Effects of Self-Management on Academic Achievement of Music Teachers-Making Education Students at Local Universities In Hunan Province, Chaina

Xiyu Huang and Eksiri Niyomsilp
Ph.D. Candidate, Management, School of Management, Shinawatra University
Email: 32892966@qq.com

Abstract

This study was presented the improving self-management ability can effectively improve personal achievement. Though research objectives to study the status quo and influence of self-management and academic achievement of students of music teacher education at local universities. It was used a mixed analysis method to analyze the overall status and differences of self-management and academic achievement, and explore the relationship between them. The analysis results showed that the self-management ability and academic achievement level of music teachers-making education students at local universities need to be improved. There are obvious differences in the self-management ability of music teachers-making education students of different grades, genders and family incomes. Self-management has a significant positive impact on academic achievement. Occupational identity and Career planning play an intermediary role in the influence of self-management on academic achievement. Discussion on academic achievement In this study, academic achievement is measured by two variables: academic achievement and practical ability. Quantitative research results show that the percentage score of academic performance of music teachers-making education students in Hunan University is 63.7, and the percentage score of practical ability is 67.2. This shows that the academic achievement of music teachers-making education students in Hunan University is still at a low level, and it is urgent for the school to take measures to change this situation. In qualitative research, policy makers believe that it is necessary to improve students' self-

management ability to improve their academic achievement. Policy executors said that to improve the academic achievement of music teachers, universities and students need to work together. Most students think that their academic achievement is not ideal, and the school needs to strengthen management and training.

Keywords: Self-management, Academic achievement, Music teacher-making, Local universities

Introduction

In October 2018, General Secretary Xi Jinping emphasized at the National Education Work Conference that we must adhere to the development path of socialist education with Chinese characteristics, train socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, beauty, and labor, and comprehensively strengthen peace Improve the school's aesthetic education work, insist on educating people with aesthetics and culture, and improve students' aesthetic appeal and humanistic quality. At present, there are an estimated 35 million children in China learning piano, Guzheng and other musical instruments, and the number is growing rapidly at a rate of 10% per year (Wang, Z.&He,B.,2017)

Since the country put forward "quality education", music education has always occupied an important position. With the continuous development of China's urban and rural economy, music education has changed from elite to popular, and more and more universities, including many local universities, have opened one after another. Music education major (An, Y.2011). Since then, order-based, batch-based training of a large number of music teachers-making education students, on the one hand, has alleviated the problem of the lack of music teachers in the development of "quality education", on the other hand, it has faced the problem that the quality of the training of music teachers-making education students has been declining year by year.
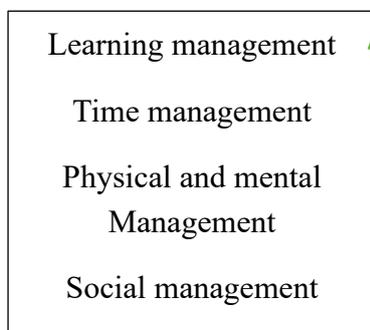
Research Objectives

      1. To evaluate the status quo of self-management and academic achievement of students of music teacher education at local universities.
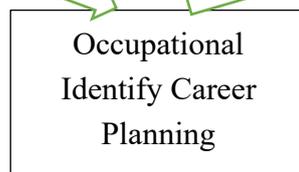
      2. To analyze the influence of self-management on the academic achievements of local students of music teacher education.

Conceptual Framework

Independent Variables   **Mediating Variables**   **Dependent Variables**
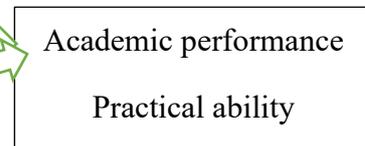

Figure 1 Developed from original research

Research Methodology

   This study uses a mixed research method, that is, a combination of quantitative research questionnaires and qualitative research interviews to obtain extensive and in-depth data from different information sources. Based on the analysis and research results, explore the influence of self-management of music teachers at local universities on academic achievement (Wang,Y&Zhou, M.,2015). This research builds a conceptual framework based on relevant domestic and foreign theories. The independent variable is "self-management", which contains elements of learning management, physical and mental management, time management, social management, occupational identity, and career planning. The dependent variable is "academic achievement", and its elements are academic performance and practical ability (Jin, S.&Bin, D. 2018). Through literature retrieval, brainstorming, experience summaries, expert surveys, etc.

As qualitative tool, though literature analysis, after discussing with the teaching and management teachers of the research object, the interview questions are designed according to the research direction. In qualitative tool, it was conducted one-to-one in-depth interviews with policy makers and implementers and record them in a timely manner (Mac,Cobb,S.2012). The interviewees elaborated and explained related issues in a semi-structured manner.

Research Results

This research takes music teachers-making education students from local universities as the research object. It mainly discusses two parts: one is the overall situation and differences of students' self-management and academic achievement; the other is the influence of self-management on academic achievement, as well as occupational identity and occupation (Park,H.2019). Does the plan play an intermediary role in the impact process? Since this research is mainly based on quantitative analysis, supplemented by qualitative research, the results of the research will be presented separately from the results of quantitative research and qualitative research.

1. Quantitative research results

1.1 The overall situation and difference analysis of self-management and academic achievement of music teachers-making education students at local universities

Through the statistics of the data collected in the survey, the average score of each variable of self-management and academic achievement. Self-management includes six variables. Academic achievement includes two variables. "Percentage score" is the ratio of the average score of the variable in the questionnaire to the total score. The formula is the average score of the survey/the total score of the variable * 100%.

Table 1 Overall situation of self-management and academic achievement of music   teachers-

    making education students

Variate	Average score	Percentile score
Learning Management	38.46	64.1
Time Management	34.32	57.2
Physical and mental management	30.84	51.4
Social management	45.00	75.0
Occupational identity	39.54	65.9
Career Planning	34.68	57.8
Academic performance	19.11	63.7
Practical ability	20.10	67.2

As can be seen from the table, the percentage score is roughly between 50 and 75 points. Social management scored the highest with 75 points. The lower is physical and mental management, with a percentage score of 51.4. and the time management and career management scores are not ideal, both below 60 points. On the whole, the results show that the self-management level and academic achievement of Hunan universities music teachers-making education students are generally at a low level and urgently need to be improved. Therefore, it is necessary for policymakers to formulate some policies for the school to change the status quo, so as to provide more for the society. Good talent. And strengthen the self-management of students, so that students can better manage their lives in the future.

1.2 Analysis of the relationship between self-management and academic achievement of music teachers at local universities

In order to understand the relationship between self-management and academic achievement of music teachers-making education students at local universities, this study tried to test the relationship between independent variables and dependent variables through single-factor analysis of variance, multiple regression testing and structural equation modeling.

Correlation analysis

A one-way analysis of variance was conducted on self-management and academic achievement. The results are shown in Table 2. The regression sum of squares is the highest, the coefficient is 12.224, the degree of freedom of each factor is 1, and the F value is the largest is physical and mental management. From the perspective of correlation, the significance of each factor is less than 0.05, which is statistically significant. Therefore, there is a significant correlation between academic achievement and self-management.

Table 2 Results of single factor analysis of variance on self-management and academic achievement of music teachers-making education students at local universities

Factors	Sum of Squares	df	Mean Square	F	Sig.
Regression	12.224	1	2.200	4.685	.032
Learning Management	9.482	1	1.537	11.238	.000
Time Management	7.526	1	1.118	7.337	.000
Physical and mental management	11.323	1	1.973	18.624	.013
Social Management	4.503	1	.625	5.391	.002
Residual	6.911	1	.869	14.217	.000

*Sig $\leq$ 0.05

Multiple regression analysis

In order to find the correlation between the variables of self-management and academic achievement, and to explore whether there is a causal relationship, this study conducted a multiple regression test on self-management and academic achievement in table 3. The results show that the significant p-values among learning management, time management, physical and mental management, social management and academic achievement are all less than 0.05, and there is a significant causal relationship. This shows that self-management has a positive and significant impact on academic achievement. The stronger the self-management ability, the

higher the academic achievement. It can be seen from the results that time management has the greatest impact on academic performance, with a regression coefficient of 0.294, and time management also has the greatest impact on practical ability, with a coefficient of 0.278. The regression coefficient of physical and mental management to practice ability is the lowest, with a regression coefficient of 0.089.

Table 3 Multiple regression test of the relationship between self-management and academic performance

Factors	Academic performance	Practical ability
Learning Management	0.235	0.244
Time Management	0.294	0.278
Physical and mental management	0.108	0.089
Social management	0.231	0.198
Sig.	0.00	0.00

*Sig ≤ 0.05

Structural equation model analysis

In order to further analyze the influencing factors of self-management, occupational identity, career planning and academic achievement and their degree of influence, this section will conduct a comprehensive analysis of structural equation model through AMOS20.0, and obtain the internal causal relationship and degree of influence between them.

First, the four indicators of self-management, learning management, time management, physical and mental management, and social management, were tested for fit with the academic achievement scale. Through the test, all indicators meet the standards and requirements of the model test, indicating that the constructed, the model has a good fitting effect. Next, analyze the structural equation model. The significance reflected by the latent variable coefficient in the structural equation model refers to the degree to which the change of one variable will cause the

change of other variables.

Table 4 Model parameter estimation results

	Standardized estimates	P	Accept/Reject
Academic achievement<---Learning management	0.77	0.000	Accept
Academic achievement<---Time management	0.82	0.000	Accept
Academic achievement<---physical and mental management	0.86	0.000	Accept
Academic achievement<---social management	0.78	0.000	Accept

From the model parameter estimation results in table 4, the latent variables of academic achievement are positively affected by learning management, time management, physical and mental management, and social management variables. The most influential is physical and mental management, with a coefficient of 0.86, which is It is said that when the score of the physical and mental management of the explicit variable increases by 1 percentage point, the score of the latent variable academic achievement behavior increases by 0.86 percentage point. This result validates the hypothesis that self-management has an important influence on academic achievement.

The mediating role of career identity and career planning in the influence of self-management on academic achievement

In this study, we are interested in the influence of the independent variable (self-management) on the dependent variable (academic achievement), but the independent variable (self-management) may affect the dependent variable (academic achievement) through variables (occupational identity and career planning) Therefore, we put forward the hypothesis that variables (occupational identity and career planning) play an intermediary role in the influence of the self-management of music teachers-making education students at local universities on

academic achievement, and call it an intermediary variable. The independent variable is self-management (X), the intermediary variable is career identity and career plan (M), and the dependent variable is academic achievement (Y). The following figure studies the mediating role of occupational identity and career planning on self-management and academic achievement.
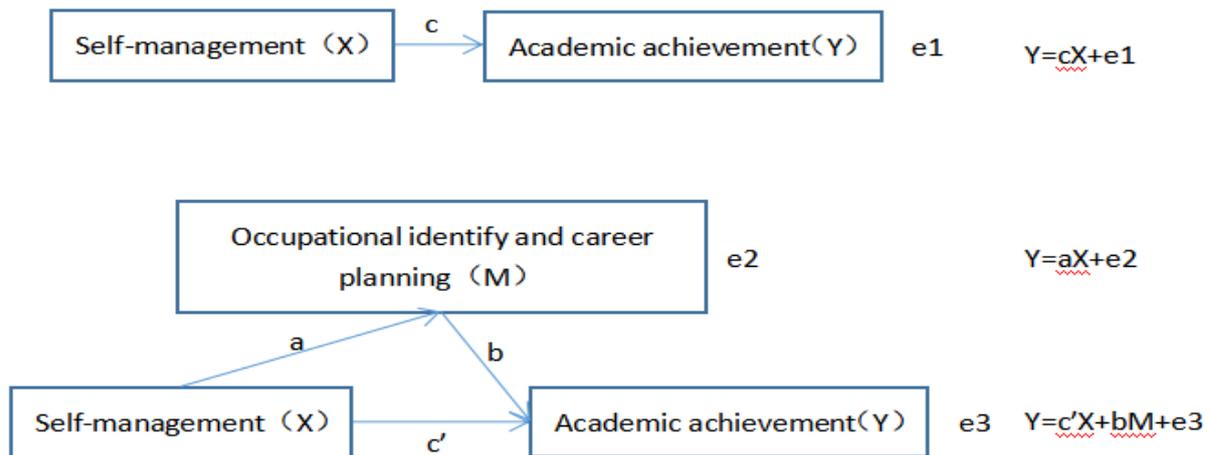

Figure 2 The mediating effect of occupational identity and career planning

To test whether variables play a mediating role in the model, if the regression coefficient of the independent variable drops to a negligible level (c'=0), it indicates that the mediating variable plays a complete role in the model. If the role of mediation is only slightly reduced, but can still reach a significant level, it indicates that the mediation variable plays a part of the mediation role in the model. In this study, the three equations of Y = cX + e, M=aX+e2, Y=c'X+bM+e3 were tested to check whether they are valid. The results show that the regression effects of these three sets of equations are significant, which means Career identification and career planning play an intermediary role. Next, we need to further examine whether the mediation is partially or completely mediated.

Table 5 Mediation regression analysis model

	Non-standardized coefficient		P
	B	Std-error	
（Constant）	0.760	0.041	0.000
Self-management	0.695	0.046	0.000
Occupational identify and career planning	0.771	0.141	0.000
R2	0.503		
Adjust R2	0.412		
F	27.334		0.000

It can be seen from the table 5 above that the regression coefficient value of c' is 0.695, and the corresponding P value is <0.05. This shows that the mediating effect of the independent variable (self-management) on the dependent variable (academic achievement) is not completely mediated by the mediating variable (occupational identity and career planning). The mediation effect accounted for 62.1% of the total effect. The overall structure model diagram is as follows:
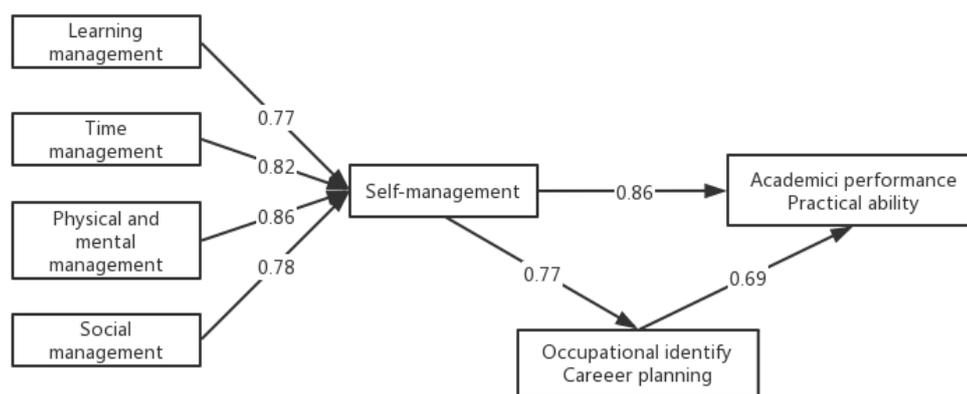

Figure 3 The model of the impact of self-management on academic achievement

In general, through correlation analysis, multiple regression analysis, and structural

equation model analysis of self-management and academic achievement, the results show that the self-management of music teachers-making education students at local universities has a direct impact on academic achievement, as well as occupational identity and career planning. In the process of self-management's influence on academic achievement, it plays a part of mediating role. Hypothesis 2 is tested.

Discussion

1. Discussion on self-management

From the results of quantitative research, the current self-management level of music teachers-making education students is not high enough, and the percentage of self-management is between 50 and 75 points. Among them, the social management score was the highest, and the physical and mental management score was the lowest. Therefore, schools need to formulate corresponding policies to improve physical and mental management. From the difference in self-management, there are significant differences in the grade, gender and income level of music teachers-making education students ($P < 0.001$). This shows that the self-management level of ordinary music majors of different genders, grades and income levels are different, showing a trend of first decline and then rise. The first and second year students of the university pay more attention to learning and self-management, occupational identity and The management level of career planning is relatively poor, while the level of learning and physical and mental management of students in the third and fourth grades continues to decline, and the management level of occupational identity and career planning is continuously improved. In terms of gender differences, the level of self-management of female students lies in physical and mental management. The upper level is lower than that of male students, but higher in other respects. From the perspective of family income differences, different incomes show different levels of self-management. Among them, music teachers-making education students whose income is between RMB 8001 and RMB 12,000 have the highest level of self-management. There is no significant difference in income levels between professional status and career planning. From

the conclusion of qualitative analysis, it supports the result of quantitative analysis. In the qualitative analysis, the interviewees generally believe that the level of self-management ability of music teachers-making education students is low, and that the factors that affect the level of self-management ability come from internal self-factors and external environmental factors. If you want to change the status quo of self-management, you need to solve these two problems.

2. Discussion on the impact of self-management on academic achievement

In order to fully understand the relationship between the self-management level of local music teachers-making education students and their academic achievement, this study adopts a mixed research method, namely quantitative analysis, supplemented by qualitative analysis. In quantitative research, this study conducted single-factor analysis of variance and multiple regression analysis. The results showed that there was a significant correlation between the academic performance, practical ability and self-management ability of music teachers-making education students in local universities ($P<0.05$). Through multiple regression analysis, it is found that there is a significant causal relationship between learning management, time management, physical and mental management, social management, occupational identity and career planning and academic achievement ($P<0.05$). In qualitative research, policy makers, policy executors, and music teachers all believe that the level of self-management affects academic achievement. The general music teachers-making education students also believe that the improvement of self-management ability can significantly improve personal academic achievement.

Conclusion

Qualitative research results

In order to gain a deeper understanding of the relationship between self-management and academic achievement, the researchers conducted qualitative interviews with relevant personnel of the Teachers Normal School of Music of Hunan university, and adopted one-to-one in-depth interviews for policy makers and policy executors. music teachers-making education students

use brainstorming. The interview questions were compiled through literature review and personal experience (Lee,J.Kim,J.,2012). Experts evaluated the effectiveness before the formal interview. The results showed that more than 90% of the experts believed that the questionnaire could provide decision-makers and executors with good self-management of students. Cognition can also accurately reflect students' views on the relationship between self-management and academic achievement, so the results obtained through the questionnaire are reliable.

1. Qualitative analysis of policy makers

A total of ten policymakers were interviewed, and they all held similar views on the self-management of music teachers-making education students. This article selects the most representative deans to analyze the qualitative research results of policy makers. He believes that the self-management of ordinary music students includes three aspects: the first is learning ability, including self-management, self-learning ability, independent thinking ability and self-discipline ability. The second is life ability, which includes behavior habits, people's words and deeds, etc. The third is to have the ability to manage thoughts. The music teachers-making education students should love their profession and recognize the status of teachers. The current situation of self-management of music teachers-making education students is not ideal. As an academy, it is necessary to actively change policies, pay attention to educational practice, and improve the quality of teachers. At the same time, he also believes that the level of self-management of students should be improved and they should be trained to have the "four qualities". The teacher is of great significance.

2.Qualitative analysis of policy implementers

The researchers interviewed ten policy implementers, and their views were basically the same. The most representative one was the deputy secretary of the Party branch of the Hunan University School of Music and Dance, who was in charge of student management. Which believe that self-management can be understood from the two levels of time and content. Academic achievement is mainly the academic or competition awards at school, and the achievements after graduation (Liu, Y.,2018). In addition, he also talked about the relatively

weak self-management ability of the music teachers in school, the weak time concept, and the failure to pass more exams, resulting in a lack of self-development ability after graduation. Therefore, strengthening the self-management ability of the students is important for the students. Both development and the quality of school personnel training have positive significance.

3. Qualitative analysis of music teachers-making education students

In order to understand the understanding of self-management and academic achievement of music teachers-making education students at local universities, this study conducted qualitative brainstorming interviews with ten music teachers-making education students of different grades and genders from Hunan University. The 10 students were divided into four groups and freely talked about their views on self-management and academic achievement (Chen, H., 2018). The researchers recorded these views. The following is a statement and analysis of typical views. Currently, students are generally dissatisfied with their level of self-management. They believe that their poor self-management skills will lead to unsatisfactory academic performance. I hope that the school can help him improve his management skills. Some believe that the factors that affect self-management come from two aspects: one is the environment and the other is the mentality. The environment can also be divided into two aspects. The first is the family environment, and the other is the external environment. In order to improve the level of self-management, some students believe that they should first have confidence. By participating in various activities and actively expressing yourself, you can increase your self-confidence, while developing your own interests can also improve your self-management level. Some students think that to improve their self-management level, they must first make a good plan for their shortcomings, develop their management abilities from all aspects, and try their best to improve and adapt their management skills. Secondly, read and learn more knowledge to improve my ability and exercise my self-management ability.

Generally speaking, policy makers believe that self-management includes three abilities: learning ability, living ability and independent thinking ability. Policy implementers believe that

self-management comes from long-term self-management and short-term self-management. music teachers-making education students at Hunan University generally believe that their self-management ability is very low, and will affect his learning achievement, because university life mainly depends on independent learning, if they are not good at self-management, academic achievement will be directly affected (Duck, J.K., 2018). Therefore, they hope that the school can formulate relevant policies to change this situation.

References

An,Y. (2011), "Analysis on the Influence of Ball Games on Chinese College Game Fans' Socialization Cognitive Development", Education for health, *Abingdon, England*, 24(2),552-552.

Chen, H. (2018), "A Study for Validation of W-Collegiate Essential Skills Assessment", *Journal of Creative Information Culture*, 4(3), 261-271.

Duck, J. K. (2018), "A Convergence Study on the Core Competencies of students: G college", *Journal of the Korea Convergence Society*. 9(7), 77-86.

Jin, S. & Bin, D. (2018), "*The Practical Research on Establishing Provincial Advanced Class Collectives in Classes of PE Majors in Yunnan Province", in ZHOU, Y.* (Ed.),154-162.

Lee, J. & Kim, J. (2012), "A Study on the Relationship between College Students' Essential Skills and Academic Achievement", *The Journal of Vocational Education Research*. 31(2),227-246.

Liu, Y. (2018), "The Influence of the Internet Sports Information on College Physical Education", Educational Sciences-Theory & Practice. 18(6),2949-2957.

Mac Cobb, S. (2012), "National behavior support service and occupational therapy in school: An Irish experience", *International Perspectives on Inclusive Education*, 57-74.

Park, H. (2019), "A Case Study on the Learning Support Programs for Academic Probations-Focusing on the STEP-UP Program ", *Culture and Convergence*. 41(1),953-976.

Wang, Y. & Zhou, M. (2015), "On the Research of the Situation and Countermeasures Based on Students' Self-management Campus Network Service Platform", *The Journal of Humanities and Social science*. 15(6),621-625.

Wang, Z. & He, B. (2017), "A Study on the Causes, Negative Effects and Countermeasures of Mobile Phone Use in College Students", *Advances in Social Science Education and Humanities Research*. 582-584.

Xiang, X. (2017), "*Analysis of the Management of Higher Vocational Students in the Mode of Modern Apprenticeship"*, in LIU, Z. & WANG, L. (Ed.),175-178.