

Determinants of Professional Quality of University Vocal Music Teachers in Guangzhou City, China

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Abstract –This study uses a mixed-methods approach that combines surveys (N=48), semi-structured interviews (N=12), and teaching observations to examine the major factors influencing professional quality among university vocal music instructors in Guangzhou City, China. The analysis identified technical and artistic proficiency, instructional flexibility, dedication to continuous professional growth, cultural adaptability in balancing Chinese and Western vocal traditions, and institutional support networks. According to the results, teachers with prior experience teaching abroad showed noticeably greater pedagogical flexibility, and students gave higher ratings to those who regularly participated in professional development activities. The study emphasizes Guangzhou's unique cultural situation, where vocal instructors must possess special cross-cultural competencies due to the city's proximity to international influences. Significant interactions between determinants were shown by statistical analysis, with professional development activities showing a strong correlation with both cultural versatility and pedagogical adaptation. The study challenges the use of uniform national frameworks across China's many areas and offers contextually relevant insights into assessing teacher quality in Chinese music education. The adoption of focused professional development programs, the acknowledgment of regional cultural influences in national educational standards, and a balanced evaluation of technical proficiency and pedagogical flexibility in recruiting procedures are among the recommendations.

Keywords –Vocal music education; Professional quality determinants; Chinese music pedagogy; EFL students

I. INTRODUCTION

During the past several decades, China transformed its music educational system from Soviet-influenced to Western-integrated practice, maintaining distinctive Chinese attributes (Lee, 2021). The human voice maintains a core cultural importance during this changing musical era in Chinese societies because its natural and direct voice remains the favoured musical instrument in this culture. Chinese college institutions maintain traditional vocal techniques through important vocal music instruction while preparing students to participate in international music activities.

The professional levels of vocal music instructors determine student outcomes in the specialised field. Academic fields differ from vocal music education because teaching in this discipline requires personal, one-on-one pedagogical engagement between teacher and student. Teachers must perform two vital tasks to develop individual student expressions while showing advanced art techniques and technical educational content (Chen & Huang, 2022).

Vocal instruction spans technical proficiency, artistic skills, and cultural understanding to a wide extent, and teachers must develop extensive professional abilities. Inadequate instruction that leads to students' vocal health decline reveals yet another significant factor regarding teacher quality in this domain (Xu et al., 2025).

Guangzhou's cultural diversity and economic landscape are ideal for studying variables that determine the competence of vocal music teachers. The position of Guangzhou as a world port during ancient times shaped its role as an educational gateway through which Chinese traditional musical education methods combine with international influences (Liu, 2018). Guangzhou is a leading centre for vocal music education in southern China because it accommodates the Guangzhou Conservatory of Music, with several prestigious institutions that deliver comprehensive vocal programs. The high importance of teacher quality research makes Guangzhou an ideal location for assessing teacher quality. This research aims to identify and analyse the key determinants contributing to the professional quality of university vocal music teachers in Guangzhou. Specifically, the study seeks to address the following research questions:

1. What qualifications, competencies, and characteristics define high-quality vocal music teachers in Guangzhou universities?
2. How do institutional factors influence teacher quality in vocal music departments?
3. What role do cultural and regional factors specific to Guangzhou play in shaping vocal pedagogy?
4. What professional development mechanisms most effectively enhance teacher quality?

The format of the paper is designed to offer a thorough analysis of these queries. This introduction follows a problem statement outlining the difficulties in evaluating and guaranteeing instructor quality in vocal music instruction. The literature study then examines previous research on Chinese music pedagogy's cultural backgrounds, teaching quality evaluation, and professional standards in music education. The study strategy used to collect and analyse data from Guangzhou universities is explained in the methodology section. After presenting the data, a discussion that places them in larger cultural and educational contexts follows. The conclusion provides suggestions for improving the calibre of vocal music instructors in Chinese university settings and wraps up important findings.

II. PROBLEM STATEMENT

The widely recognised value of excellent vocal music teachers in education coexists with multiple substantial hindrances that block the complete evaluation of Chinese university voice teachers for professional excellence.

Standard evaluation systems fail to adequately measure advanced creative and teaching skills required for effective vocal training because they mostly focus on quantitative measures such as academic qualification and student examination results (Wu & Liu, 2023). The mystery surrounding artistic assessment, combined with the exclusive hands-on teaching approach specific to voice instruction, creates difficulties for assessing quality, which traditional evaluation methods usually cannot detect (Chen, 2020).

According to published literature through a critical review, research shows that Chinese higher education settings lack sufficient understanding of the specific elements determining professional quality among their vocal music instructors. International scholarship has developed advanced models to evaluate teacher effectiveness. Yet, most originate from Western educational frameworks, potentially failing to grasp Chinese universities' distinctive institutional and cultural elements (Yang, 2022). The musical region of southern China, particularly Guangzhou, remains understudied by Chinese academics anchored in musical studies of Shanghai and Beijing conservatories (Daniele, 2021). This research gap pertains to the insufficient understanding of how regional cultural elements affect vocal instruction and teaching quality.

The research studying how fast transformations in China's music education system affect educational quality lags behind the nation's push for globalisation, boardroom-level adjustments, and changes in employment practices (Yu & Leung, 2019). Published literature fails to incorporate new challenges for teacher development, which emerge from the increased emphasis on cross-cultural competencies and the adaptation of musical genres. Vocal music education in Guangzhou reveals a significant research gap since it operates in an environment where Chinese musical approaches meet international teaching approaches and Cantonese music traditions.

This study justifies its research by acknowledging the need to develop frameworks specific to the university vocal music instructor profession within Guangzhou institutions. The research investigates teaching quality determinants to enhance recruitment, assessment, and ongoing development strategies by directly analysing this region. The study findings can potentially improve theoretical knowledge about the complex relationships between individual teaching abilities and institutional factors alongside cultural conditions, which form the quality standards in specialised artistic education.

III. LITERATURE REVIEW

Professional Standards in Music Education

Evaluating musical teaching performance requires reference to professional standards that establish educational quality benchmarks. The established standards described by Liu et al. (2024) demand that superior music teachers demonstrate advanced musical talent and effective teaching methods, enabling them to pass their knowledge to students. According to Zhou et al. (2023), professional excellence for vocal music teachers requires technical vocal

mastery, scientific voice understanding, flexible pedagogical skills, musical interpretation capabilities, and cultural skills knowledge. Vocal music instructors require a comprehensive understanding of their field by mastering psychological approaches for managing student performance anxiety, together with artistic talents and vocal mechanism training according to Chen (2019).

The requirements for music professors have experienced major transformations within Chinese academic institutions throughout the past several decades. Chinese music education primarily focused on technical proficiency and established teaching methods rather than teaching innovation or student-centred approaches. Chinese education standards are slowly shifting toward comprehensive benchmarks that unite technical performance standards with innovative pedagogical approaches and what students need, especially vocational education, because of distinctive body variations (Cheng & Chen, 2022).

Previous Studies on Teaching Quality

Studies about teaching excellence in higher education led to the creation of multiple instructional models that explain effective education. Biggs (2014) established constructive alignment as a core principle through his foundational research by emphasising the need for teaching activity learning objectives and assessment technique alignment. Accomplished music education teachers demonstrate superior subject mastery and effective communication skills, providing quick, beneficial feedback and creating supportive learning environments (Kathirarachchi, 2019). The discovered information verifies research patterns that exist across the entire educational spectrum.

Research about the quality of vocal music instruction has exposed the distinctive traits of this specialised discipline. According to Zhang et al. (2022), the demonstration-imitation teaching approach functions frequently within Chinese voice instruction because it preserves traditional principles but fails in developing student independence. The research between Western and Chinese legal and language culture by Falian Zhang (2021) showed that Western teachers expose students to artistic development early, but make students achieve thorough repertoire knowledge before granting interpretive independence.

Cultural and Regional Factors in Chinese Education

Educational practices and beliefs in China stem from the country's cultural foundation. According to Chan and Rao (2010), the enduring influence of Confucian education persists because it instills in students respect for authority through repetitive teaching methods. These cultural values stand out strongly in music education since the master-apprentice pedagogical model has always been the foundation for teaching practices (Zhou, 2019).

The cultural environment becomes more intricate because of the regional differences that exist. The educational setting of Guangzhou stands out through the Cantonese heritage and global trade heritage of its people.

The proximity of Guangzhou to Macau and Hong Kong has enabled the nation to experience more international educational systems, possibly affecting university teaching techniques in the region (Zhang et al., 2023).

Frameworks Used to Assess Teacher Quality

The worldwide music teacher quality evaluation framework exists in multiple manifestations. According to Conway and Edgar (2014), teachers receive comprehensive assessments of musical proficiency while also undergoing evaluations of their pedagogical understanding, professional involvement, and performance in student outcomes. The Ministry of Education (2018) introduced the National Assessment Framework for Music Education (NAFME) in China, which evaluates teachers by prioritising professional qualifications alongside research contributions and student contest and examination results.

Kruse-Weber et al. (2023) present an evaluation design system for vocal music that assesses teachers according to their vocal performance talents, teaching abilities, musical selection range, professional development achievements, and knowledge of vocal health and science. Various Chinese educational institutions implement these complex assessment frameworks at varying levels because many institutions prioritise student ratings and publication volume when

IV. METHOD

Research Design

This study applied a mixed-methods research design to measure the factors that impact vocational competence within Guangzhou University singing educators. The researchers used mixed methods, which delivered a comprehensive educational understanding by unifying quantitative data with qualitative insights about this complex topic (Creswell & Plano Clark, 2017). The study explored hidden meanings of discovered patterns through qualitative observation and interview work, followed by quantitative survey data collection for identifying initial patterns. The research methodology allows researchers to benefit from quantitative and qualitative approaches by combining results.

Population and Sampling

This research included vocal music instructors at Guangzhou University, Xinghai Conservatory of Music, South China Normal University, and Guangdong University of Foreign Studies. The selection included different types of higher education institutions across Guangzhou, such as specialist conservatories and comprehensive universities.

The survey collected 77.4% successful responses from the 62 vocal music instructors who received it at these universities. A total of 12 study participants were selected through purposeful sampling to achieve career diversity across early, mid, and senior members and educational backgrounds of domestic and international students,

alongside classical Chinese, Western classical, and modern commercial specialisations.

Data Collection Tools

Several data gathering tools were used in this study to guarantee a thorough grasp of the caliber of vocal music teachers. The main quantitative tool was a structured questionnaire created from a literature study and modified from well-known instruments (Wu, 2021). Technical expertise, pedagogical knowledge, student-teacher relationships, professional development activities, and institutional support are the five dimensions of professional quality covered by the Likert-scale items in this survey, along with demographic data and professional background details. Before being fully implemented, the questionnaire was pilot tested with six vocal instructors from a nearby institution to guarantee its validity and clarity.

Twelve chosen participants participated in 45–60-minute individual semi-structured interviews to learn more about their opinions on factors that influence teaching quality. Personal teaching philosophies, career growth trajectories, institutional issues, cultural influences, and difficulties in upholding professional quality were all covered in the interview protocol. To guarantee reliable data collection, all interviews were performed in Mandarin or Cantonese, respecting participant preferences. They were also audio recorded with express consent.

The third method of gathering data was through teaching observations, which gave first-hand knowledge of classroom procedures. A semi-structured observation methodology was used to observe one teaching session per interviewee with permission from both teachers and students. These observations, which were particularly focused on pedagogical approaches, student-teacher interactions, and instructional tactics, offered important context for self-reported teaching practices and quality measures. By supplementing the survey and interview data, these observational data helped paint a fuller picture of the factors influencing the quality of vocal instruction.

Data Analysis Techniques

The data evaluation employed descriptive and inferential analytic methods under SPSS version 26 for survey data assessment. The inferential evaluation of teacher subgroups through tests like correlation analysis, t-tests, and ANOVA, as well as descriptive methods, analysed sample characteristics and response patterns.

The qualitative data analytical approach followed Braun and Clarke's (2019) six-stage method. Two researchers independently analysed both transcribed interview tapes before cross-comparing their findings. NVivo 12 served as a data analysis platform that simplified qualitative data organisation. Teaching techniques became fully understood through the analysis of observation notes, which received identical classification and integration of interview data. The interpretation stage combined quantitative and qualitative results, where qualitative knowledge supplied detailed explanations that expanded statistical patterns.

Validity and Reliability

Several strategies ensured both validity and reliability of the study. Three leading experts in music education verified the survey instruments through their reviews, which established the validity of quantitative measures. The testing instruments demonstrated good consistency since their subscale Cronbach's alpha values ranged from 0.78 to 0.86. Multiple techniques, such as peer debriefing and member checking (interview transcript feedback from participants to confirm data) and an analytical conclusion tracking mechanism, were applied to enhance the reliability of qualitative results. The study validated its results through the analysis of multiple distinct data points.

Ethical Considerations

This study followed all necessary ethical rules during its research process. The approval of all participating universities, followed by participant consent approval, marked the start of data collection. All research records underwent a process of information deletion, and the researcher utilised pseudonyms to protect participant confidentiality. Every participant received notice regarding their voluntary ability to depart without consequences. Special precautionary measures were implemented during teaching observations to minimise disturbances in pedagogical processes while protecting the privacy of the student-teacher relationship.

V. FINDINGS

Demographic Profile of Participants

The survey respondents represented a representative sample of vocal music instructors from four Guangzhou institutions (N=48). The participants' demographic details are shown in Table I.

TABLE I: DEMOGRAPHIC CHARACTERISTICS OF SURVEY PARTICIPANTS

Characteristic	Category	Frequency	Percentage
Gender	Female	30	62.5%
	Male	18	37.5%
Age	25-35 years	13	27.1%
	36-45 years	19	39.6%
	46-55 years	11	22.9%
	Over 55 years	5	10.4%
Educational Background	Domestic education only	27	56.3%
	International education	21	43.7%
Years of Teaching Experience	experience	9	18.8%
	Less than 5 years		
Primary Vocal Teaching Specialty	5-10 years	16	33.3%
	11-20 years	15	31.3%
	More than 20 years	8	16.7%
	Classical Chinese	17	35.4%
	Western classical	20	41.7%
	Contemporary/Commercial	11	22.9%

Key Determinants of Professional Quality

According to quantitative and qualitative data analysis, five main factors influenced the professional quality of university vocal music instructors in Guangzhou. The relative significance of these drivers according to survey evaluations is shown in Figure 1.

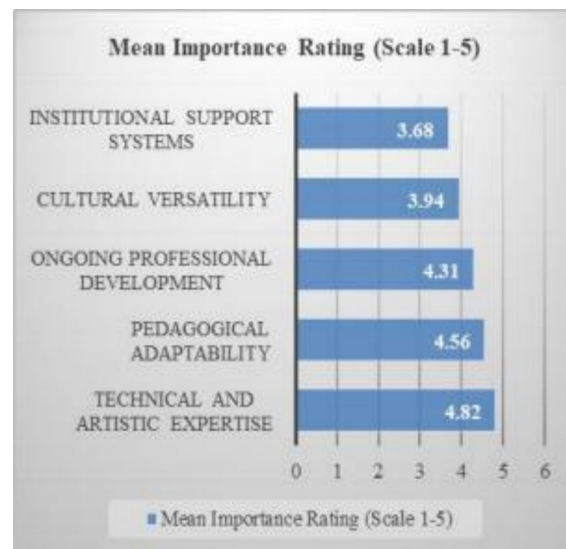


Figure 1. Ranked Importance of Professional Quality Determinants

Technical and Artistic Expertise

Survey results indicated that technical and artistic expertise was considered the most fundamental determinant of teacher quality, with 92% of respondents rating it as "very important" or "extremely important." Correlation analysis revealed a significant positive relationship between teachers' performing experience and student outcomes ($r = 0.67$, $p < 0.01$).

The qualitative data provided deeper insights into this determinant. Interview participants consistently emphasised the importance of maintaining their artistic practice alongside teaching:

"You cannot effectively teach vocal technique if you aren't continuously refining your own. Students need to see and hear the ideal sound, not just hear about it." (Participant 3, female, 15 years teaching experience)

Another participant elaborated on the importance of artistic interpretation skills:

"Technical proficiency is necessary but insufficient.

What distinguishes truly excellent teachers is their ability to guide students beyond technical correctness toward meaningful artistic expression." (Participant 9, male, 24 years teaching experience)

Observational data confirmed these perspectives, as teachers who demonstrated techniques through their singing appeared to achieve more immediate student comprehension than those who relied primarily on verbal instruction.

Pedagogical Adaptability

The analysis of survey data revealed that pedagogical adaptability—defined as the ability to customise teaching approaches based on individual student needs—was rated as the second most important determinant (mean = 4.56). Notably, teachers with international education experience scored significantly higher on self-assessed pedagogical adaptability ($M = 4.38$) compared to those with only domestic training ($M = 3.96$), $t(46) = 2.74$, $p < 0.05$.

During interviews, teachers described specific adaptability strategies:

“Each student’s voice is uniquely constructed. What works for one can damage another. I maintain a repertoire of at least five different approaches to teaching any vocal concept.” (Participant 5, female, 12 years teaching experience)

Classroom observations confirmed substantial variation in pedagogical approaches, with the most effective teachers demonstrating the ability to shift strategies mid-lesson in response to student difficulties.

Ongoing Professional Development

Professional development activities emerged as a significant determinant of teaching quality. Survey results indicated that teachers engaging in regular professional development (defined as at least two structured activities per year) received higher student evaluation scores ($M = 4.52$) compared to those with less frequent participation ($M = 3.87$), $t(46) = 3.21$, $p < 0.01$.

Table II presents the types of professional development activities reported by participants and their perceived effectiveness.

TABLE II: PROFESSIONAL DEVELOPMENT ACTIVITIES AND PERCEIVED EFFECTIVENESS

Activity Type	Participation Rate	Mean Effectiveness Rating (1-5 scale)
Master classes with renowned artists	85.4%	4.73
International conference attendance	56.3%	4.28
Peer observation and feedback	79.2%	4.12
Voice science workshops	68.8%	4.05
Online courses and webinars	77.1%	3.68
Research collaborations	43.8%	3.54

Qualitative data revealed that teachers valued professional development not only for knowledge acquisition but also for preventing pedagogical stagnation:

“The field of vocal pedagogy is constantly evolving, particularly with new scientific understandings of voice production. Teachers who don’t actively seek this knowledge risk perpetuating outdated or harmful techniques.” (Participant 11, female, 8 years teaching experience).

Cultural Versatility

The ability to navigate between Chinese and Western vocal traditions emerged as a distinctive determinant of teacher quality in the Guangzhou context. Survey results showed that 78% of respondents considered cultural versatility “important” or “very important” for teaching effectiveness. ANOVA results indicated significant differences in self-reported cultural versatility based on teachers’ primary specialisation ($F(2,45) = 11.27$, $p < 0.001$), with teachers of contemporary/commercial styles reporting the highest levels of cross-cultural integration. Interview participants highlighted Guangzhou’s unique position as influencing this requirement:

“In Beijing or Xi’an, you might succeed in specialising solely in traditional Chinese vocal techniques. But Guangzhou’s proximity to Hong Kong and international markets means our students need teachers who understand both Eastern and Western approaches.” (Participant 2, male, 17 years teaching experience)

Another participant noted the specific cultural context of Guangzhou:

“We’re incorporating elements from Cantonese opera, Western bel canto, and mainstream conservatory approaches. This cultural synthesis is unique to Guangzhou and requires teachers to have unusual versatility.” (Participant 7, female, 21 years teaching experience)

Institutional Support Systems

The final major determinant identified was institutional support, which 67% of respondents rated as “important” or “very important.” Statistical analysis revealed significant correlations between perceived institutional support and self-reported teaching satisfaction ($r = 0.59$, $p < 0.01$) and between institutional resources and student achievement ($r = 0.48$, $p < 0.01$).

Interview participants identified specific institutional factors that supported teaching quality:

“Access to quality accompanists, well-maintained practice rooms with good acoustics, recording equipment for student feedback—these resources directly impact teaching effectiveness but are often overlooked in discussions of teacher quality.” (Participant 8, male, 9 years teaching experience)

Interestingly, the data suggested that nonmaterial support factors, such as reasonable teaching loads and administrative recognition of artistic achievements, were rated as more important than financial compensation in enabling professional quality (mean ratings of 4.37 and 3.92, respectively).

Interaction Between Determinants

Correlation analysis revealed significant interactions between the identified determinants. Most notably, professional development activities showed strong positive correlations with both pedagogical adaptability ($r = 0.72$, $p < 0.001$) and cultural versatility ($r = 0.63$, $p < 0.001$), suggesting that continued learning enhances these other quality dimensions. Additionally, regression analysis

indicated that the combination of technical expertise and pedagogical adaptability explained 58% of the variance in student-reported teaching quality ratings, highlighting the complementary nature of these determinants.

VI. DISCUSSION

Technical and creative proficiency, instructional flexibility, continuous professional growth, cultural adaptability, and institutional support networks are the five main factors that this study found to be important indicators of professional excellence among Guangzhou University vocal music instructors. The results offer fresh perspectives unique to the Guangzhou setting while confirming previous research.

The importance of technical and creative proficiency aligns with established research suggesting that mastery of one's instrument represents a fundamental requirement for music educators. This study, however, extends existing work by illuminating the precise processes through which technical proficiency enhances the efficacy of vocal instruction. The findings demonstrate specific mechanisms that connect teachers' performance capabilities with improved student outcomes in the vocal studio setting. In addition to supporting Zhou et al.'s (2023) theoretical framework, the substantial association between teachers' performance experiences and student results offers empirical validation previously lacking in the literature. Wu's (2020) description of Chinese vocal pedagogy as emphasising imitation and demonstration is supported by the finding that demonstration-based instruction produced more immediate comprehension. However, it also implies that this approach has empirical support rather than just being a representation of cultural tradition.

The second most significant factor was pedagogical adaptation, which aligns with Chen's (2019) focus on multifaceted knowledge in voice education. It appears that exposure to various instructional approaches improves flexibility, as seen by the notable difference in adaptability between teachers with international experience and those with only domestic training. By pointing to international education as a possible driving force behind this development, this research builds on Cheng and Chen's (2022) observation of a slow transition in Chinese music education toward more responsive teaching approaches. Practically speaking, this means that institutions should prioritise foreign experience when hiring new faculty members and give current faculty members the chance to sample a variety of teaching philosophies through international seminars or exchange programs.

The generally held belief that continual learning is necessary to sustain teaching excellence is supported by the substantial link between professional development activities and teaching quality (Chen & Huang, 2022). Contrary to Western literature, which generally prioritises educational workshops above artistic masterclasses, the results indicate that master classes with well-known artists received the highest efficacy ratings (Conway & Edgar, 2014). According to Zhou (2019), this discrepancy probably reflects the master-apprentice tradition's ongoing influence in Chinese music education, indicating that professional development programs should strike a balance

between instructional innovation and chances for artistic development under the direction of a master.

One of the study's noteworthy findings is that cultural adaptability determines professional excellence, especially pertinent to Guangzhou's unique location. Jonathan's (2021) assessment regarding Guangzhou's complex pedagogical environment aligns with instructors' need to balance Chinese and Western traditions. However, their work further shows how this diversity places particular demands on educators.

Wang (2022) claim that contextual factors have a substantial impact on teacher quality is supported by the discovery of institutional support systems as a significant influencer. However, some Western work highlighting salary and perks as the main institutional predictors of teaching quality is contradicted by the result that nonmaterial support components were more important than financial compensation (Biggs, 2014). This discrepancy might result from Confucian principles still impacting Chinese education, where teaching is seen as a vocation rather than just a job (Chan & Rao, 20210).

The interactions between the factors that this study uncovered suggest a more intricate model of teacher quality in the literature. Professional development activities correlate with cultural versatility and pedagogical adaptability, suggesting that ongoing learning is a fundamental facilitator of other quality aspects. By shedding light on the connections between various quality components rather than treating them as distinct evaluation areas, this research expands on Kruse-Weber et al.'s (2023) assessment approach.

In contrast to other studies that concentrated on Beijing and Shanghai (Daniele, 2021), this study identifies traits of vocal music teachers that may be exclusive to Guangzhou. The emphasis on cultural adaptability and the incorporation of Cantonese features call into question the idea that professional standards can be consistently implemented across China's different regions, which indicates that regional cultural influences greatly influence ideas of teacher quality.

VII. CONCLUSION

A research investigation investigated and examined five essential factors defining professional quality for university vocal music instructors in Guangzhou cities through expertise in technical and artistic domains, their pedagogical flexibility, professional development commitment, and institutional support systems. The research provides essential field knowledge by presenting a context-based framework to study teacher quality in Guangzhou's southern China music teaching context instead of using broad teaching models.

The main value of this research emerges from its description of how universal teacher quality standards operate within Guangzhou's singing instruction system. Recognising cultural versatility as a principal quality factor demonstrates how regional elements shape professional competence standards and enhances theoretical knowledge of how separate professional elements mutually support each other. The research delivers quantitative evidence that confirms that international education enhances teaching

adaptability in Chinese music education, although previous studies have primarily treated this assumption as theoretical.

Several limitations must be acknowledged. The study's findings apply specifically to Guangzhou University vocal music teachers since the sample size remains moderate compared to the total population. The study design only captures data at one point, which might miss essential developments in quality requirements among professionals. This study measured teacher performance instead of student achievements since direct assessment of educational results exceeded its research boundaries.

The research results create essential considerations that universities and policymakers need to address. The initial hiring process must combine technical assessment with tests for teaching skills and cross-cultural understanding instead of relying solely on academic background or achievements. Institutions need to establish programs for continuous professional development, primarily including master classes and international conference participation, since these methods deliver the most significant outcomes. National education standards should adapt according to the unique characteristics of diverse regions in China because teacher requirements vary.

The writers suggest that future research tackle these studies' constraints through time-evolutionary designs, large-scale assessment with cross-China regional analysis, and direct measurements of identified impact determinants on student achievements. Research about how digital tools can boost the growth of essential quality factors holds high value since music classrooms increasingly adopt technological resources. When applied to different artistic fields, research about these determinants would establish which qualities originate from vocal instruction and which apply across performing arts instruction.

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