

# Development of Self-management Model of Advanced Choir Training Program for Students Willing to be a High School Music Teacher in Wuhan, China

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## Abstract

This study aimed to develop and validate a self-management model for advanced choir training programs for high school music teacher preparatory students in Wuhan, China. The research addressed existing challenges in choir education, such as the emphasis on technical skills over self-directed learning and the limited diversity in teaching governance systems. Grounded in self-management theory and the framework of advanced choir projects, the study integrated literature analysis, questionnaire surveys, expert consultations, and satisfaction evaluations to construct and verify the proposed model.

The findings revealed that (1) Students aspiring to become high school music teachers in Wuhan possessed a relatively high level of self-management knowledge and skills ( $\bar{x}$  = 3.54), yet expressed even higher expectations for improvement ( $\bar{x}$  = 3.82), demonstrating the perceived importance of this competence. (2) The developed advanced choir self-management training program, based on six expert-approved core dimensions and the Taba curriculum model, achieved a high content validity index (IOC = 0.99), indicating strong reliability, clear objectives, and effective assessment standards. (3) Implementation of the program significantly enhanced participants' self-management abilities, with post-test scores ( $\bar{x}$  = 26.27) showing a statistically significant improvement over pre-test scores ( $\bar{x}$  = 14.87,  $p < 0.01$ ). The effect was reinforced by hierarchical task design and dynamic feedback mechanisms. (4) Trainee satisfaction was extremely high ( $\bar{x}$  = 4.57), particularly regarding training outcomes and organizational management ( $\bar{x}$  = 4.62). Although satisfaction with self-management skill development was slightly lower ( $\bar{x}$  = 4.49), responses remained highly positive and consistent (S.D. = 0.61). Overall, this research established a validated self-management model for advanced choir training that not only strengthens music teacher preparation in Wuhan but also offers a practical and replicable framework for advancing regional aesthetic education reform.

**Keywords:** Advanced choral training program, Self-management, Training of high school music teachers, Class choral management, Taba course model

## Introduction

In the current research on choral teaching activities in primary and secondary schools, scholars mostly focus on the primary and middle school stages and do not dig enough into the development of choral teaching in high schools. (Palkki, 2020, pp. 126-146). General high school choral teaching bears the heavy responsibility of personality shaping and moral cultivation in the process of choral development. Therefore, general high schools should pay attention to the construction of choral teaching and adopt a high level of choral education while ensuring the reasonableness of teaching objectives. It is necessary to ensure the rationality of the teaching objectives while adopting scientific teaching methods. (Romero, 2019). In the actual needs of high school teaching, the music classes taught by music teachers put more emphasis on class choral management and individual teaching skills, so choral self-management and teaching skills are quite beneficial to music teaching and an important demand direction for employers. (Yang, 2020) With the deepening of quality education, the importance of students' self-management skills is getting more and more attention. (Ramadan and Saleh, 2024) For this reason, the researcher has developed an advanced choral training program for aspiring high school music education students, which incorporates the self-management model so that aspiring high school music education students can improve their employ ability and better adapt to society. (Huda, 2024) After the advanced choral training program, the students' management ability, professional ability and practical ability will be significantly improved, laying a solid foundation for entering the high school music teaching team.

This paper tries to propose that China's high school music classroom management should take class chorus as a starting point, adopt self-management mode, and strengthen the cultivation of self-management ability of class chorus members. (Robinson, 2024, pp.1-10.) Proposing the theory of self-management for advanced choir training programs can provide reference for the reform of aesthetic education in theory and practice, and contribute to the further improvement of the theoretical system of high school music teaching management. Choir self-management is the inevitable development of the times, and is a reflection of the modernization of the governance system and governance capacity of high school music teachers. (Batovska et al, 2023). The importance of this study is reflected in: 1) aiming to construct a theoretical model of self-management of advanced choral training courses; 2) assessing the level of self-management of advanced choral training courses and its determinants in Wuhan Media College in Wuhan City, Hubei Province, as an example, identifying the role of determinants on the self-management of advanced choral training courses, validating and revising the theoretical model of self-management of advanced choral training courses; 3) formulating self-management intervention strategies for advanced choral training course self-management intervention strategy, in order to improve the implementation effect of self-management in advanced choral training course, improve the

traditional and single nature of advanced choral training course, and promote the teaching effect of advanced choral training course. (Pirimkul, 2024)

According to the questionnaire on the needs of advanced choral training program statistics self-management knowledge and ability, advanced choral training needs, advanced choral theory learning needs, awareness of the implementation steps of self-management, personal motivation and goals of learning, and assessment and feedback mechanisms in total of six dimensions were recognized by most of the trainees. Analyzing and summarizing these data will provide better support and assistance in the development of advanced choral training, and this study also provides some theoretical data for music graduates who aspire to become high school music teachers. (Bedolla, 2023)

### **Research objectives**

1. To investigate the needs of advanced choir training program for students willing to be a high school music teacher in Wuhan, China.
2. To develop self-management model of advanced choir training program for students willing to be a high school music teacher in Wuhan, China.
3. To evaluate the effectiveness of self-management model of advanced choir training program for students willing to be a high school music teacher in Wuhan, China.
4. To investigate the student satisfaction about the advanced choir training program.

### **Literature review**

#### **Advanced Self-management Model**

Since the middle of the 20th century, western scholars have taken the lead in self-management research, expanding from economics to management. Drucker (2018) emphasized in the management challenges of the 21st century that knowledge workers need to realize their professional value through self-management, including recognizing their own advantages, collaboration ability and continuous learning. Subsequent scholars such as Manz and Sims (1980) proposed the model of "self-management replacing leadership", advocating that individuals achieve self-management through goal setting, self-assessment and behavior regulation; The empirical study of Frayne and Geringer (2000)

#### **Advanced Choir Training Program**

The literature review systematically combs the core concept of the advanced chorus training project and its multi-dimensional value in the field of education. The research points out that chorus music educators need to combine vocal pedagogy with multiple musical literacy, and improve students' vocal skills, cultural understanding and teamwork ability through scientific training (Tsabary, 2013; Pecina, 2017). However, the current undergraduate education generally lacks the required courses of vocal music teaching method, which may cause potential damage to students' vocal cords due to the limited knowledge of some teachers in chorus rehearsal (Ovcharenko, 2020; Schade, 2017). In this regard, scholars

emphasize that vocal music teaching method should be incorporated into the pre service training system of teachers, and the knowledge gap should be filled through continuous professional development (such as master class and interdisciplinary cooperation) (Winnie, 2014; Boyack, 2014).

### **Training Program (TABA)**

The literature review systematically combs Hilda Taba's curriculum design model and its educational application. Taba model takes induction as the core, proposes a seven-step cycle framework (needs diagnosis, goal setting, content selection and organization, learning experience design and evaluation), emphasizes the "bottom-up" logic of curriculum development, and endows teachers with the leading power to adapt to learners' needs (Taba, 1962; Jong, 2022). Based on pragmatist philosophy and behaviorist psychology, the model ensures a high degree of consistency between course content and learning behavior through a hierarchical goal system (from overall goals to sub goals) and a quantitative evaluation mechanism (such as goal reference test) (Bhuttah et al., 2019).

### **High School Music Teacher**

The literature review systematically combs the development context and practice mode of high school music education in the context of China and foreign countries. Domestic research shows that China's high school music education has gone through several rounds of curriculum reform (such as the 1995 syllabus of art appreciation course for ordinary high schools and the 2003 music curriculum standard for ordinary high schools), gradually establishing the core goal of "educating people with aesthetics", expanding the curriculum structure from a single appreciation course to covering multiple modules such as vocal music, creation and drama, and building a "Trinity" evaluation system (self-evaluation, mutual evaluation, expert evaluation), and significantly improving teachers' qualifications (the proportion of master's degree rose from 5% to 12.4%), but facing challenges such as the loss of focus of interdisciplinary integration and the disconnection between theory and Practice (Liu Bo, 2013; Jiang Yangbo, et al., 2017).

### **Effectiveness**

The effectiveness theory of music education emphasizes the synergy between the systematic framework and multi-dimensional practice: using Brivio & Trott (2019) system field theory model for reference, build a comprehensive system covering curriculum innovation (such as modular elective and cross-cultural content integration), teachers' self-efficacy improvement (Biasutti & Concina, 2018 pointed out that social skills and teaching beliefs are key predictors), dynamic evaluation mechanism (formative qualitative quantitative "Trinity" evaluation) and technology empowerment. The theory advocates that through the interaction of differentiated instructional design, immersive activities (improvisation/ensemble) and community culture, the synchronous cultivation of aesthetic literacy and creative thinking can be achieved, and the iterative upgrading of education quality can be guaranteed by continuous professional development (such as discipline integration and Research) and resource



optimization (school-based textbook Development), so as to finally form a two-way enabling mechanism to promote the overall development of individuals and the inheritance of social culture.

### Satisfaction

The satisfaction theory in music education focuses on the multidimensional interaction of students' participation, achievement perception and emotional connection, and its core is to improve the learning experience through personalized teaching strategies (such as the integration of multiple music styles, independent creative space) and collaborative environments (such as choir rehearsals and community performances) (Cidral et al., 2018). Research shows that students' satisfaction is driven by both intrinsic motivation (such as self-expression and creative exploration) and external support (teacher feedback and peer interaction): Kurdi et al. (2020) pointed out that positive feedback mechanism and sense of goal achievement (such as skill refinement and public performance) significantly enhance satisfaction; Ali and Anwar (2021) emphasized the importance of inclusive design (cross ability hierarchical teaching, barrier free resources) and lifelong learning orientation.

### Research framework

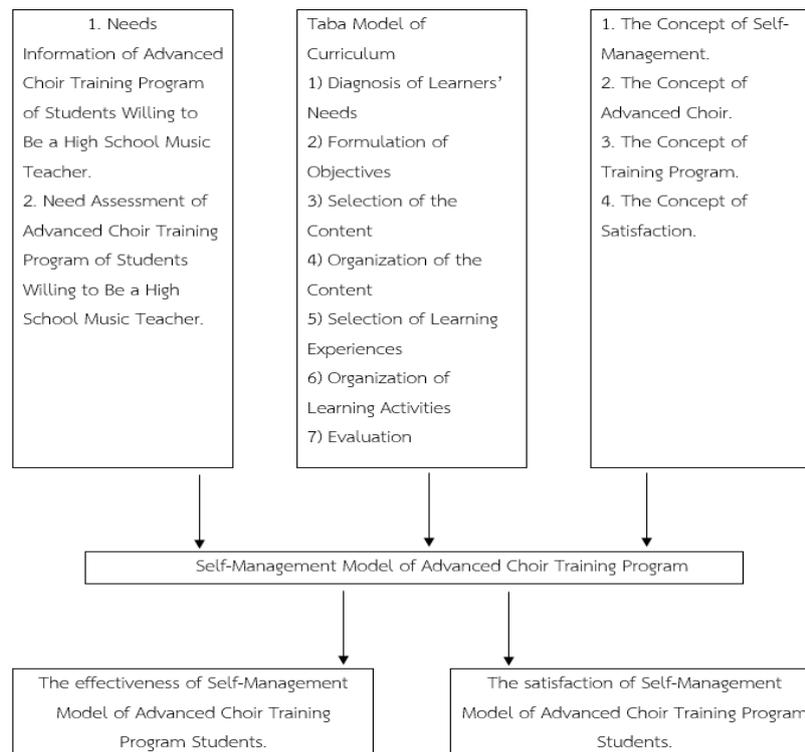


Figure 1 Research framework

## Research methodology

The methodology involved the following steps:

### **Stage 1: Investigate the needs.**

Approval and permission were obtained from the questionnaire unit through the researcher's application. One day will be spent filling out 222 online questionnaires (e.g., Questionnaire Star app), and the data will be cut off and collected and collated on Sunday evening at 7:00 p.m. when the evening roll call for the whole year will be conducted.

Before the survey is conducted, the following hypotheses are proposed and it is hoped that these hypotheses will be tested through this questionnaire survey.

### **Stage 2: Focus Group Meeting.**

Through the researcher's application, after getting the data from the questionnaires, it was planned to invite school leaders, experts from China Choral Art Research Center and experts from Hubei Choral Association to attend an advanced choral training seminar in Wuhan Media College, which lasted for about four hours, and to prepare for the creation of the self-management model through the interviews with the leaders and experts and the group meetings.1) Using 222 questionnaires, we collected data and information on students' perceptions of choral practice training in the music department of Wuhan Media College; 2) 30 fresh graduate students questionnaires were used to collect data and information on preliminary teachers perceptions of students' choral practice training in Wuhan Media College.

Other existing dissertation databases, core journals, books and publications, and literature related to this study collected according to the inductive method were reviewed, researched and analyzed for a comprehensive understanding and knowledge of the current research status and research results.

### **Stage 3: Training Program.**

The conference focused on enhancing choral training through self-management, covering six key areas: self-concept, awareness, attitude, status, use of learning tools, and competency development. It emphasized that self-knowledge is essential for effective self-management, as learners must understand themselves and the concept of self-management to apply it successfully. The attitude dimension reflects learners' willingness to self-manage, while the status dimension assesses their performance in doing so. The use of learning tools supports the development of choral practice competency through self-management strategies.

The researcher employed empirical data from questionnaires to ensure reliable analysis. Before validation, the questionnaire was reviewed by a research consultant and five experts—two in arts and education, and three in statistics and educational research. Expert feedback was incorporated to improve the tool. The Index of Consistency (IOC) for each item ranged from 0.66 to 1.00, indicating acceptable content validity. Pretest data were analyzed, and adjustments were made based on expert recommendations, supporting the validity of the questionnaire design.

The data and information collected will be analyzed, interpreted, and then expressed in terms of frequency, percentage, mean, and standard deviation (S.D.). A five-point Likert scale was used to evaluate the respondents' needs and problems with advanced choral training in self-management.

The criteria and definition of the mean score range were as follows: Quantitative research method was used to analyze the views and opinions of the 10 experts obtained during the focus group discussion sessions, which were then used to revise and refine the content of the management guide manual. Scoring Reference Table: (Srisaard, 2002)

#### **Stage 4: Satisfaction Questionnaire.**

After the completion of the training program, a satisfaction questionnaire will be administered to gather feedback from the participants regarding their satisfaction levels with the program. The satisfaction questionnaire will be designed to assess various aspects of the training program and gather insights into participants' experiences and perceptions.

The satisfaction questionnaire will include questions covering the following areas:

Overall satisfaction: Participants will be asked to rate their overall satisfaction with the training program on a five-point Likert scale, where 1 represents "very dissatisfied" and 5 represents "very satisfied."

Program effectiveness: Participants will be asked to evaluate the effectiveness of the training program in improving their choral practice skills, self-management abilities, and overall learning experience.

Relevance of content: Participants will be asked to assess the relevance and usefulness of the content covered in the training program in relation to their needs and goals as aspiring high school music teachers.

Quality of instruction: Participants will be asked to rate the quality of instruction provided during the training program, including the expertise of the instructors, clarity of explanations, and helpfulness of teaching materials.

Opportunities for participation: Participants will be asked to provide feedback on the opportunities they had for active participation, engagement, and interaction during the training program.

Suggestions for improvement: Participants will be given the opportunity to provide suggestions for improving future iterations of the training program, including any additional topics or activities they would like to see included.

Likelihood to recommend: Participants will be asked whether they would recommend the training program to other aspiring high school music teachers and to provide reasons for their recommendation.

The satisfaction questionnaire will be administered electronically or in print, depending on the preferences of the participants. Participants will be assured of confidentiality and anonymity, and their responses will be used solely for research purposes.

The data collected from the satisfaction questionnaire will be analyzed to identify strengths and weaknesses of the training program, areas for improvement, and overall satisfaction levels. This feedback will be valuable for refining future iterations of the training program and ensuring its effectiveness in meeting the needs of aspiring high school music teachers.

## Research result

### 1. The needs of advanced choir training program for students willing to be a high school music teacher in Wuhan, China.

Findings of demand analysis for advanced choral training.

**Table 1** Findings of demand analysis for advanced choral training

Dimensions	Current Situation			Expectation		
	$\bar{X}$	S.D.	Rating Scales	$\bar{X}$	S.D.	Rating Scales
Self-management Knowledge and Skills	3.54	0.62	High	3.82	0.59	High
Advanced Choir Training Practice Needs	3.91	0.74	High	4.05	0.79	High
Advanced Choral Theory Learning Needs	4.04	0.78	High	4.18	0.85	High
Awareness Of the Importance of Self-Management Implementation Steps	4.05	0.83	High	4.22	0.88	High
Personal Learning Motivation and Goals	4.08	0.84	High	4.28	0.94	High
Assessment and feedback mechanisms	3.50	0.59	Middle	3.83	0.61	High
<b>Average</b>	<b>3.85</b>	<b>0.73</b>	<b>High</b>	<b>4.06</b>	<b>0.78</b>	<b>High</b>

According to table 1, the expected average score is higher than the current average score. The current average score is at a high level ( $\bar{x}$  = 3.85, S.D. = 0.73), and the expected average score is at a high level ( $\bar{x}$  = 4.06, S.D. = 0.78). The above analysis summarizes that the expected averages of the six dimensions of advanced choral training are all higher than the current average scores. From the perspective of personal learning motivation and goals, we can see that the expected value average was at a high level ( $\bar{x}$  = 4.28, S.D. = 0.94). Personal motivation and goals were highly valued, and the expected value was significantly improved. The students were motivated to achieve more and align their learning outcomes with their personal goals. From the perspective of understanding the importance of self-management strengthening steps, we can see that the expected value average was at a high level ( $\bar{x}$  = 4.22, S.D. = 0.88), and the scoring standard is high. The importance of self-management strengthening steps is valued, From the perspective of advanced choral theory learning needs, we can see that the expected value average was at a high level ( $\bar{x}$  = 4.18, S.D. = 0.85).

The expectations with lower average values are in the following three dimensions: From the perspective of self-management knowledge and ability, the average expectation average was at a high level ( $\bar{x}$  = 3.85, S.D. = 0.40). Although the expectation was relatively the lowest,

it was still at a high level, indicating that students value flexibility and expect significant progress. In the dimension of evaluation and feedback mechanism, the expectation average was at a high level ( $\bar{x}$  = 4.08, S.D. = 0.65). This shows that students' expectations for improvement in personalized feedback have increased significantly, and they hope that teachers will provide more targeted feedback. In the advanced choral practice dimension, we can see the expectation average was at a high level ( $\bar{x}$  = 4.29, S.D. = 0.99). This showed that students expected practical training immediately after theoretical learning because it was essential to consolidate new knowledge.

## **2. Self-management Model of Advanced Choir Training Program**

### **2.1 Focus Group Meeting**

In order to develop and extract the elements of the self-management model for advanced choral training, an internal expert group needs to be formed in the preliminary stage of the work. It is planned to invite experts from the China Choral Art Research Centre, the Hubei Choral Association and other relevant experts to attend a seminar on the self-management model of advanced choral training at the Wuhan Media College. The criteria for the selection of experts included: extensive experience in high school choral education and research; extensive expertise in choral conducting, vocal pedagogy, educational management and the construction of high school choir management; active participation in social organization's and related influential activities; researchers who have contributed to choral theories, published works and the development of educational professions; and the experts should represent different perspectives and backgrounds in the field of education. The workshop was roughly four hours long and prepared for the creation of the self-management model through interviews and group sessions with various experts.

### **2.2 Focus Group Discussions**

#### Overall Meeting Conclusion

The expert panel reached a consensus on the six core dimensions critical to self-management in advanced choir training programs.

- 1) Self-Management Knowledge and Skills: Essential for empowering students with the tools to regulate their practice.
- 2) Advanced Choir Training Practice: Emphasizing the integration of traditional techniques with modern innovations.
- 3) Advanced Choral Theory: Providing a solid theoretical foundation for interpreting complex musical works.
- 4) Self-Management Implementation Steps: Advocating a structured, cyclical process for goal-setting and practice.
- 5) Individual Learning Motivation and Goals: Highlighting the importance of intrinsic drive and personalized objectives.
- 6) Assessment and Feedback Mechanisms: Ensuring ongoing evaluation and continuous improvement through comprehensive feedback.

Together, these dimensions provide a comprehensive framework for developing self-management models in advanced choir training, ultimately fostering an environment of sustained artistic excellence and personal growth.

In each unit of the course, it is suggested to draw on the Taba Curriculum Model for curriculum design, each lesson is gradually constructed through the seven steps of diagnosing learners' needs (pre-test), formulating objectives, content selection, content organization, selection of learning experiences, organization of learning activities, and evaluation (post-test) of the course, to build a system of advanced choral courses. The design steps of the Taba course model can provide reference and reference for the development of learners' self-management ability, and can better formulate an advanced choral training course that combines self-management principles with choral training methods.

According to The Index of item-objective Congruence (IOC) of the six units in terms of correctness and suitability of the contents of management guidelines, the self-management modelling training courses for the advanced choral training course had a high level of inter-rater agreement on the assessments related to the various modules of the course. The majority of the courses had an IOC of 1.00, which means that there was a high degree of consistency between the five experts' assessments of the content and instructional outcomes of the six modules of the course. This high degree of consistency suggests that the courses have clarity and stability in their course design, instructional objectives, and assessment criteria, allowing raters to base their judgements on more consistent criteria. Only lesson 5 in unit 1 and unit 5 had a relatively low IOC of 0.80. Based on the high IOC value, it can be inferred that the designed training program is capable of consistently imparting knowledge and skills to the trainees during the implementation of the advanced choral competency for aspiring senior secondary music teachers and has high reliability in the assessment of teaching effectiveness. This provides strong data support for the continued implementation and optimization of the designed training program and reflects the effectiveness of the designed training program.

### **3. Evaluating the effectiveness of a self-managed model of an advanced choir training program for students aspiring to become high school music teachers in Wuhan.**

The Advanced Choral Training based on the Self-Management Model aims to comprehensively improve the participants' choral teaching ability and self-management qualities, helping them to become excellent high school music teachers in Wuhan. The project revolves around six dimensions: self-management knowledge and competence, overview of the frontiers of advanced choral training, overview of advanced choral theory, self-management implementation steps, personal learning motivation and goals, and assessment and feedback mechanisms, and consists of six units of five hours each, for a total of 30 hours. The process of training includes: pre-training test, operation design, action practice, post-training test, design program adjustment, optimization and empowerment.

Step 1: Participants complete the pre-test of the advanced choral training course.

Before the official launch of the Advanced Choral Training Program, we conducted a comprehensive pre-test assessment of the participants, aiming to gain an in-depth understanding of the participants' initial level, learning needs and expectations of choral training, so as to provide a scientific basis for the development of a more targeted training program

Step 2: Students receive training according to the course plan for each class

Students systematically learn advanced choral training theory knowledge and strive to improve high school choral training skills, including the scientific principles and training methods of key elements such as breathing, resonance, and pitch.

Step 3: Students need to complete the training content and evaluation of each module in turn

Students strive to complete the entire training plan so that the training manual can provide a solid theoretical foundation for students who aspire to become high school music teachers. Clarify the key elements of the self-management model in advanced choral training, such as: advanced choral theory, self-management knowledge and ability, etc., and analyze the interaction and influence mechanism between these elements in high school music teaching.

Step 4: Students take a test after completing the advanced choral training course

**Table 2** Mean score comparison of students' Advanced Choral Training (n=30)

Score	n	$\bar{X}$	SD	t-value	degrees of freedom	Sig.
Student Pre-test	30	14.87	3.84	-17.99	29	0.001**
Student Post-test	30	26.27	1.84			

\*\*Significance level at .01

The sample group scored  $\bar{x}$  = 14.87, SD = 3.84 on the pre-test. after 30 hours of the self-management model-based advanced choral training course, the post-test scores significantly increased to  $\bar{x}$  = 26.27, SD=1.84 the results of the advanced choral training course model using the self-management model-based advanced choral training course are shown in Figure 3. The trainees were analyzed through the comparison of the results of the pre-test and post-test t-value = -17.99, the significant is 0.00\*\* and difference between the two is obvious, the trainees' advanced choral ability to improve the aspect of the significant results, which fully proves the importance and effectiveness of the implementation of the training program. The advanced choral training program has helped the trainees to make significant progress in the basic concepts of advanced choral teaching, advanced choral theoretical knowledge, and self-management teaching strategies and skills through scientific and reasonable training plans and teaching methods, and has achieved the expected goals of the training program. The trainees not only enhanced their professional competence, but also strengthened their self-confidence and teamwork spirit during the training process, laying a

solid foundation for the future development of music teaching skills in senior secondary schools.

Step 5: Adjust your design and plan based on performance changes

Through the statistical data and questionnaire feedback, we can see that the overall level of trainees has significantly improved after the course, but there is still room for improvement in some specific dimensions, such as the control of individual details in actual operation and the proficiency in the use of self-management tools. To address these issues, consideration should be given to adding more targeted practical sessions and case discussions in the follow-up training to further refine and strengthen the content of the self-management module, so that trainees can more flexibly apply the knowledge and skills they have learnt in actual teaching scenarios.

While some of the teaching sessions (e.g. interactive discussions, feedback mechanisms, etc.) in the training process have been effective, more structured and progressive training content can be introduced in terms of the coherence and progression of the course design. For example, practical tasks and assessment indicators of different levels of difficulty can be set up on a tiered basis according to the trainees' initial level and progress, so as to more accurately match the trainees' learning process and developmental needs, and thus promote each trainee to make greater progress based on his/her own level.

Adjustments should also be made to the teaching methods and organizational and management modes of teachers in the light of post-training feedback. Although the overall satisfaction is high, some trainees still suggest further innovations in teaching methods, such as adding more practical simulations and on-site case analyses, and strengthening teachers' timely response to trainees' personalized problems. In this regard, the training management team can organize thematic seminars to discuss with senior teachers how to optimize teaching strategies and improve classroom interactions, so as to ensure that the training mode is more scientific, flexible and adaptable.

In the process of adjusting the design and program, it is also necessary to establish a set of dynamic monitoring and feedback mechanisms. After the completion of the training, regular tracking and evaluation can be carried out to collect the trainees' application effects and sustained progress in actual work, and to revise the course content, teaching methods and assessment criteria periodically, taking into account the latest teaching theories and practical experience. In this way, not only can problems be identified and solved in a timely manner, but also ensure that the training program constantly adapts to the new requirements of educational development and continues to play a positive role in enhancing advanced choral training and the training of new music teachers in senior secondary schools.

Based on the results of the training and feedback from the trainees, the key to adjusting the design and program lies in: firstly, refining and strengthening the practical aspects of the self-management training, drawing on the Good Tabernacle Curriculum Design Model; secondly, setting up the training tasks in a hierarchical manner in order to satisfy the needs of

trainees at different levels; thirdly, continuously improving the teaching methodology and the mode of interaction, and enhancing personalized guidance; and fourthly, setting up a dynamic monitoring and feedback mechanism, so as to ensure that the training content and methodology will always remain advanced and adaptable. Fourthly, a dynamic monitoring and feedback mechanism has been established to ensure that the training content and methods remain advanced and adaptable. Through this series of adjustment measures, the overall effectiveness of the training program will be further consolidated and enhanced, laying a more solid foundation for nurturing outstanding new music teachers in senior secondary schools.

#### 4. The student satisfaction about the training program

**Table 3** Dimensions of Student Satisfaction

Dimensions	$\bar{X}$	S.D.	Rating Scales
Satisfaction with training results	4.62	0.54	Highest
Satisfaction with organization and management	4.62	0.54	Highest
Satisfaction with teaching methods	4.59	0.64	Highest
Satisfaction with Contents	4.59	0.53	Highest
Satisfaction with teacher performance	4.53	0.62	Highest
Satisfaction with self-management ability training	4.49	0.70	High
<b>Average</b>	<b>4.57</b>	<b>0.61</b>	<b>Highest</b>

Before the course training, we listed the students who wanted to be Wuhan high school music teachers in the graduating class, and then randomly selected 30 students, and then conducted a pre-test on these 30 students, and then trained these 30 students. After the training, these 30 students were post-tested, and conclusions were drawn by analyzing and comparing the data of the pre-test and post-test.

Each module contains six elements, namely 1) self-management knowledge and ability; 2) Overview of the frontier of advanced choral training; 3) Overview of advanced choral theory; 4) Application of self-management implementation steps; 5) Personal learning motivation and goals; 6) Evaluation and feedback mechanism. The six units require a total of 30 hours to complete. Each unit has five lessons, each lesson is 1 hour, and each unit requires 5 hours. Each lesson has a teaching theme, including at least four sections: course objectives, course content, teaching activities, and evaluation (summary). The teaching activities need to include the seven aspects of the Taba curriculum model: 1) Diagnosis of learner needs (pre-test); 2) Setting goals; 3) Content selection; 4) Content organization; 5) Learning experience selection; 6) Learning activity organization; 7) Evaluation (post-test).

According to Table 4, the overall mean of student satisfaction for all 30 items was at a high level ( $\bar{x}$  = 4.57, S.D. = 0.61). This total score indicated that the respondents generally have a positive attitude towards the advanced choral training program. The relatively

moderate standard deviation showed that the level of satisfaction among the interviewed students is quite consistent.

Among the six main parts, the highest average scores are satisfaction with training results ( $\bar{x}$  = 4.62, S.D. = 0.54) and learning outcomes ( $\bar{x}$  = 4.62, S.D. = 0.54), both exceeding the overall mean of 4.57. The third highest was satisfaction with teaching methods ( $\bar{x}$  = 4.59, S.D. = 0.64) and satisfaction with teaching content ( $\bar{x}$  = 4.59, S.D. = 0.53), followed closely by satisfaction with teacher teaching ( $\bar{x}$  = 4.53, S.D. = 0.62). The lowest level was satisfaction with self-management training ( $\bar{x}$  = 4.49, S.D. = 0.70), but it was still at a high level. These results showed that trainees were generally satisfied with the various training indicators and were looking forward to further improvement in the future. It can be seen that the current training model has achieved the expected goals, and the overall satisfaction was significantly higher than the current level, which verifies the success of the training program and the trainees' optimistic attitude towards future improvements.

## Discussion

### 1. Investigation of Needs for Advanced Choir Training Programs.

The study identified six key dimensions of students' needs for advanced choral training: self-management knowledge, motivation, advanced theory, practical training, implementation steps, and evaluation mechanisms. These findings align with prior research emphasizing the critical role of self-regulation in professional development (Bandura, 1997). The high expectations for self-management reflect students' recognition of its importance in balancing complex learning demands and achieving long-term career goals. Notably, the demand for systematic training tools suggests a gap in traditional teacher education programs, which often focus on technical skills rather than metacognitive strategies. This study addresses this gap by prioritizing self-management as a core competency, thereby enhancing students' preparedness for autonomous lifelong learning.

### 2. Development of the Self-Management Model.

The self-management model, informed by the Taba curriculum design approach, integrates theoretical knowledge, personalized practice, and feedback mechanisms. By incorporating case studies and goal-setting workshops, the model bridges theory and practice, fostering students' ability to apply self-management strategies in real-world scenarios. This aligns with constructivist learning theories, which emphasize active participation in knowledge construction (Vygotsky, 1978). The inclusion of career planning lectures further differentiates this model, linking self-management to professional identity formation. However, the model's success relies on instructors' capacity to adapt strategies to diverse student needs, highlighting the importance of teacher training.

### 3. Effectiveness of the Self-Management Model.

The significant improvements in students' self-management skills, choral proficiency, and theoretical knowledge validate the model's efficacy. These outcomes corroborate



studies demonstrating that self-regulated learning enhances skill acquisition and retention (Zimmerman, 2000). The model's emphasis on iterative feedback and goal adjustment likely contributed to sustained motivation and performance gains. However, the study's focus on short-term outcomes (pre-post comparisons) limits insights into long-term impacts on career trajectories. Future research should explore longitudinal effects, to deepen understanding of the model's enduring value.

#### 4. Student Satisfaction with the Training Program.

High satisfaction scores across dimensions (course content, teaching methods, outcomes) indicate that the program met students' expectations. The alignment between program design and students' needs (e.g., personalized training plans, expert lectures) likely drove this positive reception. However, the slightly lower satisfaction with self-management training ( $\bar{x}$  = 4.49) suggests room for improvement. This may stem from challenges in translating abstract self-management concepts into actionable steps, underscoring the need for more hands-on practice and technological support. Additionally, the high satisfaction with organizational management ( $\bar{x}$  = 4.62) highlights the importance of logistical efficiency in fostering positive learning experiences.

## Conclusion

The purpose of this study was to investigate in depth the effectiveness of an advanced choral training program based on a self-management model for students aspiring to become high school music teachers in Wuhan. By conducting a comprehensive analysis that included current situation and needs assessments, focus group interviews, expert consultations, and practical implementation, the research systematically evaluated the impact of the self-management model and examined students' satisfaction with the program. The results indicate that the self-management model significantly enhances students' choral skills, self-management abilities, and learning motivation.

First, the findings reveal that students aspiring to become high school music teachers in Wuhan have diverse and high-level needs for an advanced choral training program. Their expectations were especially strong across six dimensions: self-management knowledge and ability, motivation and goal setting, advanced choral theory knowledge, advanced choral training practice, self-management implementation steps, and evaluation and feedback mechanisms. These expectations demonstrate the students' strong desire to improve their self-regulation skills and highlight their belief that systematic training can help them plan and manage their learning processes more effectively to achieve higher professional standards.

Second, the study analyzed the specific needs of students for a self-management-based advanced choir training model designed to comprehensively enhance their self-management capabilities and optimize learning outcomes. Drawing on the Taba curriculum design framework, the model focused on students' current conditions and aspirations across key dimensions, including self-management knowledge, advanced choral practice, theoretical

learning, motivation, goals, and feedback systems. It provided targeted strategies such as case-based learning, group discussions, personalized training plans, goal-setting workshops, and diversified evaluation methods. Through structured knowledge transfer, individualized practice, and multi-faceted assessment, the self-management model effectively supported students' growth in both musical and managerial competencies, thereby laying a solid foundation for their future professional development.

Third, after constructing and implementing the self-management model within the advanced choral training program, the study rigorously evaluated its practical effectiveness. The assessment, which focused on trainees' self-management knowledge, advanced choral training skills, and theoretical understanding, demonstrated marked improvements in all dimensions. Data comparisons before and after the training revealed significant gains in students' self-management and choral performance abilities, confirming the value of the model in fostering both independent learning and technical mastery. The findings show that the model not only provides students with systematic self-management tools and methods but also stimulates learning motivation, enhances learning efficiency, and contributes to sustainable personal and professional growth.

Finally, the study assessed students' satisfaction with the advanced choral training program through a detailed survey covering course content, teaching methods, instructor performance, self-management skill development, organizational management, and training outcomes. The results showed consistently high satisfaction levels across all dimensions, with mean scores ranging between 4.49 and 4.62, indicating very positive perceptions. Students particularly appreciated the clarity and coherence of course design, the practicality of learning activities, and the effectiveness of teaching and management. This high level of satisfaction underscores the success of the self-management-based choral training model and provides valuable feedback for continuous improvement and refinement of future programs.

In conclusion, the research confirms that the self-management model offers a highly effective approach to advanced choral training for future high school music teachers. It strengthens both artistic and self-regulatory competencies, enhances motivation, and achieves high satisfaction among participants, thereby contributing meaningfully to the cultivation of professional excellence and educational innovation in music teacher training.

### **New knowledge**

This study explores the effectiveness of an advanced choral training program based on a self-management model for aspiring high school music teachers in Wuhan. It uses interviews, expert discussions, and practical training to assess student needs, satisfaction, and outcomes. Findings show the self-management model significantly improves students' choral skills, learning motivation, and self-regulation abilities. Students showed a strong desire to enhance their skills in six key areas, including self-management knowledge, goal setting, choral theory, and personalized practice. The program incorporated the Taba curriculum design

model to align training with student needs, using tools such as case studies, goal-setting workshops, and diverse assessment methods. Evaluation revealed substantial progress in trainees' choral skills and self-management after the training. Satisfaction surveys showed high approval across content, teaching quality, and outcomes. Overall, the program proved highly effective and laid a strong foundation for students' future professional growth.

## Suggestions

### Suggestion for applying research result

1) Improve the implementation process and content design. Integrate goal setting, monitoring, and evaluation to form a systematic self-management process using case studies, group discussions, and personalized training to enhance practical application.

2) Strengthen personalized guidance and support. Provide individualized support through self-assessment, peer feedback, and teacher mentoring to develop personalized learning plans and boost motivation and self-regulation.

3) Optimize teacher training and resource construction. Regularly organize workshops with choral experts and promote experience sharing to improve teachers' guidance skills and build a strong instructional team.

4) Construct a scientific evaluation and feedback system. Create a multi-dimensional, technology-assisted evaluation system to monitor learning in real time, provide feedback, and continuously optimize training outcomes.

### Suggestion for future research

1) Explore applicability in different contexts. Examine how the self-management model performs across various music disciplines, teaching levels, and regions to identify its adaptability and limitations.

2) Analyze internal mechanisms. Investigate how self-management skills influence choral training, learning, and motivation through both quantitative and qualitative approaches.

3) Apply intelligent assessment technology. Use AI and big data to develop smart learning management systems for accurate progress tracking and data-driven feedback.

4) Conduct interdisciplinary and international studies. Combine insights from education, psychology, and IT, and compare global practices to enhance and localize self-management models effectively.

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