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Analysis on Management Mode of College Student Music Groups in

Guangdong Province, China

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Abstract

This research was based on the management level, with research objectives to study the current situation and existing problems of the management of music groups of students in colleges and study the common factors of the two management as a breakthrough, and form the best mode of college students' music group management. It was combined with the relevant literature at home and abroad, applying the mixed research method of qualitative research and quantitative research. Taking some college students' music groups in Guangdong as an example, makes an in-depth study on the necessity of their operation and development, investigates the college students' music groups, and puts forward the corresponding countermeasures for the current situation. Due to the influence of various factors, the music group of college students can not reflect the role of management mode in its operation.

Key words: Management mode; Music group; College student

Introduction

In 1989, the Chinese Education Commission issued the National Master Plan for School Art Education (1989-2000). The document defines the development goals and main tasks of China's art education, and carries out a detailed practical analysis from the management of teaching, teachers, teaching equipment and equipment, scientific research, which puts forward clear requirements for vigorously promoting the development of art education in all ages in China (Bureau of Education, 2005). Alternatively, Art education is not only the main content and approach of aesthetic education in schools, but also a powerful means to strengthen the construction of socialist spiritual civilization, imperceptibly improve students' moral standards, cultivate noble sentiment, and promote the healthy development of intelligence and body and mind (Zhang, E.M.,2016). As an important part of school education, art education plays an irreplaceable role in other disciplines.

With the deepening of the reform of music education in universities, music groups of college students have become an effective supplement to music classroom teaching, and become a platform for college students to develop their professional interests and their professional expertise (Yabing, Tao, 2001). Accordingly, this study focuses on the management mode of music group of students. But if the conclusions drawn is of universal significance, it indicates that the management mode is more relevant, detailed and thoughtful, close to the reality of the situation, so as to enhance the credibility of the research (Qi,J.P., 2006).

Research Objectives

1. To study the current situation and existing problems of the management of music groups of students.
2. To study the common factors of the two management as a breakthrough, and form the best mode of music group management.
3. To analyzes and explores the management mode conducive to the development of students' music group.

Conceptual Framework

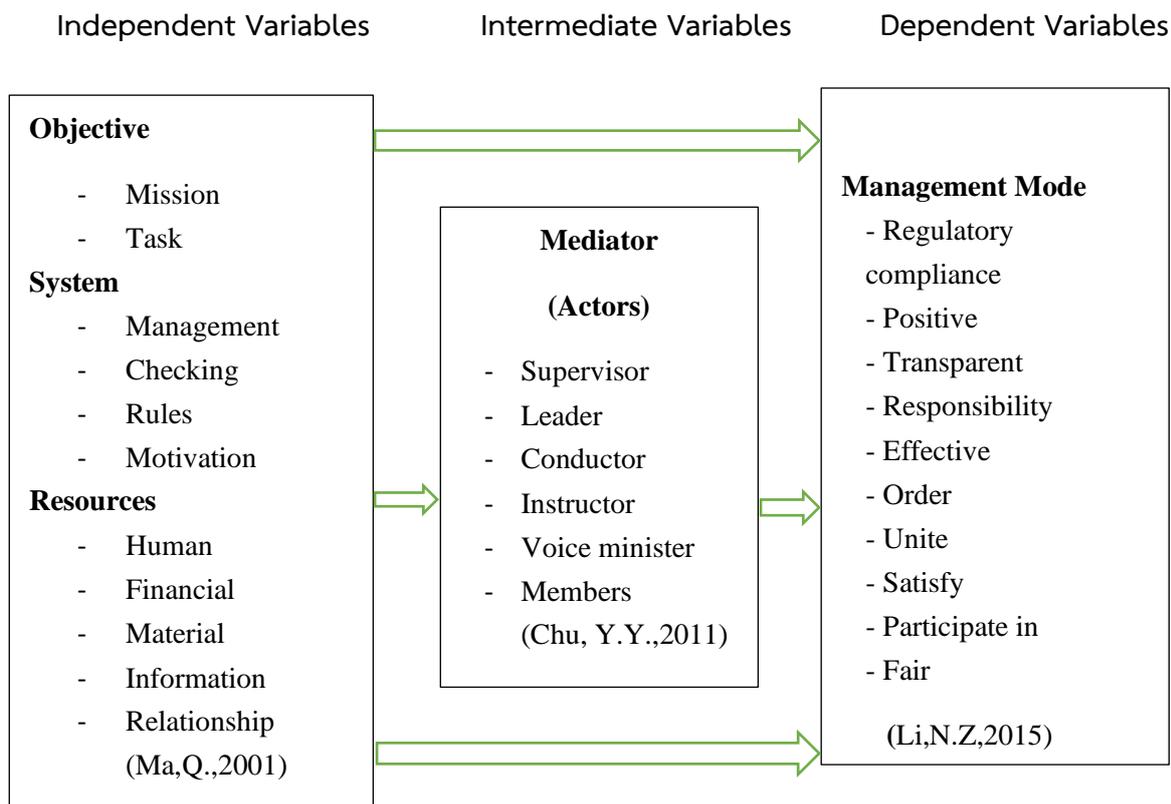


Figure 1 College students' music group management mode, developed from original research

Research Methodology

Research Design

By empirical quantitative research and combined with mixed analysis methods such as literature analysis, questionnaires, and interviews, in an attempt to expand and explore the breadth and depth of this study through two different latitudes and longitudes, both horizontal and vertical (Chen,X.H.&ZhengX.,Y.,2017). Then, through database retrieval and reading books and periodicals, we summarized, organized and analyzed a large amount of literature, collected literature on the management of college associations including music associations and professional practice associations, understood and further explored many elements of the management mode of college students' music associations, and then analyzed college students' music in Guangdong Province by means of in-depth interviews.

Population and Sampling

The population of this study consists of members of student music groups, some supervisors, leaders, conductors, directors, vocalists and members of actor music groups in universities in Guangdong Province. Although the exact number of people is unknown, the number is thought to exceed 700; the survey results are 687 samples, but 670 questionnaires were distributed to prevent errors in data collection. This study adopts a purposeful sampling method to collect sample data for quantitative research.

Data analysis

The study adopted a combination of literature analysis, quantitative and qualitative methods, so different methods need to be used to analyze the information obtained from the literature. In terms of quantitative methods, the researchers applied descriptive statistics to 648 valid questionnaires collected by using the computer software system to do analysis, including frequencies, percentages, means and standards. The information about the respondents' personal bias was also analyzed and interpreted.

Research Results

1. Primary Variable Research Results.

The results of empirical study show that objectives, resources, systems and actors have a significant positive effect on the study of student music group management in colleges, and are the core influencing factors.

2. Secondary Variable Research Results

The results of exploratory factor analysis show that:

2.1 Mission and task can significantly reflect the characteristics of the primary variable of goal.

2.2 Human resources, financial resources, material resources, information resources and relationship resources can significantly reflect the characteristics of the primary variable of resources.

2.3 The association constitution, management system, assessment system, incentive system and constraint system can significantly reflect the characteristics of the first level variable of the system.

2.4 Directors, leaders, commanders, instructors, sound ministers and group members can significantly reflect the characteristics of the primary variable of actors.

Discussion

1. Discussion on Correlation Results of Model Variables

1.1 The standardized path coefficient of actors on the management of college student music groups is 0.335, and reaches the significant level of 0.001, that is, the actor can significantly affect the management level of college student music group, and the research hypothesis H4 is established.

It can be seen that actors are the parties of music activities and affairs decision-making of college student music groups, and they are also the direct influencers of the management level of college student music groups.

1.2 The standardized path coefficient of the goals on the management of college student music group is 0.171, and the standardized path coefficient for actors' behavior is 0.246, which also reaches the significant level of 0.001. There are two paths for the goal to influence the management mode of college student music groups. One is the direct positive influence path of "goal management mode"; the other is the indirect positive influence path of "goal, actor, management mode".

Therefore, it can be seen that the goal factor can not only directly and positively affect the management mode of college student music groups, but also indirectly and positively affect the management mode of college student music groups through actors' adjustment of their own behaviors.

1.3 The standardized path coefficient of resources on the management of music groups of college students is 0.156, and the standardized path coefficient of actors is 0.190, which also reaches a significant level of 0.001. There are also two paths for the influence of resources on the management mode of college student music groups. One is the direct positive influence path of "resource management mode"; the other is the indirect positive influence path of "resource, actor, management mode".

Therefore, resource factors can not only directly and positively affect the management mode of college student music groups, but also indirectly and positively affect the management mode of college student music groups through actors' adjustment of their own behaviors.

1.4 The standardized path coefficient of system to college students' music group management is 0.226, which also reaches the significant level of 0.001, but the path coefficient of system to actor behavior has not reached the level of 0.005, so the indirect positive influence path of "system, actor, and management mode" cannot be realized, The path of institutional influence on the management mode of college student music groups is only a direct positive influence path of "system management mode".

1.5 The correlation coefficient between resources and objectives is 0.433, which also reaches the significant level of 0.001. That is, in the influence of college student 132 music groups management mode, resource factors and target factors have a significant positive correlation. It can be seen that the acquisition, allocation and transformation of resources have a positive impact on the locking and completion of management objectives, and vice versa.

1.6 The correlation coefficient between the goal and the system is 0.453, which also reaches the significant level of 0.001. That is, in the influence of college student music groups management mode, the objective factor and the system factor have a significant positive correlation. It can be seen that in the influence of college student music groups management mode, the locking and completion of management objectives have a positive impact on the implementation of the system, and vice versa.

1.7 The number of relationships between resources and system is 0.460, which also reaches the significant level of 0.001. That is, in the influence of college student music groups management mode, resource factors and institutional factors have a significant positive correlation. It can be seen that the acquisition, allocation and transformation of resources have a positive impact on the implementation of the system, and vice versa.

2. Discussion on the Effect of Model Variables

The total effect value for the actor factor on the management mode of college student music group is 0.335, and the direct effect value is also 0.335, so the actor is the most influential factor of the total and direct effect.

The total effect value of the influence of the goal factor on the management mode of college student music group is 0.254, the direct effect value is 0.171, and the indirect effect value of the target variable indirectly influencing the path through the actor variable is 0.082, so the goal is the second influencing factor of the total effect, the third is the direct effect value, and the first is the indirect effect value.

The total effect value of system factors on the management model of the university student music group is 0.226, and the direct effect value is 0.226. Therefore, the system is the third influencing factor of total effect and the second is direct effect value. The total effect value of resource factors on college student music team management mode is 0.219, the direct effect value is 0.156, and the indirect effect value of target variable indirect influencing path through actor variable is 0.064, so resource is the fourth influencing factor of total effect, fourth direct effect value and second indirect effect value

Research conclusion

This study should be given high priority with the rapid development of China's higher education, professional music education in colleges and universities has gradually emerged and faced many tests, including the test of research on the management model of student music groups cannot be ignored. Inspired by the accelerated pace of research on the management of student associations in universities around the world, the management of student associations in Chinese universities, has also been newly inspired. In this context, the organizational resources and other factors of Chinese college student music groups directly affect the construction of management mode, and also bring new severe tests to the management of this new and popular student group. However, the management of student music groups in Chinese colleges, as the core of the management reform of the second classroom of professional music education, still has not received much attention from the academic community. This study combines the theory and empirical research of college student associations, and combines qualitative research and quantitative research organically. Through literature research and grounded theory, qualitative research and empirical quantitative research are carried out. The research object focuses on the management mode of Chinese college student music group.

The so-called institutionalized management mode is to promote the internal management of student music groups according to certain established rules. Of course, such rules must be a contractual rule recognized by all of us. At the same time, such rules are also symmetrical in terms of responsibility and right. Therefore, the target mode of the future management of students' music groups is to absorb and utilize some useful factors of other management modes on the basis of institutionalized management mode. It is inevitable that there will be various problems for a single management system with such a complex structure of student music societies. Therefore, we should sort out the factors that should be considered in establishing a correct and suitable management mode from multiple perspectives. Based on the above-mentioned specific secondary impact factors, this chapter will put forward suggestions and specific solutions for the management mode of music group of college students in Guangdong Province.

Contribution to knowledge

1. Enrich the theoretical research of high-level universities and high-level research teams, and expand the research perspectives and methods of high-level universities and high-level research teams. The current research results will benefit the development of the academic field, and raise the importance of team management. Because the research results tell us that whether it is goal orientation, rules and regulations or resource allocation, the action of this study will be affected by various aspects. This study found that the working environment affects the job satisfaction of Orchestra members. Even students in other key departments should be valued and listened to. A single incentive mechanism cannot fully motivate university team members to work.

2. At present, there are few studies on the management mode of college music groups in China. Therefore, this study is also an attempt to explore a new mode of orchestra management to provide some reference for the management of college music groups. In the end, the form of community management is likely to be confused with that of group management.

Therefore, in terms of methodology, we should first establish the belief of "dare to break the rules and challenge the authority". In many countries, the academic atmosphere is too traditional, and the views of the predecessors must be respected; however, American scientists are not particularly deferential to the old ideas, but rather dare to challenge the old theories.

3. Contribution to practice. Music groups are playing an increasingly important role in enriching campus culture, cultivating students' interest, bringing into play their specialty and expanding their quality. As a second classroom to cultivate students' professional quality, student music groups are deeply loved by students and play an important role with their larger activity space, richer activity content and more flexible activity methods.

Therefore, this study attaches great importance to the construction of student music groups as an important way to cultivate students' comprehensive quality. The scale of student music groups has been expanding, the activities of music groups have been increasingly enriched, and the role of music groups has been enhanced. The construction of music groups has become a "new bright spot" in the development of university groups.

Provide a theoretical basis for the current Chinese universities and academies to scientifically create high-level teams. In recent years, innovative teams at various levels (national, provincial, municipal, University, college, etc.) have sprung up. However, how to form, guide and control the team is still an important issue for university managers. The solution of these problems has an important fundamental role in creating and managing disciplinary teams scientifically and effectively, improving the organizational efficiency of disciplinary teams, improving the level of disciplines, improving the level of school operation and building excellent teams.

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