cantered music education model was gradually formed (Qi, 2013). At the beginning of the 20th century, music education in China was mainly court music, opera, and folk music, and this music was mainly passed down through master-apprentice teaching and family education (Min, 2018). However, with the influence of western music culture and the establishment of the modern education system, music education in China has gradually moved closer to the school education system (Tingting, 2018). In the history of modern education in China, the earliest conservatory established was the "Nankai Conservatory of Music" established in Shanghai in 1927, which also marked that China's higher music education has officially entered the modernization stage. Subsequently, the number of domestic conservatories, music departments, and musicology majors gradually increased, gradually forming a certain music education system (Jiguang, 2015). However, in China's music education system, due to historical reasons and differences in cultural traditions in various places, different music education models have formed. Among them, the music education system in Guangdong Province has a long history and has been one of the birthplaces of music art in South China since ancient times, with distinctive local characteristics and cultural heritage. In the late 1980s and early 1990s, China's higher education experienced a stage of rapid development, and higher music education also developed to a certain extent (Baohong, 2008). However, in the course of practice, the deficiencies in the management of music education in universities have gradually emerged. Problems such as the irrational structure of the teaching staff, uneven distribution of educational resources, lagging discipline construction, and imperfect teaching management system are gradually emerging (Lei M. , 2016). In this context, the management of music education in universities under Guangdong Province has entered an experimental stage. The development of music education management in universities under Guangdong Province also presents some unique characteristics and styles (Hong, 2010).

Guangdong university music education management is an important component of the development of higher education in China and is closely related to China's 14th Five-

Year Plan. In the 14th Five-Year Plan, education is considered an important component of supporting national modernization and development. Higher education is recognized as an important way to cultivate high-quality talents and plays a crucial role in enhancing the country's modernization and innovation capabilities (Lin, 2019). In this context, the management of Guangdong university music education needs to strengthen its own construction and better adapt to and contribute to the country's development (Lili, 2014). In the 14th Five-Year Plan, higher education will continue to strengthen teaching reform and talent cultivation to achieve high-quality, comprehensive development (Yanan, 2017). Specifically, the plan proposes the goal of cultivating high-quality innovative talents, and university music education management should actively respond by strengthening music major curriculum settings and providing students with more comprehensive and systematic music education (Liu Yanxia, 2019). In addition, the 14th Five-Year Plan also proposes the requirement to strengthen education management, which is also an important guiding principle for Guangdong university music education management (Qinglin, 2013). The plan proposes to establish a scientifically effective education management system, improve the teacher evaluation system, teaching quality monitoring system, etc., and strengthen teaching management and education evaluation (Xiaofeng, 2017). This provides specific guidance and requirements for the management of Guangdong university music education.

In China, music education includes professional music education and general music education. The former belongs to the training of professional musicians, while the latter refers to basic music education. General higher education music education is a new discipline, and its research object is non-music university students. Music education is an important component of Chinese education and is an indispensable content of national basic education. Chinese universities also have the responsibility to promote the reform and development of music education. Guangdong Province is located at the southernmost tip of the Chinese mainland and is a frontier in China's reform, opening up, and economic development. Guangdong Province not only has a rapid economic development but has always attached great importance to the development of education. There are historic universities such as Lingnan University, Sun Yat-sen University, Guangdong Ocean University, and unique schools such as the overseas Chinese school Jinan University (Yu D. , 2018). With the establishment of more and more universities, various higher education activities have also been launched, including the management of music education in higher education institutions. In 1912, Guangdong Normal University made "music and singing" a compulsory

course in its pre-university curriculum, which was the beginning of music education in Guangdong's general universities. Lingnan University also offered music courses in 1924; the Arts Society of Liberal Arts Music of National Guangdong University (the predecessor of Sun Yat-sen University) was an art organization organized by liberal arts students and teachers. The music education activities of these famous schools in Guangdong have played an important role in promoting the comprehensive development of students. The support and representative significance shown in the history of music education management in general universities in Guangdong are also self-evident. In recent years, China's higher education music education has developed rapidly and has made significant achievements in discipline construction, talent training, academic research, and other aspects. As for the management of music education in higher education institutions, it is difficult to effectively combine management theory with the characteristics of music disciplines (Qiang Z., 2016). In this environment, not only is the training mode of music talents in normal universities facing problems, but the management of music education in universities is also facing challenges.

2. Research questions

This research will focus on the following questions:

- (1) What is the new paradigm of music education management in university under Guangdong Province?
- (2) What is the future wheel of implication for new paradigm of music education management in universities under Guangdong Province in the next decade?

3. Research objectives

The purposes (objectives) of this research are:

- (1) To propose new paradigm of music education management in universities under Guangdong Province.
- (2) To develop the future wheel of implication for new paradigm of music education management in universities under Guangdong Province in the next decade.

4. Conceptual framework

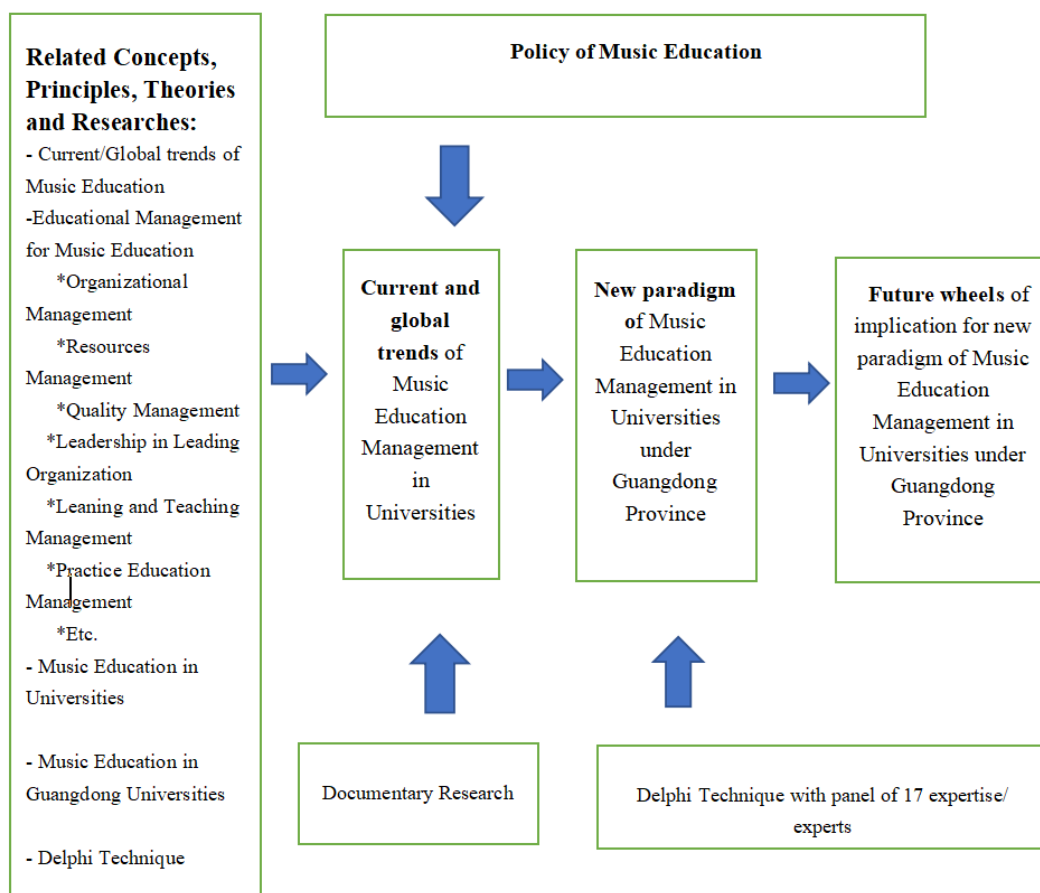


Figure 1: the conceptual framework

5. Research Method

The research process consists of three steps: (1) examining the variables of the new paradigm of music education management in Guangdong universities. This study adopts a qualitative research method. Research examines relevant literature, including concepts, principles, and theories, as well as related studies on the new paradigm of music education management in Guangdong universities, to obtain conceptual variables and concepts as a foundation for further research. In addition, the researchers conducted in-depth interviews with 17 key stakeholders who are experts (professors) in different directions of music education management research and have over 15 years of experience. The first round uses open-ended questions, and data collection is carried out by research. The collected data is analyzed through content analysis. The first step aims to collect qualitative data from key informants on the new paradigm of music education management in Guangdong universities.

The next survey is the first round of Delphi survey questions, aimed at obtaining personal opinions on key issues. (2) Based on the survey results of the new paradigm of music education management in Guangdong universities, the second round aims to achieve consensus on the constituent elements of the new paradigm. (3) The development of a future blueprint for the new paradigm of music education management in Guangdong universities is a quantitative study.

Research use management variables of the new paradigm of music education in Guangdong universities to develop a survey questionnaire from the first to the third steps to collect sample data to test the constituent elements of the new paradigm of music education management in Guangdong universities. The survey targets 17 key stakeholders who are experts (professors) in different directions of music education management research and have over 15 years of experience. The research prepared a questionnaire based on five dimensions and used the Likert (1932) scale to code it. The Likert scale is the most commonly used summated rating scale, where items that are constructed similarly are summed for a score, and individual items are meaningless. The scale was developed by American social psychologist Rensis Likert (1932) as an improvement on the original summated rating scale. (2) The scale consists of a set of statements, with five response options for each statement: "Strongly Disagree," "Disagree," "Neutral," "Agree," and "Strongly Agree," recorded as 1, 2, 3, 4, and 5, respectively. Each respondent's total attitude score is the sum of their answers to each question, indicating their attitude intensity or different states on the scale.

The research used a questionnaire consisting of three parts: Part I: Demographic information of key stakeholders; Part II: Interview questions, 1) In your opinion, what is the new paradigm of Music Education Management in universities in Guangdong Province? 2) Please give an example to show the new paradigm of Music Education Management in universities in Guangdong Province in the following dimensions: (Leadership for the new era of music education; Music educational management functions; Music education system and mechanisms; Normativeness of human resources in music education; Teaching quality supervision and management in music education; Application-oriented students' talents education) Part III: Suggestions (open-ended). The questionnaire was distributed online, via email, and through the researchers. Descriptive statistics, including frequency and percentage, were used to analyze the demographic variables data. Descriptive statistics,

including mean and standard deviation (S.D.), were used to analyze the variables of the new paradigm of music education management in Guangdong universities.

The research used the Delphi technique to analyze the various components of the new paradigm of music education management in Guangdong universities to determine the related variables. Step (3) developing future wheel of implication for new paradigm of music education management in universities under Guangdong Province in the next decade. This is a qualitative study. The research used each component of the new paradigm of music education management in Guangdong universities, starting from Step (2). The researchers explored and analyzed the data using the Delphi technique. The study is titled "Data Analysis Results of the New Paradigm of Music Education Management in Guangdong Universities." They have reasonable experience or achievements in music education management, and their success in music education management has been widely recognized. Through open-ended questionnaire interviews, the researchers acted as facilitators. Data collected from literature were analyzed through content analysis. After completing data collection, the collected data were analyzed using content analysis.

6. Conclusion

Based on the research objectives, the following main findings have been obtained: The new paradigm of music education management in Guangdong universities has six dimensions: (1) Leadership for the new era of music education; (2) Music education management functions; (3) Music education system and mechanism; (4) Normativeness of human resources in music education; (5) Teaching quality supervision and management in music education; (6) Application-oriented students' talents education.

Based on the feasibility trend analysis of the new paradigm of music education management in Guangdong universities by 17 key stakeholders, a blueprint for future development can be created using the analysis results. The blueprint includes the following six dimensions: (1) Leadership for the new era of music education: a total of 16 items. (2) Music educational management functions: a total of 21 items. (3) Music education system and mechanisms: a total of 13 items. (4) Normativeness of human resources in music education: a total of 19 items. (5) Teaching quality supervision and management in music education: a total of 19 items. (6) Application-oriented students' talents education: a total of 16 items.

7. Discussion

(1) New Paradigm of Music Education Management in Universities under Guangdong Province of six distinct dimensions, which include the Leadership of music education in the new era, Music education management functions, Music education system and mechanism, Normativeness of human resources in music education, Teaching quality supervision and management in music education, and Application-oriented students' talents education. These dimensions have only been brought to light through systematic reforms and updated management concepts. With the growing emphasis on human resource management based on music education management and the crucial role of cultivating high-quality talents required by society, music education management must continuously elevate its quality and management level. In my opinion, the new paradigm of music education management in Guangdong universities represents an innovative and exploratory field across these six dimensions. This research result was consistent with the theory or research of Liu Jianzhong (Jianzhong, 2019). Liu Jianzhong's theory is consistent in starting from the uniqueness of the field of music education and the concept of educational leadership, elucidating the importance of leadership in the field of music education and the key elements to construct leadership in the field of music education, such as motivation mechanism, team building, communication ability, etc. The author points out that leadership in the field of music education not only needs to possess traditional leadership qualities such as executive power and decision-making ability but also needs to possess a unique background and professional competence in music education to better promote the development and innovation of music education. At the same time, he suggests that the field of music education needs leaders with excellent leadership skills who can effectively motivate teachers and students and promote the development of music education. The article also introduces different types of leadership and their impact on music education, including task-oriented leadership, relationship-oriented leadership, and transformational leadership. Liu Jianzhong believes that outstanding music education leaders should possess characteristics of multiple types of leadership to respond to different situations and needs. He also proposes methods and strategies for developing music education leadership, including leadership training, curriculum design, and teacher training. Through factor analysis, they construct a six-dimensional ability characteristic model, including (1) leadership vision, (2) organizational management ability, (3) team collaboration ability, (4) communication ability, (5) innovation ability, (6) interpersonal relationship ability. This model can help music education leaders

comprehensively assess their leadership abilities and target specific dimensions for improvement and development. The conclusion of the article is that music education leaders should possess comprehensive leadership qualities and a background in music education, focus on team building, promote change, and pay attention to personalized needs of teachers and students. By continuously learning and developing, they can continually enhance their leadership skills and make positive contributions to the development of music education.

(2) The Future Wheel of the New Paradigm of Music Education Management in Guangdong Province has been developed. Therefore, the Future Wheel is a way of organizing thinking and questioning the future, and it is a structured manifestation of music education. The Future Wheel can develop multiple concepts about possible future developments by providing a perspective of future consciousness. After three rounds of Delphi analysis and data analysis, 104 new paradigm elements were determined to be in six dimensions, providing a foundation for future development and developing its own music education system mechanism. The Future Wheel can provide normativity for referencing human resources management in higher education music education management. In addition, the Future Wheel can be used to make decisions, supervise, provide organizational strategies, and develop student talent education for application. The research results show that the six dimensions of the New Paradigm of Music Education Management in Guangdong Province can be understood through the Future Wheel. Therefore, the Future Wheel provides valuable insights and guidance for the development of the New Paradigm of Music Education Management in Guangdong Province. The research conducted by Xiao and Liu (Xiao Gang, 2020) on the value, path, and practice of cultivating applied talents in universities is consistent with the theoretical model of the new paradigm for music education management in Guangdong Province. This study proposes several characteristics that music education management must possess: student-centeredness, emphasis on improving teacher professionalism and teaching standards, strengthening connections with society, and innovative management to achieve scientific, standardized, and informationized education management and improve education management quality. These characteristics align with the principles of the new paradigm, which emphasize the cultivation of students' practical abilities, teacher professional development, innovation in education management, and close connections with society. In addition, the research by Zhang (Yaping, 2021) focuses on the standardization and sustainable development of music education talent cultivation.

Zhang suggests that music education must continuously improve to meet the demands of social development and economic transformation, making standardization of music education talent cultivation a current hot topic. Zhang proposes a series of issues related to music education talent cultivation standardization, such as how to establish a complete talent cultivation mechanism and how to improve practical skills of music education professionals. Zhang analyzes the shortcomings of current music education talent cultivation and offers countermeasures and recommendations, such as promoting education teaching reforms, strengthening music teacher training, and improving student music literacy and practical skills.

8. Recommendations

(1) Recommendation for Policies Formulation

With the continuous deepening of research in music education management, more and more organizational management models and methods are being introduced into other fields and achieving extensive application and results. In the field of higher music education management, this is a complex process involving knowledge transmission and talent cultivation, thus posing more stringent and challenging requirements for music education managers. Although the competitiveness model is not the goal of music education management research, the corresponding management model must support a certain management mode to meet the needs of higher music education management. Based on the research results derived from the "Six-dimensional Model of New Paradigm of Music Education", tailored talent management models can be established for different majors and universities, using this model as a development tool to enhance the appointment accuracy of music education management and the scientific management level of universities. This approach can not only promote the healthy development of music education but also improve the management efficiency and talent cultivation quality of universities, achieving the coordinated development between education and society.

Establish a public service platform for human resource management based on the new paradigm of music education management. This platform can integrate human resources from universities, music education institutions, and related industries to provide comprehensive support for talent recruitment, training, mobility, and management. At the same time, this platform can collect and analyze various types of talent data, including the

quantity, quality, mobility status, and career development of talents, to provide scientific data support and decision-making basis for relevant institutions.

Strengthen the research strength of music education management and promote the organic integration of discipline construction and talent cultivation. The government can increase support for research projects in the field of music education management, encourage universities, research institutions, and businesses to collaborate on scientific research, explore the forefront areas and hot issues of music education management, and promote the organic integration of discipline construction and talent cultivation, cultivating a high-level talent team in music education management. At the same time, the government can also introduce incentive policies to encourage outstanding music education management personnel to engage in scientific research, improve their academic influence and reputation. This can continuously improve the academic level of music education management, promote innovation and development, and provide better music education services for students.

The development of national occupational standards is one of the important measures to promote innovation and improve the management level in music education. The establishment of unified occupational standards can standardize and clarify the responsibilities and competency requirements for music education management positions, which is beneficial for the selection and evaluation of management personnel. At the same time, occupational standards can also serve as the basis for developing job training plans, career development plans, and incentive mechanisms, thereby improving the professional competence and work performance of management personnel. Establishing national occupational standards can also promote the exchange and sharing of management experience and capabilities among different regions and universities, thereby improving the overall management level of the industry.

(2) Recommendation for Practical Application

Based on the theoretical research and policy recommendations presented earlier, we propose the following practical suggestions for the management of music education in universities:

Strengthen the construction of information technology and the application of multimedia teaching. Universities should enhance the application of information technology and multimedia technology, establish efficient and intelligent information platforms for

music education management, and improve the management and teaching level of music education through network management and resource sharing.

Promote the deep integration of education and industry. Universities should actively explore the deep integration of music education and music industry, establish platforms such as school-enterprise cooperation and campus innovation practice base, and provide students with more practical opportunities and career development support.

Establish a scientific talent management system. Universities should develop a talent management system that conforms to the "Music Education New Paradigm Six-Dimensional Model" and the national occupational standards, including recruitment, training, flow, and management. At the same time, through the human resources management public service platform, comprehensive data analysis and scientific evaluation of talents should be conducted to improve the quality and efficiency of talents.

Strengthen scientific research capacity building. Universities should actively carry out scientific research projects in the field of music education management, promote the organic integration of discipline construction and talent cultivation, and improve the academic level and innovative ability of music education management through academic research and continuous exploration of the frontier areas and hot issues of music education management.

Improve the incentive mechanism and management evaluation system. Universities should establish a scientific management evaluation system to comprehensively evaluate the performance of management personnel and adopt corresponding incentive and punishment measures according to the evaluation results to promote the continuous innovation and development of music education management. At the same time, an incentive mechanism should be established to provide promotion, rewards, and career development opportunities for outstanding management personnel, improving their work motivation and job satisfaction.

(3) Recommendation for Further Research

Based on previous research and practical applications, we propose the following suggestions for further research on a new paradigm of music education management in Guangdong universities:

Firstly, it is necessary to study the implementation effect of the new paradigm. Several universities in Guangdong can be selected as research subjects to implement the new music education management paradigm. Through evaluation of the implementation

effect, we can summarize the experience and shortcomings, and further optimize and improve the specific content and implementation methods of the new music education management paradigm.

Secondly, we need to explore the international application of the new paradigm of music education management. We can study and learn from excellent music education management models in foreign universities and combine them with the actual situation in Guangdong to explore the feasibility and effectiveness of their application to music education management in Guangdong universities. This can promote the internationalization level of music education management in Guangdong universities.

In addition, we need to study innovation and entrepreneurship education under the new paradigm of music education management. During the implementation of the new paradigm, we can combine the concepts and methods of innovation and entrepreneurship education to explore how to cultivate music talents with innovation spirit and entrepreneurial ability and provide more talent support for the development of Guangdong's music industry.

Furthermore, we need to explore the fit between the new paradigm of music education management and social demands. During the development and implementation of the new paradigm, we can combine the needs of Guangdong's music industry and social development to explore how to better serve the social and industrial development through music education management and contribute more to the sustainable development of Guangdong's music industry and society.

Through the above research suggestions, we can continuously optimize and improve the new paradigm of music education management in Guangdong universities, promote its better service to the development of Guangdong's music industry and society, and contribute to the cultivation of more excellent music talents and the promotion of the music industry's development. At the same time, we can use disciplinary advantages and interdisciplinary research, fully utilize the latest and highest academic achievements, solve major practical problems and theoretical gaps, systematically explore and even open up a new discipline, formulate a set of national industry standards, promote the scientific, standardized, and systematic management of human resources in various fields, and effectively guide the recruitment, training, and performance evaluation of universities and enterprises. It is also necessary to increase research method design, strengthen overall and structural research.

Finally, we need to combine the needs of Guangdong's music industry and social development to explore how to better serve social and industrial development through music education management and contribute more to the sustainable development of Guangdong's music industry and society.

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