

## Construction and Development of College Choirs in China

By

**Yanyan Liu**

Ph.D Candidate Arts Performance Communication, School of Liberal Arts Shinawatra

University Email : [yanyanliu15@gmail.com](mailto:yanyanliu15@gmail.com)

**Dr.Nutthan Inkhong**

Dr, School of Liberal Arts, Shinawatra University Email : [nutthan.i@siu.ac.th](mailto:nutthan.i@siu.ac.th)

### Abstract

The aim of this study is to analyse the relationship between the motivation and basic psychological needs of college students to participate in choirs and the stability of college choir personnel development, the current situation of college choir development and the internal and external conditions of problems for college choir construction and development feasible strategies. This study uses university student choirs in China as the main subject of investigation, The article adopts a combination of quantitative and qualitative research methods, using questionnaires to collect primary data and using descriptive, difference, correlation and regression analysis to quantitatively analyse the respondents' primary data, Qualitative analysis of the interview data obtained from the interviewers and a combination of quantitative and qualitative analysis is discussed in the article, and the following conclusions are obtained: when making rational suggestions and feasible measures for the construction and development of university student choirs in China, the focus should be on the relationship between the participation motivation and psychological needs of the university student group and the development of the personnel, and the construction and development plan should be made according to the choir's own reality in the process of the construction and development of the choir.

**Keywords:** college students; choirs; construction and development

### Introduction

The researcher has read a large amount of literature and found that the main research findings in the area of choral singing for university students are mainly in the following areas: 1. Studies related to the training and singing styles of university choirs, mainly using a particular choir as an example; 2. An analysis of the current state of development of university choirs and giving recommendations or countermeasures; 3. A study on the curriculum design aspects of choral education and teaching in higher education; 4. The integration of theory and pedagogy used in choral training or teaching, e.g. intonation, sight-reading, inner hearing, vocal music, etc; 5. Aspects of choral aesthetic education in Colleges and Universities. The research methodologies in the above research areas are mostly discussion and descriptive in terms of experience sharing in the construction and development of choirs and the value and functions of college choirs. Few scholars have taken a deeper look into the psychological aspects of college students' participation in choirs, exploring the motivation and psychological needs of college students' participation in choirs. This study refers to and draws on the research tools of existing foreign literature, relies on the support of established theories such as sociology and

psychology, analyses and investigates several variables that influence the participation of university students in choral groups, measures the variables related to the survey, and conducts a scientific analysis of the correlations between the variables, which will be a useful addition to the existing studies of different groups participating in music practice, especially the study of concrete choral participation groups, in terms of theory and methodology.

Based on the history of the development of choral art in China, this study will combine the research results of domestic and international literature, and research to design questionnaire forms for variables such as respondent information, participation motivation, psychological needs, external and internal play, to ensure its reliability and validity, which will provide reference and reference for subsequent related studies; through in-depth interviews and questionnaires for individuals, to summarize the hindrances and problems perceived by individuals in the process of choral participation. The research process and results will provide theoretical and empirical references for choral music educators, educational policy makers and choral conductor professionals, as well as rational suggestions and countermeasures for the construction and development of university choirs.

As choral education is an important part of music education in major universities, it is hoped that this study will provide theoretical guidance for the development of choral education in China. Through the study of choral groups, it is hoped that it will provide practical guidance to major universities in the construction and development of choral groups.

## **Research Objectives**

After analysing concepts, theories and previous research, the research objectives of this paper are as follows:

1. Analyzing the motivation and basic psychological needs of college students to participate in choirs provides a theoretical basis for addressing the instability of college choir personnel development
2. The analysis of the current situation and the internal and external conditions of the development of student choirs provides a practical basis for solving the obstacles in the construction and development of student choirs
3. This study can provide feasible strategies for the construction and development of university choirs

## **Literature Review**

After the reform and opening up, Chinese choral music has entered a period of rapid development, as a vocal art form has been more generally recognized and developed, and showed a trend of diversified development. As an important part of China's artistic development, the development of choral singing has attracted great attention from the state and professionals, and choral singing is of great importance to the professional education of Chinese arts as well as the popular education of arts for the public. With the deepening of international cultural exchanges, the development of choral singing has attracted the attention of scholars at home and abroad, and more and more people have joined in the in-depth study of choral art. The focus of researchers has led to the emergence of literature on the development of choral singing, choral education reform, choral conducting talent training, and the integration of choral singing and cultural development, which has provided a large number of literature sources for the study of this topic.

According to the research objectives and research themes of this topic, the researcher has classified the literature sources of this topic into the following categories based on the elaboration of the independent and dependent variables in the research framework: 1. on the background of choral development 2. on theoretical background 3. on the trend of musical aesthetic values 4. on choral education 5. on choir management and development 6. on choral music composition and performance.

## Conceptual Framework

### Independent variables

#### General data on respondents

- Gender
- Age
- Education level
- Profession
- 年齡
- 受教育程度

#### Motivations for participation

- The need for access to music education
- Interest
- Aesthetic
- Continuation of the music education experience
- Performance
- Personal development
- Health
- Interpersonal Communication
- Cultural heritage
- Commanding influence

#### Basic Psychological Needs

- Autonomy needs
- Belonging needs
- Competence needs

#### External conditions

- National policy support
- Urban Cultural and Creative Environment
- Organisational development
- School Support

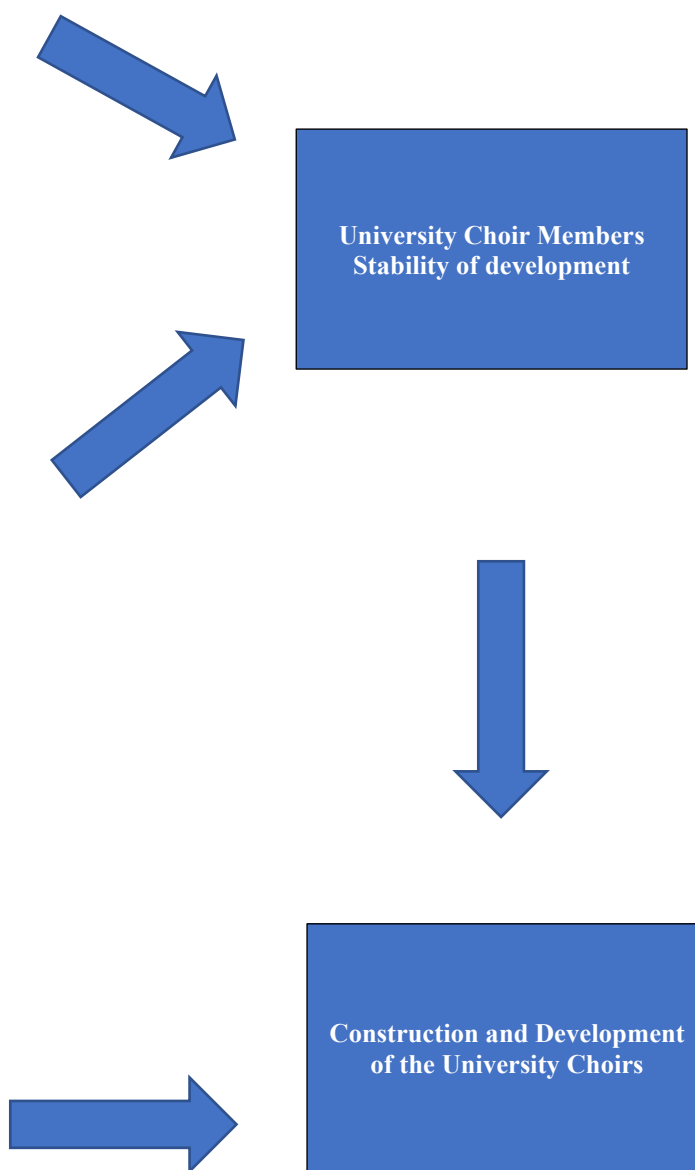
#### Internal Conditions

- Musicianship assessment for choristers
- Music reading habits
- Choral awareness and development of ideas
- Aesthetic preferences
- Choral teaching and training methods
- Choral work selection
- Choral conducting ability
- Experiences and achievements in artistic practice
- Development mechanisms or training models

### Dependent Variables

University Choir Members  
Stability of development

Construction and Development  
of the University Choirs



In this paper, we have mainly conducted a review of the relevant literature, classifying the sources into six categories: background on choral development, theoretical background, musical aesthetic value tendency, choral education, choir management and development, and choral music composition and performance, etc. In general, the research on domestic college choirs mainly focuses on choir development, choir mechanism, choir construction, choir experience sharing and the value and function of college choirs, etc. The research methods are mainly descriptive or discursive analysis; few scholars have taken the research perspective into the psychological level of college students' participation in choirs, and explored the motivation and psychological needs of college students' participation in choirs. In this paper, the author analyzes the stability of the development of college students' choir personnel based on the subject of this study, combining motivation theory, self-determination theory and basic psychological needs theory, which gives the researcher of this topic a new understanding and knowledge of its research history, research scope, research perspective and research entry point, which not only plays a role in theoretical support for the writing of this topic, but also helps the researcher of this topic. The researcher will be able to elaborate on the research methodology in the next stage.

## **Research Methodology**

This study takes college choirs in Chinese universities as the main object of investigation, and provides feasible strategies to solve the obstacles in the construction and development of college choirs by analysing the motivation and basic psychological needs of college students to participate in choirs and combining the current situation and problems in the development of college choirs. The researcher used questionnaires to collect raw data from respondents, used descriptive, difference, correlation and logistic regression analysis to analyse quantitative data from respondents and qualitative analysis of interview data obtained from interviewees, and combined quantitative and qualitative analysis for discussion in this paper.

## **Discussions and Research Results**

Based on research objective 1 to analyse the motivation and basic psychological needs of university students to participate in choirs, the following results were obtained through the discussion of quantitative data and qualitative analysis: In the analysis of the variability of college students' motivation and basic psychological needs for participating in choirs, it was seen that there were significant differences in whether those with different genders, ages, whether they were music majors, interests, aesthetics, performance, personal development, need for autonomy, need to belong, and need for competence were stable. There were no significant differences in whether people with different levels of education, need for music education, continuity of music education experience, health, interpersonal interaction, cultural heritage, and influence of

conducting were stable.

**Table1.** Differences in college students' motivation and basic psychological needs for participating in choirs

	Whether or stable (mean ± standard deviation)		F	p
	No (n=239)	Yes (n=309)		
Sex	0.57±0.50	0.49±0.50	4.18	0.041*
Age	3.11±1.48	2.64±1.36	15.092	0.000**
Education level	2.85±1.41	3.00±1.40	1.399	0.237
Are you a music major	0.38±0.49	0.56±0.50	19.378	0.000**
Needs of music education	0.51±0.50	0.53±0.50	0.298	0.585
Interest	2.89±1.42	3.16±1.43	4.858	0.028*
Aesthetics	2.87±1.38	3.12±1.43	4.258	0.040*
A continuation of the music education experience	0.49±0.50	0.55±0.50	2.047	0.153
Performance	2.69±1.46	3.00±1.44	6.059	0.014*
Personal development	2.85±1.40	3.15±1.47	5.842	0.016*
Health	2.87±1.43	3.08±1.40	2.868	0.091
Interpersonal interaction	2.86±1.45	3.04±1.41	2.005	0.157
Cultural inheritance	2.91±1.38	3.04±1.33	1.198	0.274
The influence of conductor	0.46±0.50	0.54±0.50	3.852	0.05
Autonomy needs	0.13±0.34	0.32±0.47	27.533	0.000**
Belonging needs	0.46±0.50	0.56±0.50	5.389	0.021*
Competence needs	0.46±0.50	0.56±0.50	6.231	0.013*

\* p<0.05 \*\* p<0.01

In the regression analysis of college students' motivation to participate in choirs and basic psychological needs, it was concluded that whether college students were music majors, interests, aesthetics, performance, personal development, health, need for autonomy, need for belonging, and need for competence would have a significant positive influence on the stability of choir personnel development, as well as gender and age would have a significant negative influence

on the stability. However, educational attainment, need for musical education, continuity of musical education experience, interpersonal interaction, cultural heritage, and influence of the conductor do not have a significant influence on the stability of choristers' development.

**Table2** .Regression analysis of college students' motivation to participate in choir and basic psychological needs

Item	regression coefficient	standard error	z price	Wald $\times 2$	P price	OR price	An OR value of 95% CI
Sex	-0.571	0.196	-2.916	8.505	0.004	0.565	0.385~0.829
Age	-0.268	0.069	-3.865	14.94	0.000	0.765	0.668~0.876
Education level	0.114	0.069	1.667	2.778	0.096	1.121	0.980~1.282
Are you a music major	0.695	0.198	3.506	12.29	0.000	2.003	1.358~2.953
Needs of music education	0.013	0.195	0.065	0.004	0.948	1.013	0.691~1.484
Interest	0.153	0.069	2.211	4.89	0.027	1.166	1.018~1.336
Aesthetics	0.187	0.069	2.699	7.285	0.007	1.206	1.053~1.381
A continuation of the music education experience	0.333	0.195	1.702	2.896	0.089	1.395	0.951~2.046
Performance	0.17	0.068	2.506	6.282	0.012	1.185	1.038~1.354
Personal development	0.158	0.068	2.323	5.397	0.021	1.171	1.025~1.339
Health	0.191	0.069	2.758	7.609	0.006	1.21	1.057~1.386
Interpersonal interaction	0.09	0.068	1.313	1.723	0.189	1.094	0.957~1.251
Cultural inheritance	0.104	0.072	1.433	2.053	0.152	1.109	0.963~1.278
The influence of conductor	0.378	0.194	1.951	3.808	0.051	1.459	0.998~2.133
Autonomy needs	1.111	0.251	4.419	19.524	0.000	3.036	1.855~4.969
Belonging needs	0.414	0.195	2.126	4.522	0.033	1.512	1.033~2.214
Competence needs	0.508	0.196	2.596	6.741	0.009	1.662	1.133~2.439

McFadden R square: 0.151  
Cox & Snell R square: 0.187  
Nagelkerke R square: 0.251

Based on research objective 2 to analyse the current situation and the internal and external conditions of the problems in the development of university choirs, the quantitative data and qualitative analysis were discussed and the following results were obtained: The analysis of the differences in internal and external conditions on the construction and development of college choirs found that, as shown in Table 3: in terms of differences in external conditions, there were significant differences in whether the choir was professional in terms of national policy support and school support, and no significant differences in whether the choir was professional in terms of urban cultural and creative environment and organizational construction

**Table3.** Variations in external conditions

	Professional (mean ± SD)		t	p
	No (n=284)	Yes (n=264)		
National policy support	2.80±1.43	2.86±1.43	-5.467	0.041*
Urban cultural and creative environment	3.02±1.46	3.00±1.42	0.203	0.839
Organisational development	3.01±1.44	3.04±1.38	-0.226	0.821
School support	2.81±1.42	2.98±1.36	-7.467	0.003**

\* p<0.05 \*\* p<0.01

As shown in Table 4: In terms of whether the choirs were professional or not in terms of internal conditions, there were significant differences in the assessment of choral musicianship, choral teaching and training methods, development mechanisms or training modes and choral conducting ability, while there were no significant differences in music reading habits, choral awareness and development concepts, aesthetic preferences, choral work selection, artistic practice experiences and achievements.

**Table 4** Differences in internal conditions

	Professional (mean ± SD)		t	p
	No (n=284)	Yes (n=264)		
Musicianship assessment for choir members	2.89±1.43	2.94±1.37	-6.407	0.014*
Music reading habits	3.07±1.47	2.96±1.45	0.925	0.355
Choral Awareness and Development Concept	2.83±1.41	2.94±1.37	-0.909	0.364
Aesthetic preference	2.98±1.43	2.99±1.43	-0.051	0.959
Choral teaching and training methods	2.94±1.43	2.95±1.44	-8.089	0.009**
Selection of choral works	2.93±1.38	2.96±1.44	-0.3	0.765
Choral conductor ability	2.87±1.51	3.13±1.51	-10.568	0.000**
Artistic practice experience and achievements	2.92±1.42	2.88±1.45	0.298	0.766
Development mechanisms or training models	3.12±1.40	3.05±1.42	9.554	0.000**

\* p<0.05 \*\* p<0.01

In the regression analysis of internal and external conditions on the construction and development of university choirs, it was found that national policy support, urban cultural and creative environment, organisational development, school support, choir members' music literacy assessment, music reading habits, choral awareness and development philosophy, aesthetic preference, choral teaching and training methods, and choral conducting ability had

a significant positive influence on development. However, there is no significant relationship between the choice of choral works, artistic practice experience and achievement, development mechanism or training mode.

**Table 5** Regression analysis of internal and external conditions on the construction and development of college choirs

	<b>regression coefficient</b>	<b>95% CI</b>	<b>VIF</b>
Constant	-110.871* (-2.247)	-207.579 ~ -14.164	-
National policy support	9.630* (2.122)	0.737 ~ 18.523	1.018
Urban cultural and creative environment	10.081* (2.200)	1.100 ~ 19.063	1.019
Organisational development	9.895* (2.146)	0.858 ~ 18.931	1.025
School support	8.949* (1.967)	0.032 ~ 17.867	1.013
Musicianship assessment for choir members	10.554* (2.334)	1.692 ~ 19.416	1.017
Music reading habits	10.763* (2.348)	1.777 ~ 19.750	1.014
Choral Awareness and Development Concept	11.694* (2.570)	2.774 ~ 20.614	1.019
Aesthetic preference	14.034** (2.925)	4.631 ~ 23.438	1.019
Choral teaching and training methods	18.112** (3.864)	8.925 ~ 27.300	1.018
Selection of choral works	10.846* (2.377)	1.902 ~ 19.791	1.027
Choral conductor ability	1.389 (0.303)	-7.585 ~ 10.364	1.011
Artistic practice experience and achievements	4.927 (1.088)	-3.951 ~ 13.805	1.018
Development mechanisms or training models	7.202 (1.539)	-1.973 ~ 16.376	1.021
sample capacity		548	
R <sup>2</sup>		0.114	
Adjust the R <sup>2</sup>		0.093	
F price		F (13,534)=5.299,p=0.000	

Based on the analysis and discussion of research objective 3 to provide feasible strategies for the construction and development of college choirs the following results were obtained:

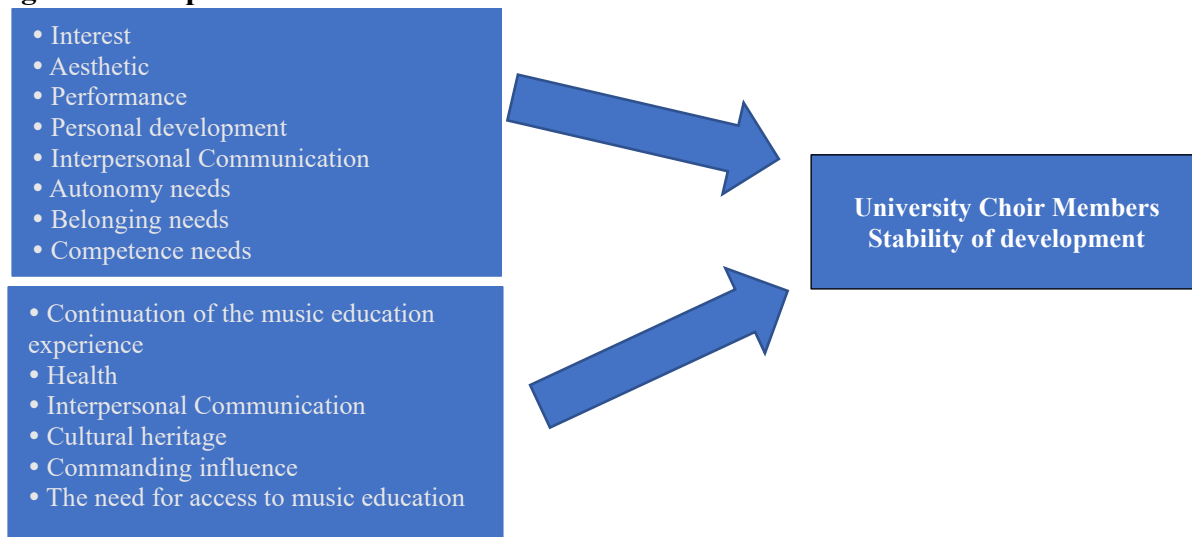
1. High-level professional choirs should develop steadily, innovate and breakthrough, and lead Chinese university choirs to the world; other professional choirs should learn from the scientific and advanced development and management mode of high-level and high-quality developing choirs, find the positioning of the choir and establish the brand.
2. Universities should focus on the cultivation of choral conducting talents. Professional institutions need to optimise the allocation of choral resources to cultivate choral conducting talents in a targeted manner, and provide talents for grassroots choral education.
3. Establish a team and focus on the combination of team management and student self-management. As the main force in the development of the choir, university students should fully mobilise their enthusiasm, cultivate students' sense of dedication, cohesion and the ability to work together, and on this basis with the teachers and school management, the effect is better.
4. Find a scientific and effective training method. Choral conductor in the choir in the daily training, must pay attention to the method, find the right method for the foundation of the choir is quite important, but may require repeated practice and polishing, the conductor needs to grasp the practice, focus on rehearsal efficiency.
5. Establish systematic basic training materials. In developing the basic ability of choral singing is to adopt the principle of teaching according to the material, step by step, with a series of teaching materials in score recognition training, rhythm training, harmony



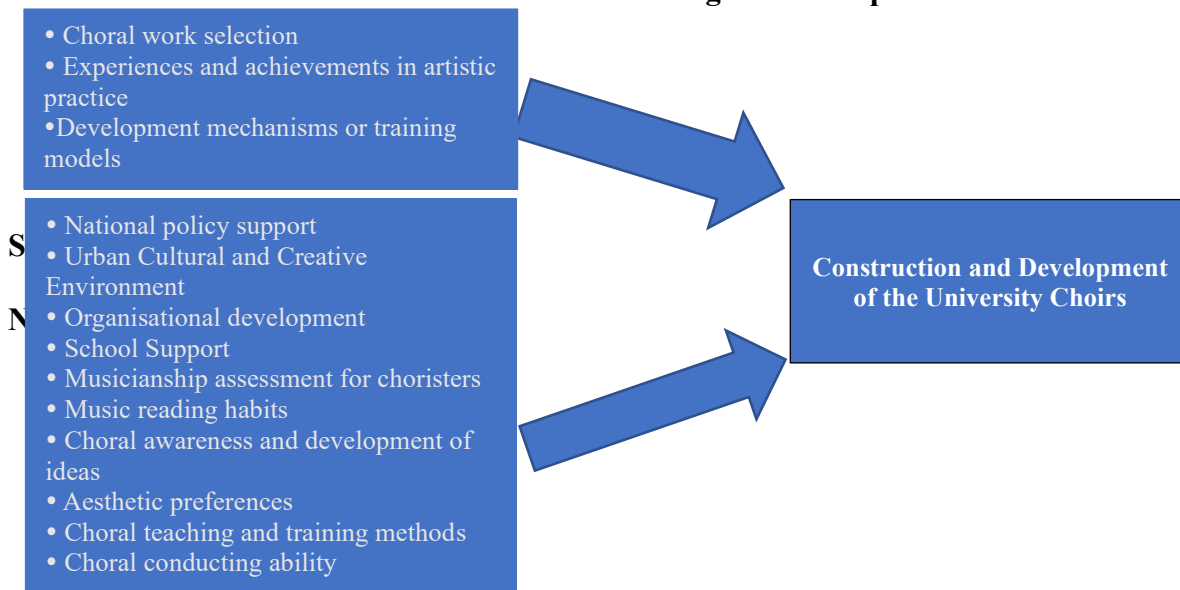
training, vocal practice repertoire and singing works, etc

## Knowledge from Research

### Significant impact



### No significant impact



## Conclusion

Through quantitative data and

qualitative analysis, the analysis of the relationship between university students' motivation and basic psychological needs in participating in choirs and the stability of choir personnel development found that: whether university students major in music, interest, aesthetics, performance, personal development, health, need for autonomy, need for belonging and need for competence would have a significant positive influence relationship on whether

choir personnel development is stable, as well as gender and age would have a significant positive influence relationship on The relationship between gender and age on the stability of choir members' development is significant and negative. However, education level, need for music education, continuity of music education experience, interpersonal interaction, cultural heritage and conductor's influence do not have an influence on the stability of college choir development.

By analysing the internal and external conditions of the development of university choirs, it is concluded that: national policy support, urban cultural and creative environment, organisational construction, school support, choir members' music literacy assessment, music reading habit, choral awareness and development concept, aesthetic preference, choral teaching and training methods, and choral conducting ability will have a significant positive influence on the construction and development of choirs; however, the choice of choral works, artistic practice experience and achievement, development mechanism or training mode will not have a significant influence on the construction and development of choirs.

In proposing feasible strategies for the construction and development of college choirs in Chinese universities, the focus should be on the participation motivation and psychological needs of college student groups, and development plans should be formulated according to the choir's own reality in the process of choir construction and development.

## **Suggestions**

Due to time and budget constraints, there are many shortcomings in the current study. As this study focused on the leading university student choirs in China, and the interviewees were also professional choral conductor experts or teachers, it was not comprehensive enough. Future research needs to focus on the construction and development of basic choirs more comprehensively, listen to the experience sharing of grassroots choral teachers, and identify problems in more detail, so as to find the future development of university student choirs in China The direction of the future development of college choral music in China.

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