



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

Keywords: Music Subject, educational administration, primary Schools

Introduction

Music education is crucial in the holistic development of primary school students, nurturing artistic and cultural appreciation and enhancing cognitive, social, and emotional skills. Research has shown that early music education can improve language development, increase IQ, and strengthen emotional resilience in children (Nnenna, 2023). However, effectively managing and implementing music programs in primary schools is challenging, often hindered by resource limitations and insufficient educator training. Successfully integrating music into the broader curriculum requires strategic planning and collaboration among educators, administrators, and policymakers, as well-managed programs can enrich other academic subjects and create a more engaging learning experience (McKoy & Lind, 2023).

In China, music education is integral to its cultural legacy and is increasingly recognized for its role in enhancing students' educational journeys (Williams, et al., 2016). Yet, disparities in resource allocation and educator expertise between urban and rural schools pose challenges to delivering quality music education uniformly (Li Z., 2023). Balancing traditional Chinese music with contemporary genres requires educators to navigate cultural preservation and global awareness. Despite these challenges, the importance of effective educational management in music programs is gaining recognition, with a focus on improving teacher training, resource distribution, and developing inclusive curricula (Guan, 2023). This study addresses the urgent need to understand and enhance the management of music programs in Chinese primary schools. It examines existing practices, challenges, and opportunities, highlighting the need for strategies that are adaptable to the diverse Chinese educational context (Wan, 2023). The goal is to provide actionable insights for educators and policymakers, aiming to enhance the efficacy and reach of music education in shaping young learners' futures in China (Ho, 2023).

Literature Review

Educational management theory

Educational Management Theory provides a vital lens for understanding the administration of educational programs and its impact on educational outcomes, particularly in the unique context of music programs in Chinese primary schools. According to research by Yue, et al. (2023) in the *Journal of Chinese Education Management*, the role of leadership is crucial in shaping the educational environment in China. Their findings highlight a growing



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

modeling, family attitudes, and digital media in shaping students' engagement and attitudes toward music education

Outcome-Based Education (OBE) Theory

Outcome-Based Education (OBE) theory, emphasizing clearly defined educational outcomes, is pivotal in evaluating music education efficacy in Chinese primary schools. This approach shifts focus from traditional teaching methods to actual student achievements. Li Y. (2023), in the *Journal of Educational Outcomes*, highlighted that schools implementing specific music education objectives, like enhancing musical skills and promoting cultural awareness, noted marked improvements in student engagement and performance. Qian (2023) also found that curricula with clear, measurable goals in music education led to more focused teaching strategies and improved student experiences, reinforcing OBE's core principle of outcome-focused education. Moreover, research on the impact of OBE on music teacher training programs in China demonstrated that outcome-oriented training significantly improves the quality of music instruction. Additionally, Thomson, et al. (2023) in the *Journal of Inclusive Education* explored OBE's role in promoting equitable music education. Their study suggested that OBE frameworks could help address quality disparities between urban and rural schools, enabling educators to tailor their methods to diverse student needs. These findings collectively suggest that applying OBE in Chinese primary schools' music programs leads to more effective, inclusive, and student-centered education. This aligns with the global shift towards outcome-based educational approaches, ensuring all students achieve key learning objectives.

Change Management Theory

Change Management Theory offers a strategic framework essential for implementing and managing educational changes, especially relevant in the evolving field of music education in Chinese primary schools. Zhang, et al. (2022), in their study in the *Journal of Educational Change*, examined the adoption of new music curricula in China's primary schools. They found that successful implementation relied on proactive change management strategies, including stakeholder engagement and effective communication, aligning with the theory's emphasis on managing the human aspects of change. Additionally, the impact of leadership style on embracing new music programs and teaching methods was highlighted in various studies. School leaders employing transformational leadership were notably effective in motivating teachers and students to adapt to new music education initiatives, a key aspect



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

of Change Management Theory. Challenges in integrating technology into music education were also addressed, underscoring the necessity of technical training and modifying teachers' attitudes towards technology use, reflecting important elements of the theory. These studies collectively indicate the applicability of Change Management Theory in the context of music education in Chinese primary schools. They underscore the importance of not only structural and procedural adjustments but also addressing cultural, attitudinal, and leadership factors for the successful adoption of new practices in music education

The Findings of the Study

The study's findings indicate that well-organized and coherent strategies are crucial for effectively managing changes within the educational system. Furthermore, each point emphasizes the significance of employing strategic, human-centered, and adaptive approaches. The material appears to be thorough and well-expressed, effectively capturing the intricacies and requirements of introducing change in the educational setting.

Conclusion

This study examines the management and efficacy of music programs in Chinese primary schools by using Educational Management Theory, Social Cognitive Theory, Outcome-Based Education Theory, and Change Management Theory. The key findings indicate that successful music education requires strong leadership, fair allocation of resources, a supportive social climate, clearly defined educational goals, and effective change management. The text emphasizes the disparities between urban and rural schools, the role of social factors on student participation, and the significance of outcome-oriented approaches. The study highlights the importance of adjusting to cultural and attitudinal shifts while introducing new music education efforts. In summary, it emphasizes the significance of a comprehensive strategy in overseeing music programs and proposes ongoing research to uphold music education as an essential component of the primary school curriculum in China.

References

- Bandura, A. (1977). *Social Learning Theory*. General Learning Press.
- Djohan, D., & Sittiprapaporn, P. (2023). Music Education in Post Truth and Global Trend 2040. *Proceedings of the 2nd International Conference on Intermedia Arts & Creative Technology (CREATIVEARTS) 2021*, (pp. 1–10).



การประชุมวิชาการนำเสนอผลงานวิจัยระดับชาติและนานาชาติ ครั้งที่ 16
“Global Goals, Local Actions: Looking Back and Moving Forward 2024”
วันที่ 20 มีนาคม พ.ศ. 2567

- Ho, W.-C. (2023). *Culture, Creativity, and Music Education in China: Developments and Challenges*. Routledge.
- Li, Y. (2023). Multi-dimensional and Three-dimensional Evaluation of Music Education Teaching Based on OBE Concept. *Transactions on Comparative Education*, 5(4), 58–72.
- Li, Z. (2023). Research on Chinese Music Education from a Multicultural Perspective. *Paradigm Academic Press Research and Advances in Education*, 2(9), 45–60.
- McKoy, C. L., & Lind, V. R. (2023). *Culturally Responsive Teaching in Music Education: From Understanding to Application*. New York: Routledge.
- Nnenna, U. J. (2023). The impact of music education on cognitive development and academic achievement in adolescents. *International Network Organization for Scientific Research*, 9(1), 16–19.
- Qian, P. (2023). Study the Reform Path of College English Classroom Teaching Based on Outcome Based Education (OBE). *The Educational Review*, 7(7), 1019–1024.
- Thomson, K., Dons, K., Vejgaard, M., Guerra, A., Innocenti, F., Hahn, K., . . . Faber, S. (2023). Diversity, Equity, and Inclusion in Higher Music Education: An Invitation for Action. *Association Européenne des Conservatoires*.
- Wan, W. (2023). The importance of developing creative thinking in preparing music education professionals in universities. *Interactive Learning Environments*.
- Wei, Y. (2023). The study of higher education policy in rural Australia's remote areas: what can China learn. *International Journal of Chinese Education*, 12(2).
- Yu, H., & Zou, Z. (2023). The music education and teaching innovation using blockchain technology supported by artificial intelligence. *International Journal of Grid and Utility Computing*, 14(2-3), 278–296.
- Yue, Z., Pattananon, N., & Nanongkham, P. (2023). The China's Aesthetic Education Reform in High School Music Education. *Journal of Modern Learning Development*, 8(4), 246–255.
- Zhang, L.-X., Leung, B.-W., & Yang, Y. (2022). From theory to practice: Student-centered pedagogical implementation in primary music demonstration lessons in Guangdong, China. *International Journal of Music Education*, 41(2), 271–287.