

Mechanisms of Management on Student Quality

Cultivating for University Music Majors

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ARTICLE INFO	ABSTRACT
Received: 30 Dec 2024	<p>The training quality of college music specialty talents is an indispensable part of the higher education personnel training quality guarantee system in our country. More and more studies have pointed out that the training quality of music majors in colleges and universities not only needs to be constantly improved in teaching skills, but also needs to make innovative breakthroughs in educational management. This study discusses and attempts to reveal the promotion strategies to promote its system guarantee and construction through the investigation of the training quality of music majors in colleges and universities. The researchers found that through the formulation and effective implementation of the quality standards of talent training, the music major in colleges and universities designed a talent training mode that met the needs of the society, and then encouraged the initiative of talent training subjects to play, so as to realize the cognition and improvement of the current situation of the quality of talent training in colleges and universities. The main influencing factors of the training quality of music majors in colleges and universities include the quality standard of talent training, the mode of talent training and the initiative of talent training subjects, but the theoretical research of these influencing factors and their effects on the quality of talent training are not yet clear.</p> <p><b>Keywords:</b> College music major, quality of personnel training, talent training model</p>
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## **Introduction**

Taking the opportunity of building a new era of socialism with Chinese characteristics, China has set off a wave of building first-class colleges and universities and first-class academic disciplines. As an important art discipline in colleges and universities, the music majors are urgently required to be built with high level and modernization. The research on the quality of talent cultivation of music majors in Chinese colleges and universities is of great practical significance for updating management concepts, innovating talent management modes, giving full play to the initiative of the subjects, improving the level of teaching and management, upgrading the quality of talent cultivation, and promoting the development of music faculties and departments in colleges and universities.

## **Theoretical Analysis and Research Hypotheses**

Clarifying the professional training objectives has a profound impact on the quality training of music students in colleges and universities. Clear training objectives provide a scientific basis for curriculum setting, ensure that professional skills training and comprehensive quality education pay equal attention, avoid the tendency of one-sided pursuit of technology and neglect of cultural heritage. At the same time, the clear training objectives can guide students to establish a correct learning direction, stimulate the internal motivation, so that they can pay attention to the comprehensive improvement of cultural literacy, innovation ability and practical ability while mastering the professional skills of music. In addition, the clarity of training objectives helps colleges and universities to optimize the allocation of resources, strengthen the construction of teachers, improve the practical teaching platform, and create a better educational environment for students. In short, clear professional training objectives are not only the core guidance of music education in colleges and universities, but also an important guarantee to improve students' comprehensive quality and cultivate music talents who meet the needs of society.

H1: The clear professional training goal is an important guarantee to improve students' comprehensive quality.

Providing professional teaching standards plays an important role in promoting the cultivation of the quality of music students in colleges and universities. The unified teaching standards provide a scientific basis for curriculum setting and teaching content, ensuring that students meet the requirements of the industry in professional skills training, while taking into account the cultivation of cultural literacy and innovation ability. The establishment of teaching standards can standardize the teaching process, improve the quality of teaching, and make students develop in a balanced way between theoretical learning and practical training. In addition, clear standards help institutions optimize the allocation of teachers, promote the improvement of teachers' professional level, and thus provide students with higher quality educational resources. Through the implementation of teaching standards, students can comprehensively improve their comprehensive quality in a standardized learning environment, laying a solid foundation for future career development.

H2: The professional teaching standards are conducive to improving the quality of college music students.

The quality of professional education plays a decisive role in cultivating the quality of music students in colleges and universities. High-quality professional education can provide students with a systematic curriculum system, ensure that both professional skills training and cultural literacy education are paid equal attention to, and help students develop in an all-round way. High-quality teaching resources and high-level teachers are the key to improve the quality of education, which can provide students with cutting-edge theoretical knowledge and practical guidance, and stimulate their innovation ability and artistic potential. In addition, the good educational environment and perfect practice platform provide students with rich stage experience and industry contact opportunities, and

enhance their career adaptability. Through high-quality professional education, students can not only master solid musical skills, but also cultivate critical thinking and comprehensive literacy, laying a solid foundation for future career development.

H3: Improving the quality of professional education in schools is an important support for cultivating high-quality music talents.

The concept of school talent cultivation has a profound influence on the cultivation of the quality of college music students. The scientific concept of talent training can guide the curriculum design and teaching practice, and ensure that students pay attention to the comprehensive improvement of cultural literacy, innovation ability and practical ability while training their professional skills. Student-centered education emphasizes individualized development, stimulates students' artistic potential and creativity, and helps them form a unique style in the field of music. In addition, the concept of focusing on the cultivation of comprehensive quality can promote the introduction of interdisciplinary courses, broaden students' knowledge horizons, and enhance their ability to adapt to social needs. By implementing the advanced talent training concept, the school can provide students with a more comprehensive and diversified educational environment, cultivate both professional skills and comprehensive quality of music talents, and inject vitality into the development of the industry.

H4: The concept of personnel training is an important guide to improve the quality of music students in colleges and universities.

The establishment of professional characteristic courses in colleges and universities has a significant role in promoting the cultivation of the quality of college music students. Characteristic courses can enrich the teaching content, break through the limitations of the traditional curriculum system, provide students with diversified learning options, and meet the needs of personalized development. By incorporating local culture, modern music techniques or interdisciplinary content, the featured courses help broaden students' artistic horizons and stimulate innovative thinking and practical abilities. In addition, featured courses are often closely integrated with industry needs, providing students with more practical opportunities and enhancing their career competitiveness. Through the study of characteristic courses, students can not only deepen their professional skills, but also improve their cultural literacy and comprehensive ability, laying a solid foundation for future career development.

H5: Setting up professional characteristic courses is an important way to cultivate the quality of music students in colleges and universities.

The school professional teaching mode plays a key role in cultivating the quality of music students in colleges and universities. Scientific teaching mode can optimize the teaching process, organically combine theoretical knowledge with practical training, and help students comprehensively improve their professional skills and artistic accomplishment. Small class teaching, tutorial system or project system can enhance teacher-student interaction, meet students' personalized learning needs, and stimulate their creativity and artistic potential. In addition, teaching models integrated with modern technological means, such as online and offline hybrid teaching, can broaden learning channels and improve teaching efficiency. Through diversified teaching modes, students can not only have a solid grasp of professional knowledge, but also cultivate teamwork ability and practical ability, laying a solid foundation for future career development.

H6: The innovation of professional teaching mode is conducive to improving the quality of college music students.

The effectiveness of school leadership management has a profound impact on the cultivation of the quality of college music students. Efficient management can optimize the allocation of resources, ensure the improvement of teaching facilities, teachers and practice platform, and provide students with

a high-quality learning environment. Scientific decision-making and planning can promote the reform of curriculum system and promote the balanced development of professional skills training and comprehensive quality education. In addition, effective management can also strengthen school-enterprise cooperation, create more practical opportunities for students, and improve their career adaptability. By establishing a scientific evaluation and incentive mechanism, schools can stimulate teachers' enthusiasm for teaching and students' motivation for learning, and promote the overall improvement of education quality.

H7: The effectiveness of school leadership management is an important support to ensure the quality cultivation of college music students.

Teachers' teaching enthusiasm plays an important role in cultivating the quality of music students in colleges and universities. Enthusiastic teaching can stimulate students' interest in learning, create a positive classroom atmosphere, and help students understand and master professional knowledge more deeply. Enthusiastic teachers tend to pay more attention to teaching innovation and adopt diversified teaching methods to guide students to actively think and explore, so as to enhance their artistic creativity and practical ability. In addition, the enthusiasm of teachers will also infect students, enhance their learning motivation and self-confidence, and encourage them to continue to pursue excellence in music. Through the teacher's words and deeds, students can not only acquire professional skills, but also cultivate the love and persistence of music.

H8: Teachers' teaching enthusiasm is an important factor to improve the quality of music students in colleges and universities.

Students' sense of identity to the school has a profound impact on the cultivation of the quality of music majors in colleges and universities. A strong sense of identity can enhance students' sense of belonging and responsibility in learning, make them more actively participate in professional learning and practical training, and thus improve the learning effect. The sense of identity can also promote students to actively participate in campus cultural activities and social practice, broaden their horizons, and enhance their comprehensive quality. In addition, the sense of identification with the school helps students form a positive learning attitude and teamwork spirit, which promotes their continuous exploration and innovation in the field of music. By integrating into the school culture, students are not only able to acquire professional skills, but also develop a passion and sense of purpose for the music career.

H9: Students' sense of identity to the school is an important motivation to improve the quality of college music students.

Structure the research framework as depicted in Figure 1.

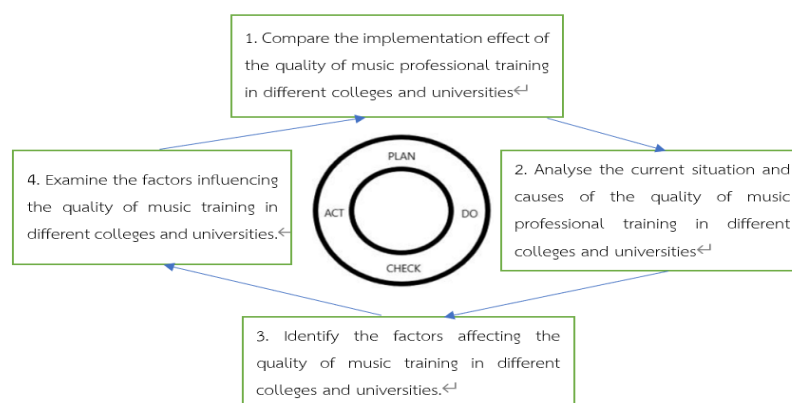


Figure 1 Conceptual Framework Based on the PDCA Model

## Methodology

The questionnaire method, when described in terms of a large sample group, targets individuals as pairs for investigation and analysis. Likewise, the main features of the implementation procedure are standardized and structured, relying mainly on hypothetical deduction for the inherent logic of the Series analysis. Thus, this is a specific approach with positivist methodological overtones widely used by social surveys method. The questionnaire method is usually used in a five-step process: the first step is to establish the research topic, the second step is to develop the content of the questionnaire, and the third step is to select the questionnaire. step is to develop the content of the questionnaire, the third step is to select a sample and test it, the fourth step is to investigate and collect statistics, and the fifth step is to discuss and analyse it and make recommendations. step discusses and analyses the data and makes recommendations. Data collection using this type of controlled measurement of a research question is more reliable.

The method of empirical analysis can be designed by itself or the existing survey data can be used. The analysis of factors affecting the quality of music major students in this study will directly refer to the existing database, which has been verified by research and has relatively high credibility and validity. First, the variables of the study are selected according to the existing database, and then the questionnaire is integrated to introduce the sample information of the data source and prediction quantity in the study. In this study, descriptive statistics, multivariate analysis of variance and multiple regression were used to test and analyze the data collected by the questionnaire. It includes the following programs: (1) Descriptive statistics of variables based on stata 14.0 software to understand the quality status of college music students. (2) The correlation analysis between the influencing factors and the overall satisfaction of teachers was conducted based on stata 14.0 software. (3) Use multiple regression to analyze whether each variable has a significant relationship with the dependent variable and the degree of influence.

## Result

### Multiple Linear Regression Analysis

Factors influencing the quality of college music major students. Firstly, the influence factors of college music major students' quality are analyzed. The specific measurement method of students' quality is to give scores according to the evaluation grade on the basis of the above five indexes for the quality measurement of college music majors. 1-5 points are assigned to "poor", "poor", "average", "good" and "excellent" respectively, and then the scores are weighted with equal weights, 0-1 is classified as "low", 1-2 is classified as "low". 2-3 is rated as "medium," 3-4 as "good," and 4-5 as "excellent." In addition, in order to control for differences in regression results due to school characteristics, this paper reports the results of controlling for fixed effects of schools by multiple regression.

Table 1 Factors influencing the quality of college music major students

	(1)	(2)	(3)
Clear professional training objectives (x1)	0.071** (0.036)	0.067* (0.039)	0.064* (0.038)
Provide professional teaching standards (x2)	0.031*** (0.012)	0.031** (0.015)	0.029* (0.017)
Evaluate the quality of professional teaching (x3)	0.317** (0.161)	0.254* (0.153)	0.208** (0.106)

Reform the concept of personnel training (x4)		0.311 <sup>***</sup> (0.188)	0.282 <sup>***</sup> (0.109)
Set up specialized characteristic courses (x5)		0.173 <sup>***</sup> (0.067)	0.160 <sup>***</sup> (0.062)
Enrich the professional teaching mode (x6)		0.233 <sup>***</sup> (0.090)	0.204 <sup>***</sup> (0.079)
Improve the effectiveness of leadership management (x7)			0.258 <sup>***</sup> (0.098)
Stimulate teachers' enthusiasm in teaching (x8)			0.207 <sup>***</sup> (0.080)
Strengthen students' academic identity (x9)			0.196 <sup>**</sup> (0.095)
School fixed effect	YES	YES	YES
Obs	600	600	600
R <sup>2</sup>	0.316	0.321	0.517

\*\*\*, \*\*, \*. Correlation is significant at the 0.01, 0.05, 0.10 level.

The results of regression using OLS are shown in Table 1. In column (1), only the explanatory variables of training quality standards are controlled, and it is found that clarifying major training objectives (x1), providing major teaching standards (x2), and evaluating major teaching quality (x3) are significantly positively correlated with the quality of college music students. In column (2), on the basis of controlling the explanatory variables of training quality standards, adding the explanatory variables of training modes, it is further found that the quality of college music majors is significantly positively correlated with the reform of talent training concepts (x4), the setting of specialized courses (x5) and the enrichment of specialized teaching modes (x6). On the basis of controlling the explanatory variables of training quality standard and training mode, adding the explanatory variables of training subject initiative, it is further found that improving the effectiveness of leadership management (x7), motivating teachers' teaching enthusiasm (x8) and strengthening students' academic identity (x9) are also significantly positively correlated with the quality of college music students.

## Discussion

Facing the particularity of the training of music majors in colleges and universities, we should adopt the principle of integration and integration of higher education management resolutely, and the managers should be good at decomposing the management of subsystems, and formulate effective management methods for subsystems. Therefore, governments at all levels and relevant educational administrative departments should further delegate the right of teacher appointment and joint school-running to schools, and schools should independently run schools according to the spirit of national policies and the reality of education and teaching. In order to solve the problem of high-level teachers, music majors in colleges and universities can hire experts and professors, singers, performers, conductors and composers from nationally influential music colleges, national art groups and musicians associations, and internationally renowned music colleges as professors. In order to solve the problem of insufficient financial support, actively introduce social funds, strengthen "school-enterprise cooperation", meet the level of professional teaching modernization; In order to improve the level of



opening to the outside world, strengthen the academic exchange with well-known music colleges at home and abroad, and carry out the joint school of mutual learning and win-win cooperation. The purpose of giving music majors in colleges and universities the autonomy of training is to encourage music majors to develop their own characteristics and brands, form greater social influence, and promote the improvement of the overall quality of higher music education.

### **Conclusion and Suggestions**

It is found that the main problems of the current situation of the training quality of music majors in colleges and universities include: unreasonable structure of teachers, large differences in the training quality, few achievements in research and creation and single social services. Through the summary of the current situation and common causes of the training quality of music majors in colleges and universities, it is beneficial for researchers to discuss the important influence of the training quality standard, training mode and subject initiative on the training quality of music majors in colleges and universities and the specific countermeasures to be taken from different perspectives such as the formulation and implementation of professional quality standards, the reform and positioning of training mode, and the subject linkage professional teaching.

Through empirical research on the questionnaire survey of teachers and students in music colleges of public universities, the interview data are formed, and the data processing methods of open coding, associated coding and core coding are used to find nine key factors in the training quality of music majors in colleges and universities: clarifying professional training objectives (x1), providing professional teaching standards (x2), and evaluating professional teaching quality (x3), reforming talent training concept (x4), setting specialty characteristic courses (x5), and enriching specialty teaching mode (x6), improving leadership and management effectiveness (x7), motivating teachers' teaching enthusiasm (x8) and strengthening students' academic identity (x9). Then through the analysis of large samples of data to test the effect of these influencing factors on the status quo of music professional talent training quality, the researcher collected the questionnaire, and analyzed the quality standard of music professional talent training, training mode, subject initiative and the validity of the status quo evaluation scale in detail. It is clear that there is an important and positive interaction between them in the practical work of improving the quality of talent training in college of music.

Reforming the concept of talent training is the core to improve the quality of music students. Colleges and universities should shift from traditional skill teaching to comprehensive quality training, and pay attention to students' personalized development and innovation ability training. For example, the "student-centered" educational concept can be introduced to encourage students to participate in instructional design and practical projects to cultivate their self-directed learning ability and critical thinking. Secondly, setting up specialized characteristic courses is an important way to enhance competitiveness. Universities should develop unique courses according to their own advantages and regional cultural characteristics, such as folk music, modern music production, and music therapy, so as to meet the diverse needs of students. In addition, enriching the professional teaching model is an effective means to improve the teaching effect. Colleges and universities should make full use of modern technologies, such as online teaching platforms and virtual reality technology, to innovate teaching methods. At the same time, practical teaching should be strengthened, and more practical opportunities should be provided for students through school-enterprise cooperation, art exhibitions and other forms to help them transform theoretical knowledge into practical ability.

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