

## Music Education Guideline of Government–Paid Teaching Students, China

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### Abstract

The purpose of this research was to study the main existing problems funded by the government in Hunan Province, China, and to develop a regular education development plan funded by the government in Hunan Province, China. The data collection tool was an online questionnaire of 425 samples. The research statistics were frequency, mean, percentage, standard deviation, t-test, ANOVA, and multiple regression analysis.

The results of the frequency analysis showed that most of them were "women" and most of them lived in Changde and Xiangxi. The four measurement dimension options, namely local cultural value recognition, local cultural participation, music–cultural curricula connection, and homecoming development stability, were the linkages of local culture. In their frequency analysis of GPTS Cognition of Rural Teachers, almost all of them responded, "To guide students to become better people." In a consistent, multi–frequency analysis of success, the subjects thought it made them happier. The subjects felt happiest because of "student achievement" and "social acceptance".

The results of the hypothesis showed that analyzing the influence of the level of identity and the contribution of local cultural values on the degree of association of the local music culture curriculum could be written as follows:  $Y_1 = 1.061 + 0.286 * X_1 + 0.365 * X_2$ . Analysis of the influence of identity and the contribution of local cultural values on the stability of homeland development, the regression result was  $Y_1 = 1.140 = 0.372 * X_1 + 0.313 * X_2$ . Analysis of the influence of the local music culture curricula linkage on the stability of homecoming development, the higher the degree of coherence of the local music culture curricula, the better the stability of the hometown development. The equation could be written as  $Y_1 = 1.457 + 0.591 * X_3$ .

**Keywords:** Music Education Guideline; Government–Paid Teaching Students

## Introduction

Government–sponsored normal university students, as the special college ones, are shouldered with the mission to change the educational backwardness in rural areas and will have direct and profound influences on China’s rural education with their comprehensive performances which reflect their educational conceptions, life values and scientific and cultural cultivation, etc. (Teacher Education Revitalization Action Plan (2018–2022)). In modern society, the basic artistic cultivation acts as the important cultural symbol of high–qualified talents. Art serves as the carrier of the era culture and value view, and the mainstream culture and value view are demonstrated with a variety of artistic forms in the modern society. Without artistic edification, a man is doomed to lag behind the times. Showing rich forms, music is so touching and inspiring, not only an art but also the necessary means of the spiritual cultivation with the irreplaceable value for the development of both the government–sponsored normal university students and the rural education. However, due to various factors, there still exists certain distance between the overall cultural cultivation of the government–sponsored normal university students and the social expectation, and there are also many aspects to explore and improve in their musical education, of which the most prominent are the following:

### **1. Music Quality has Become Cultural Weakness of Government–sponsored Normal University Student.**

The biggest gap on education between urban area and rural area in China is the unequal quality of art education. Due to the majority of the government–sponsored normal university student come from high schools in rural area, compared to the common students at school, those who came from rural area do less good and even some of them never had any music education that they should have had, which can also mean they are zero–based. This kind of situation can be related to the background of their rural education. And artistic accomplishment and artistic value of the government sponsored normal university student will have direct influence on the situation of art education at rural schools. There is a mutual connection between the humanistic quality education and rural education of the government–sponsored normal university student, which means that enhancing art education is not only for the need of individual development but also for the need of the future development of rural education. Music accomplishment which is essential is part of the humanistic quality for the government–sponsored normal university student. How to enhance the music accomplishment of government–sponsored normal university student becomes an important subject of the study on rural teacher education.

## **2. Lack of Understanding to Value of Education on Music Accomplishment.**

Only 10% of government-sponsored normal university student are music majors. Most of these 90% students have a biased understanding of music quality education and believe that they will not engage in music-related work in the future. Therefore, they believe that music literacy has little impact on their study and career, which is the main reason for non-music students lacking music literacy (He, 2009).

## **3. Institute, as well as non-music teachers also have insufficient understanding of music quality education by the concept of exam-oriented education.**

By the reason, insufficient knowing of value will directly lead college pay less attention on music education, declining music practice to address more studying time. Less music course, lacking music teaching equipment and relying on Music College support, all of which seriously affect the quality and effectiveness of government-sponsored normal university student (Huang, 1999).

## **4. Improper Target Positioning in Music Quality of Government-sponsored Normal University Student.**

Music quality education for of government-sponsored normal university student, should first be a general education and non-professional education with clear goal setting curriculum setting, teaching process and evaluation standards which are different from music majors. Accurate positioning of educational objectives is the basis for government-sponsored normal university student to better educate. The teaching philosophy and method focusing on professional skills obviously cannot meet the needs of music quality education for government-sponsored normal university student. At present, due to the lack of goal orientation, students cannot distinguish students with majors and non-majors, thus, this situation increases many problems in music quality education, affecting their literacy education results.

## **5. Lack of Scientific Research on Music Quality Education.**

Scientific research and teaching promote each other, and correct educational ideas and methods come from in-depth scientific research. Government-sponsored normal university student, a special group of normal university students, they have a special education background and the orientation of training target. Affecting factor are diverse, which combined with their own music foundation, internal requirement, and the training mode of school, including the influence of the social values of music, curriculum designing and teaching, examination method and evaluation standard, practice activities, and college attention. Music quality education for government-sponsored normal university student is an organic part composed of interrelated elements, with its own internal structural elements, which are

closely related and interact with each other. Using management variable research method of music literacy research into government–sponsored normal university student is helpful for researchers to reveal the causal relationship between various internal factors in forming music quality, so as to optimize the training program by regulating variables (Ma, 2008).

### **Statement on the Problem**

Education in the rural poverty regions has received special particular concern in many countries. Attaching importance to the training of rural teachers and revitalizing rural education are important measures to realize the fair and balanced development of education in China. Chinese government has implemented the free policy of teacher education since 2007 and formulated the "Action Plan for Revitalizing Teacher Education" to change the backwardness of rural education and the lack of high–quality teachers. It is under this social background that the publicly–funded normal university students are a special group of college students. Compared with ordinary college students, tuition–free normal school students have their own particularity. Enrollment and employment are oriented to the countryside. All the students come from rural schools, and most of them come from poor families who need tuition support. They must follow the contract and return to their place of origin to serve the local primary and secondary schools and engage in education or education management after graduation (Ci, 1999).

The educational background of the rural targeted government–sponsored normal university student is the starting point of junior high school. They receive a phased training form linking the two stages of general education and undergraduate education through a five–year or six–year educational system. They will return to their hometown and assume the mission of changing the backward state of rural education after graduation. Whether the new generations can fulfill the mission depends on the quality of normal education. By education, life values, science and humanities quality structure formed by the comprehensive quality education are all important contents of government sponsored education. Their overall quality whether to meet the social expectations, depends on the cultivation of the scientific and effective methods. Improving life values and humanities are important training targets in rural. Paying more attention on government sponsored music quality education is an important path to achieve this goal (Yan, 2006).

Music Quality is Necessary for Government–sponsored Normal University Student Art, a kind of cultural form, human poetic existence of people in long–term social practice activity, calls for the pursuit of the perfect consciousness, thus learn from the humble pursuit of refinement, that is aesthetic and social functions of art. Art aesthetic is not only skills but also the aesthetic of personality, emotional, aesthetic, life and spiritual needs. It can promote people from barbarism to civilization, from junior to

senior, from coarse to refine. Art is the internal motivation to change human life quality, therefore, poverty is always related to the lack of art education. Art is not only for aesthetic, but also a kind of epistemology, for human understand the world. It combined with science to completely understand this world. Views by lacking art are incomplete, only piece out the shorts, we will keep up with the pace of times. Music is an auditory art, but it works on people's emotions and hearts. Human beings use it to express emotions and feelings, not to be repeated in words, but to express them in pleasant musical sounds, which carries rich humanistic information of human beings in beautiful melodies. When people are using this art, no matter appreciating it or creating it freely, what they bring is the pleasure of obtaining the freedom of mind. Music literacy not only reflects the ability of artistic dialogue with music, but also reflects the ability to use music. Music is closely related to cultural life, ceremony, leisure, cultural activities, and labor and so on. Music, as the media gathered people working together. Obviously, a person without basic music literacy cannot participate in society well. Music literacy not only is an important content of their own personality, but to motivate their participation in society, creating culture of humanities accomplishment. Music quality can rich students' cultural life, improving their ability to participate in society and the creation of culture. Through the media of art, they can know the spirit of the age, era culture, then follow the era, so as to change limited vision of culture field.

Problems in Music Quality Education of Government-sponsored Normal University Student Government-sponsored normal university student are a special group with more attention to by education researchers. However, due to the influence of rural education background, they show a relatively lack of integrity in terms of humanistic cultivation. Some researchers have conducted a questionnaire survey on music literacy of 300 government-sponsored normal university student, more than 10 music teachers for in-depth interviews. They found that music literacy of government-sponsored normal university student has great problems in curriculum setting, teaching mode, assessment method and other aspects. In fact, this is a common phenomenon in every school. Although they are different, the main problems are still mainly reflected in the following aspects (Qu, Z., 2019):

- 1) Music quality and foundation of students are generally poor
- 2) Insufficient understanding of the value of music
- 3) Government-sponsored normal university student lack the awareness of participating in social and cultural activities
- 4) Students lack practical activities about music
- 5) Music literacy education objectives are disconnected from social and cultural activities.

## Research Objective

1. To study main course of problems existing in the government funded normal education in Hunan Province, China.

2. To create the improvement plan in the government funded normal education in Hunan Province, China.

## Research Scope

**Variable Scope including:** Independent variables: Basic Information's of GPTS, such as gender, grade level, student origin. Vernacular cultural value recognition and local music cultural connection. Dependent Variable was Homecoming Development Stability of GPTS. Intermediary variable was rural cultural participation.

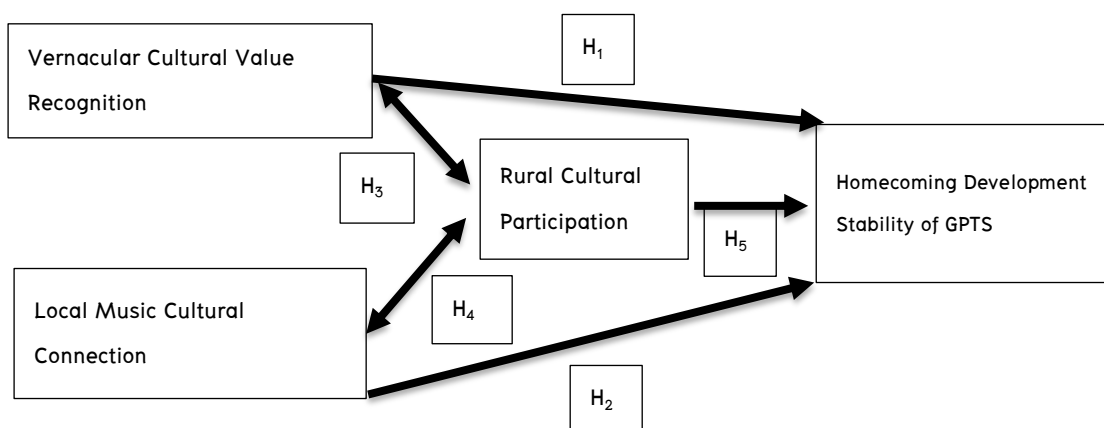
**Population and sample:** GPTS students in 3 Universities in Hunana Province, China. Follow the Annual reports of 3 universities, there are GPTS students were 25,678 students, applied Yamane formula for sampling calculated equal 400 samples, increasing for error protection 50 samples, equal 450 samples. Authors used online questionnaires and returned for completed calculated equal 425 samples.

**Scope of Time:** Authors would implement field investigations among Guangxi's off-campus music training institutions, analysis, and synthesis all process from February 2019 to February 2020.

**Research Limitation:** Because of the COVID-19 Pandemic context, authors designed the data collecting by online questionnaires for safety all in live and property and followed by the healthy hygienic regulation of Hunan Provincial Announcements.

## Conceptual Framework

### Independent Variables



## Research Hypothesis

H<sub>1</sub>: The Vernacular Cultural Value Recognition has a significant positive impact to Homecoming Development Stability of GPTS.

H<sub>2</sub>: The Local Music Cultural Connection. has a significant positive impact to Homecoming Development Stability of GPTS.

H<sub>3</sub>: The positive relationship between Vernacular Cultural Value Recognition and Rural Cultural Participation.

H<sub>4</sub>: The Local Music Cultural Connection between Vernacular Cultural Value Recognition and Rural Cultural Participation.

H<sub>5</sub>: The Rural Cultural Participation has a significant positive impact to Homecoming Development Stability of GPTS.

## Research Result

### Descriptive analysis:

Though frequency analysis, it can be seen that the distribution of gender samples is mainly “Female” 351 samples, accounting for 82.59%, and “Male” 74 samples, accounting for 17.41%; the samples of source of birth are mainly in Changde and Xiangxi, accounting for 13.41% and 12.10%, respectively; whether the hometown belongs to a poor country or in poor areas, “No” is the main answer, accounting for 65.65%; in term of grade, the GPTS samples answered the sophomore has the highest proportion of 29.41%; the source are in rich in music and cultural resources. In term of degree the samples is mainly distributed in “General”, accounting for 67.29%; in term of the willingness to be music teacher in the village, the difference between the proportion of “willing” and “unwilling” is not large, and the proportion of “willing” is slightly high at 51.29%, in term of instrument performance skills, the hope to play “Piano” accounting for 48.71%, the highest, follow by guitar, respectively.

The Options in the four measurement dimensions of local cultural value recognition, local cultural participation, local music cultural curriculum connection, and homecoming development stability were set according to Likert 5 level scales. As can be seen, the average value of each dimension of the questionnaire was ranked from low to high, respectively, as the connection degree of the local culture (Mean=3.1007, S.D.=0.724), the participation in local culture (Mean=3.12, S.D. 0.72), the value recognition of the local culture (Mean=3.14, S.D.0.72) and the stability of the development of the hometown (Mean=3.38, S.D.=0.63)

The frequency analysis of GPTS Cognition of Rural Teachers, almost of them answered “to guide students to become better people” (n=328, 24.35%), “Like to get along with students” (n=308, 22.87%), “Attractive job content” (n=212, 15.74%), “Love this profession” (n=209, 15.52%), “Teachers have a good reputation” (n=117, 8.69%), “Teachers’ salaries are high” (n=98, 7.28%), and other reason, such as love to teaching and restore in heritage of nation (.n=75, 5.57%), respectively.

From the analysis of multiple corresponding frequencies of the following achievements that samples think makes them happy, it can be seen that the samples who feel happy, because of: “student achievement”: (n=330, 29.02%) and: “social recognition”(n=314, 27.62%) were the most, respectively.

From the analysis of multiple corresponding frequencies of reasons that samples chose to stick to as a country music teacher, samples generally chose to stick to country music teachers because of “increase rural teachers” wages, housing and other welfare benefits”, “obtaining opportunities to cooperate with local cultural projects”, and “opening up the country music art training and entrepreneurial market”. For posts, the most samples chose to stay because of “increasing the wages and housing benefits of rural teachers” (n=322, 29.33%), “Get the opportunity to cooperate with local cultural undertaking projects” (n=312, 28.42%), “Develop the country music art training and entrepreneurial market” (n=308, 28.05%), and “Opportunity to apply for local music project” (n=107, 9.74%), respectively.

From the reason of samples that usually refuse to participate in local folk activities, because of “Lack of own technical ability” (n=343, 30.01%), “Damage to teachers’ worth” (n=324, 28.35%), “Haven’t participated, don’t know very well” (n=215, 5.60%), “Not interested” (n=105, 9.19%), “No economic return” (n=92, 8.05%), and other such as should wildly announce or PR for everybody know, how to apply and join in this activities. (n=64, 5.60%), respectively.

From analysis of the multiple corresponding frequencies of reasons that samples hinders the learning of local music culture the most, can be seen that samples who answered “Lack of teacher guidance” (n=348, 37.74%), “Musical instruments are too expensive” (n=333, 36.12%), “No learning environment” (n=112, 12.15%), “Learning is not meaningful” (n=75, 8.13%), and other such as No local musical clubs or communities for us. (n=54, 5.86%), respectively.

From the analysis of the multiple corresponding frequencies, can be seen that samples who answered “Inability to realize self worth” (n=328, 34.75%), “Music courses are not taken seriously” (n=288, 30.51%), “No career prospects” (n=146, 15.40%), “Not strong enough professional skills” (n=114, 12.08%), and other, such as interesting in modern musical ( n=68, 7.20%), respectively.



From the analysis of the multiple corresponding frequencies, the high mobility of rural teachers, can be seen that samples answers almost “Lack of development opportunities” (n=317, 28.10%), “Lack of display platform” (n=315, 27.93%), “Low welfare benefits for rural teachers” (n=311, 27.57%), “Poor teaching resources” (n=133, 11.79%), and other (n=52, 4.61%), respectively.

From the analysis of the multiple corresponding frequencies, the publicly funded normal school should make students more adapt to and identify with local music and folk culture, can be seen that samples answers almost “Establishing a value connection between normal students and local culture” (n=313, 24.80%), “Improve rural adaptability for post=employment development” (n=299, 23.69%), “Develop music courses with local significance” (n=298, 23.61%), “Cultivate their literacy and creativity to participate in rural culture” (n=295, 23.98%), and other (n=57, 4.52%), respectively.

From the analysis of the multiple corresponding frequencies, a rural teachers, to pursue students’ ideal happiness”, can be seen that samples answers almost “Improve one’s own abilities” (n=338, 20.98%), “Learn to be content” (n=239, 14.84%), “Improve academic qualities” (n=226, 14.03%), “Change the jobs for rural teachers” (n=220, 13.66%), “Rely on the help of parents” (n=115, 7.14%), and other (n=61, 3.79%), respectively.

## Research hypothesis Result

Analysis of the influence of the Degree of Identity and Participation of Local Culture Value on the Connection Degree of Local Music Culture Course. Result the adjusted R-square is 0.322, and the independent variable combination can explain the dependent variable with 32.20% possible performance. The F Value is 101.493, the significance probability is less than 0.05, indicating that the model has a good fit, in the model, the standardized regression coefficients of “local culture value recognition” and “local cultural participation” are 0.285, and 0.367, respectively. The t value of the constant term is 7.233, and the sig value is 0.000, which passed the significance test. The coefficient values of regression equations of the independent variables “local culture value recognition” and “local culture participation degree” are 0.286, and 0.365, respectively. And the sig value is 0.000, which passed the significance test. It can be seen from the “local culture value recognition” and “local culture participation degree” have a significant positive impact on the “local music cultural curriculum connection degree”. The more the local cultural value identity and the local cultural participation higher, the better the connection degree of the local culture curriculum. The equation was as follows:  $Y1=1.061+0.286*X1+0.365*X2$  An analysis of the influence if the Degree of Identity and Participation of local culture value on the stability of returning hometown development, the adjusted R-square of the

model is 0.457, which indicates that the model has a good fit, and the independent variable combination can explain the dependent variable with 45.70% possible performance. The F value is 172.269, and the significance probability is less than 0.05, indicating that the model fits well. In the model, the standardized regression coefficients of “local culture value recognition” and “local culture participation degree” are 0.419 and 0.357, respectively. The t value of the constant term is 9.846 and the sig value is 0.000, which passed the significance test. The coefficient values of the regression equations of the independent variables “local culture value recognition” and “local culture participation degree” are 0.372 and 0.313, respectively, and the sig value is 0.000, which passed the significance test. From the regression equation, it can be seen that the independent variable “local culture value recognition” and “local culture participation degree” have significant positive effects on “hometown development stability”. The higher the local cultural value identity and the participation of local culture. The better the stability of development when returning home. Regression result is  $Y_1 = 1.140 = 0.372 * X_1 + 0.313 * X_2$  Analysis of the influence of the connection degree of the local music culture course on the stability of the development of homecoming. Taking the “local music culture curriculum connection degree” as the independent variable, and the “hometown development stability as the dependent variable, using multiple linear regression analysis, this regression model was obtained. According to the model summary, the adjusted R-square of the model is 0.447, indicating that the model has a good fit, and the independent variable combination has 44.70% possible performance to explain the dependent variable. The F value is 343,527, and the significance probability is less than 0.05, indicating that the model fits well. In the model, the standardized regression coefficients of the “local music culture curriculum connection degree” is 0.669, the t value of the constant term is 14.354, and the sig value is 0.000, which has passed the significance test. The coefficient value of the regression equation of the independent variable is 0.591, and the sig value is 0.000, which has passed the significance test. From the regression equation, it can be seen that the independent variable has a significant positive effect on dependent variable. The higher the connection degree of local music culture curriculum, the better the stability of hometown development. Formula:  $Y_1 = 1.457 + 0.591 * X_3$  By using Model 4 in the SPSS macro compared by Hayes (2012) to test the mediation effect, the results show that in the model with “local culture value recognition” as the independent variable and “local music culture curriculum connection degree” as the dependent variable, the R-square is 0.227, and the F value is 124,320. The model fits well, and the independent variable coefficient is positive. The significance test indicates that the independent variable has a significant positive and the F value is 124.320, the model fits well, and the coefficient of the independent variable is positive. The dependent variables have a significant

positive effect, in the model with “local culture value recognition” and “local music culture curriculum connection” as independent variables, and “hometown development stability” as the dependent variable, the R-square is 0.367, the F value is 245,160, the model fits well, the coefficient of the independent variable is positive, and the significance test shows that the independent variable has a significant positive effect on the dependent variable.

The mediating effect of the bootstrap 95% confidence interval of the intermediary effect of the connection degree of the local music culture curriculum does not contain 0, indicating that there is a mediating effect, indicating that the value recognition of the local culture can not only directly reflect the stability of the development of the hometown, but also can pass the intermediary effect of the connection degree of the local music culture curriculum reflects the stability of the dependent of returning home.

By using model 4 in the SPSS macro compiled by Hayes (2012) to test the mediation effect, the result show that in the model with “local culture participation” as the independent variable and “local music culture curriculum connection” as the dependent variable, R-square is 0.266 an the F value is 153.277. The model fits well, and the coefficient of the independent variable is positive. The significance test indicates that the independent variable has a significant positive influence on the dependent variable; in the model with the dependent variable of “homecoming development stability”, the R-square is 0.521, the F-value is 229.297, the model fits well, and the coefficients of the independent variable is positive. The significance test indicates that the independent variable has a positive effect on the dependent variable. There is a significant positive impact; in the model with “local culture participation” and “local music culture curriculum connection” as independent variables, and “hometown development stability” as dependent variables, the R-square is 0.332 and the F-value 210.161, the model fits well, the coefficients of the independent variable is positive, and the significance test shows that the independent variable has a significant positive effect on the dependent variable.

Finally, the mediating effect of the bootstrap 95% confidence interval of the intermediary effect of the local music culture curriculum connection degree does not contain 0, indicating that there is a mediating effect, indicating that the local cultural participation can not only directly reflect the development stability of the hometown, but also can pass through the local music. The intermediary effect of the connection degree of music culture curriculum reflects the stability of the development of return home, and the intermediary effect value is 0.230.

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