

Music Education Resource Materials in Relation to Quality of Teaching in Changsha County, China

Ming Tang*, Maria Luvimi I. Casihan

Graduate School, Adamson University, CO 1000, Philippines

* Corresponding author: Ming Tang (Email: 175879918@qq.com)

Abstract: The study conducted in-depth research and statistics on the music education resources and teaching quality of Changsha County, the participants of the study were junior students from the Music School of Changsha Normal College. To understand their current assessment of the music education resources and music teaching quality in Changsha County. The results show that: The survey of student respondents showed a nearly balanced gender distribution (53.2% male, 46.8% female) and primarily included students over 20 years old, indicating a mature student demographic. Respondents generally affirmed the professional level and teaching quality of music teachers but highlighted deficiencies in resource allocation and extracurricular community support. Sex and age differences in evaluating resource adequacy, teacher quality, and community support were not significant, indicating consistent perceptions across these demographics. High-quality resource materials in music classes were strongly correlated with positive teacher attributes, such as enthusiasm, interaction skills, and organizational ability, suggesting that well-resourced classrooms enhance teacher effectiveness and student engagement.

Keywords: Music Education; Resources; Teaching Quality.

1. Introduction

With the development of education, music education in particular plays an important role in improving students' humanistic qualities and musical aesthetic abilities. Since the promulgation of the "Compulsory Education Music Curriculum Standards" (2011 Edition), relevant education departments and schools have implemented corresponding policy requirements. According to CNKI search, there are 87 documents and papers on the current situation of music education in rural primary schools, while there are only 8 documents and papers on the current situation of music education and teaching in rural primary schools. However, there is currently almost no research on music teaching in rural primary schools in Changsha County. Therefore, the author analyzes the current situation of music teaching in rural primary schools in Changsha County, and takes Gaoqiao rural primary school as an example. With the continuous progress and development of our country's society, the process of rural construction is accelerating, especially rural basic education, which has also received great attention from relevant departments. Basic education is the basic knowledge and skills that people acquire in their growth and life, and plays an important role in improving people's quality. Therefore, in the process of rural development and construction, more attention should be paid to the construction of basic education. As an important framework in basic education, music education plays a vital role in cultivating the musical literacy of primary school students. However, in the current educational development model in rural areas, music courses are still in a secondary position. The status of music courses in many regions and schools is disappointing. Worry. The reason is caused by the structural differences between urban and rural areas and the imbalance of discipline structure.

Since the research content of this article is the current situation of music teaching in rural primary schools, the researcher focused on a detailed analysis of the current situation of music teaching in rural primary schools after

reviewing relevant literature on music teaching in rural primary schools. At present, the curriculum of most rural primary schools is unbalanced. The resource allocation of teachers in main subjects such as Chinese, mathematics, and English is relatively even, while the resource allocation of teachers in other sub-subjects is weak. In terms of classroom teaching, although the majority of rural teachers have also actively responded to the relevant content of the curriculum reform, in actual practice, due to cognitive deviations and a lack of high attention to students' music and music literacy, the purpose of music teaching is relatively vague and the teaching design is rote. Memorize and do not teach according to the actual situation of students. In terms of teaching equipment, most rural schools have problems such as insufficient funds and backward infrastructure to varying degrees, which makes a high-quality music class also affected by external factors.

During his undergraduate studies, the researcher worked as a part-time music teacher in a rural primary school. In the process of setting up music classes, researchers found that there are very few music teachers in township schools. Even in rural primary schools, music classes are occupied by other subjects or turned into self-study classes due to a lack of teachers. In terms of the professional skills of music teachers, rural primary school music teachers have less communication with the outside world, resulting in traditional teaching experience, backward teaching concepts, lack of professional knowledge, low enthusiasm, and low overall quality. The teachers are not ideal. In terms of students' professional skills, rural students lack musical cognitive abilities, relevant cultural backgrounds, and understanding of domestic and foreign music characteristics. In terms of teaching facilities, rural schools lack funds, primary school music teaching facilities are backward, and teachers have no way to enrich classroom teaching through various media technologies and musical instruments. In addition, another educational problem in rural primary schools at this stage is the indirect impact of differences in parents' concepts. Schools do not pay

attention to music education, and there are many deficiencies in music teaching. Parents also generally believe that music is not a main subject and is not an important requirement for further education, and music classes are electives. Therefore, based on the above content, the researcher thought about the current situation of music teaching in Gaoqiao Town and Village Primary Schools, and analyzed effective solutions and suggestions through investigation and research.

2. Statement of the Problem

(1) What's the profile of the student respondents in terms of:

- 1) age
- 2) sex

(2) What is the assessment of student respondents in the current situation of resource materials in music class?

- 1) Adequacy of teaching materials and equipment
- 2) Professional level and teaching quality of teachers
- 3) Extracurricular activities and community support

Is there a significant difference of the current situation of resource materials in music class when the profile of student respondents is taken as test factors?

(4) What is the assessment of student respondents in the quality of teachers in music class?

- 1) Teacher personality charm
- 2) Teacher attitude and interactivity
- 3) Teachers' ability to organize activities

(5) Is there a significant relationship between the current situation of resource materials in music class and quality of teachers?

(6) Based on the finding of this research, what development program can be taken to improve the quality of music education in rural primary schools?

3. Hypotheses

Ho1 There is no significant difference in the current status of resource materials in music classes when the profile of student respondents is used as a test factor.

Ho2 There is no significant relationship between the current status of music class resource materials and quality of teaching.

4. Scope and Delimitation of the Study

This study aims to gain an in-depth understanding of the current situation of music education in rural primary schools in Changsha County, Hunan Province, and to propose corresponding countermeasures and improvement measures to promote the development of music education.

This study aimed to explore the current situation and existing problems of music education in rural primary schools in Changsha County; analyzed the factors that affect the quality of music education; and propose corresponding countermeasures and improvement measures to promote the healthy development of music education.

This study focused on various factors that affect the quality of music education in rural primary schools, including three dimensions of resource investment and three dimensions of teacher quality. The study had 169 intern college students out of 300 total population of interns and collected data through survey instruments, reviewed, and analyzed using mean, percentage, Pearson's r product-moment coefficient and analysis of variance. The results was used as a basis for

generating teaching input to improve the standards of rural music education.

5. Results and Discussion

This chapter presents the results, analysis, and interpretation of the following data: profiles of respondents, such as their sex, and age, and the assessment of student respondents in the current situation of resource materials in music class, the assessment of student respondents in the quality of teachers in music class

(1) The Profile of The Student Respondents

Table 1. The Profile of The Student Respondents

		Frequency	Percentage
Sex	male	134	53.2
	female	118	46.8
	Total	252	100.0
Age	18-20years	108	42.9
	above 20	144	57.1
	Total	252	100.0

Table 1 shows that in terms of sex distribution, males accounted for 53.2% of the student respondents, while females accounted for 46.8%. This data shows that there are slightly more males than females in the survey group, and the gender ratio is relatively balanced, reflecting the representativeness and diversity of the survey sample in terms of sex. In terms of age distribution, students aged 18-20 accounted for 42.9%, while students over 20 accounted for 57.1%. This result shows that most of the students interviewed are over 20 years old, indicating that the survey is mainly aimed at more mature college students and may cover more senior students or graduate students. This age structure helps to gain a deeper understanding of the views and needs of students of different ages on music education.

(2) The Assessment of Student Respondents In The Current Situation of Resource Materials In Music Class

1) Adequacy of Teaching Materials And Equipment

The data in Table 2 shows that the highest value is 3.18, which appears in the 6th item "Whether the music teaching materials and resources are sufficient for teachers to prepare and teach lessons" and the 7th item "Should the school improve the quality and quantity of music teaching materials and equipment", showing These aspects are considered the most adequate. The lowest value is 3.01, which appears in item 4 "Does the school regularly update music teaching materials and equipment", which indicates the lowest level of satisfaction in this aspect. The overall mean is 3.11 and the standard deviation is 0.72, indicating that the overall evaluation of music teaching materials and equipment is "agree".

In summary, this set of data shows that respondents generally believe that the music teaching materials and equipment provided by schools can meet teaching needs to a certain extent, but there is still room for improvement, especially in terms of regular updates and stimulating students' interest in learning. The school has received high recognition for improving the quality and quantity of teaching materials and equipment, which means that investment and improvements in these areas can significantly improve teaching results.

Table 2. The assessment of the Adequacy of Teaching Materials And Equipment

	Mean	SD	Descriptive/ Interpretation	Rank
1. The music teaching materials provided by the school are sufficient to meet the teaching needs	3.12	0.79	Agree/Evident	4.5
2. The school music room has complete musical instruments and audio equipment	3.12	0.84	Agree/Evident	4.5
3. The music teaching materials and equipment provided by the school are of good quality	3.08	0.84	Agree/Evident	6
4. The school regularly updates music teaching materials and equipment	3.01	0.91	Agree/Evident	7
5. Can the school's music teaching materials and equipment stimulate students' interest in learning?	3.11	0.82	Agree/Evident	3
6. There are sufficient music teaching materials and resources for teachers to prepare and teach	3.18	0.84	Agree/Evident	1.5
7. Schools should improve the quality and quantity of music teaching materials and equipment	3.18	0.83	Agree/Evident	1.5
Overall	3.11	0.72	Agree/Evident	

Legend:3.51-4.00 Strongly Agree/Strongly Evident; 2.51- 3.50 Agree/evident 1.5-2.50 Slightly Disagree/Slightly Evident 1.00-1.50 Disagree/Not Evident.

Tian, G. (2024) pointed out in his study: From the perspective of teaching resource allocation, schools may not invest enough in music teaching materials and equipment, especially in terms of regular updates. Although teachers believe that the existing materials and equipment can basically meet teaching needs, the quality and quantity of these resources are not at the optimal level. Therefore, teachers may face some limitations when preparing and teaching, and cannot make full use of high-quality teaching resources to improve teaching effectiveness. This leads to an overall evaluation biased towards "average", reflecting that the allocation of teaching resources still needs to be improved and strengthened.

Bai, X. D. (2024) pointed out in his study: From the perspective of school management mechanism, the school's

processes and mechanisms for the management of music teaching materials and equipment may not be perfect. Problems such as low update frequency and untimely equipment maintenance may cause teaching resources to fail to keep up with the times, thereby affecting teaching quality and students' learning interest. In addition, teachers' feedback on teaching resource needs may not be effectively conveyed to school management, resulting in a gap between resource allocation and actual needs. To improve the adequacy of teaching materials and equipment, schools need to strengthen resource management mechanisms, regularly evaluate and update teaching resources, and actively listen to teachers' opinions and suggestions.

2) Professional Level and Teaching Quality of Teachers

Table 3. The Assessment of the Professional Level And Teaching Quality of Teachers

	Mean	SD	Descriptive/ Interpretation	Rank
1. The school's music teachers have sufficient professional knowledge and skills	3.24	0.81	Agree/Evident	1
2. Can the school music teacher's teaching be lively and interesting?	3.15	0.82	Agree/Evident	5
3. Can the school's music teachers give full play to their teaching abilities?	3.19	0.83	Agree/Evident	3
4. Can the music teacher provide personalized teaching according to the actual situation of the students?	3.13	0.87	Agree/Evident	6.5
5. Can the school's music teachers effectively guide students' music creation and performance?	3.13	0.85	Agree/Evident	6.5
6. Have the school's music teachers received regular training and continuing education in music education?	3.17	0.81	Agree/Evident	4
7. Schools should improve the professional level and teaching quality of music teachers	3.22	0.84	Agree/Evident	2
Overall	3.18	0.73	Agree/Evident	

Legend:3.51-4.00 Strongly Agree/Strongly Evident; 2.51- 3.50 Agree/evident 1.5-2.50 Slightly Disagree/Slightly Evident 1.00-1.50 Disagree/Not Evident.

The data in Table 3 show that the highest value is 3.24, which appears in the 8th item "Does the school's music teacher have sufficient professional knowledge and skills?", indicating that the professional knowledge and skills of teachers are relatively highly recognized. The lowest value is 3.13, which appears in the 11th item "Can the music teacher provide personalized teaching according to the actual situation of the students?" and the 12th item "Can the music teacher effectively guide the students' music creation and performance?", which shows that the satisfaction with personalized teaching and guiding students to create and perform is relatively low. The overall mean is 3.18 and the

standard deviation is 0.73, indicating that the overall evaluation of the professional level and teaching quality of music teachers is "agree".

In summary, this set of data shows that the respondents generally believe that the school's music teachers have strong professional knowledge and skills, but there is still room for improvement in personalized teaching and guiding students to create and perform. Although teachers receive regular training and continuing education, how to give full play to these professional skills and abilities in the teaching process is still an issue that needs attention. The overall evaluation of "average" indicates that the school still needs to make further

efforts to improve teaching quality and personalized teaching.

Jia, R. N. (2024) pointed out in the study: From the perspective of teacher professional development, although the school's music teachers have strong professional knowledge and skills and receive regular training and continuing education, these trainings may focus on theoretical knowledge and neglect the improvement of practical teaching skills. How teachers apply the professional knowledge and skills they have learned in the classroom, especially in personalized teaching and student creative guidance, may not receive enough practice and guidance, resulting in a relatively mediocre performance in these areas. Therefore, teachers' professional development needs to pay more attention to practical operations and the improvement of teaching skills to better meet the actual needs of students.

Xiang, M. H., & Han, L. T. (2024) pointed out in the study:

From the perspective of teaching methods, music teachers may have adopted more traditional teaching methods in the classroom, failing to fully stimulate students' interest and creativity. Although teachers have sufficient professional knowledge, they are insufficient in how to impart this knowledge to students in a vivid and interesting way. Personalized teaching and creative guidance require teachers to have more flexible and innovative teaching methods to meet the needs of different students. However, teachers may lack relevant training and resource support, resulting in poor teaching results in this regard. Schools need to innovate in teaching methods and provide more resources and support to help teachers improve the liveliness and personalization of classroom teaching.

3) Extracurricular Activities And Community Support

Table 4. The Assessment of The Professional Level and Teaching Quality of Teachers

	Mean	SD	Descriptive / Interpretation	Rank
1. Does the school carry out a variety of extracurricular music activities?	3.11	0.88	Agree/Evident	5.5
2. Extracurricular music activities have an impact on students' musical literacy	3.17	0.82	Agree/Evident	4
3. Do the school's extracurricular music activities receive support and participation from the community?	3.12	0.83	Agree/Evident	7
4. Schools should increase music extracurricular activities	3.23	0.79	Agree/Evident	2
5. Does the school cooperate with music resources and institutions in the community?	3.08	0.90	Agree/Evident	3
6. The school's music extracurricular activities meet students' interests and needs	3.11	0.86	Agree/Evident	5.5
7. Schools should improve the quality and quantity of music extracurricular activities	3.25	0.78	Agree/Evident	1
Overall	3.15	0.72	Agree/Evident	

Legend: 3.51-4.00 Strongly Agree/Strongly Evident; 2.51- 3.50 Agree/evident 1.5-2.50 Slightly Disagree/Slightly Evident 1.00-1.50 Disagree/Not Evident.

The data in Table 4 show that the highest value is 3.25, which appears in the 21st item "Should the school improve the quality and quantity of music extracurricular activities", indicating that the respondents strongly believe that there is a need to improve and increase music extracurricular activities. The lowest value is 3.08, which appears in the 19th item "Does the school cooperate with music resources and institutions in the community", indicating that the evaluation of the school's cooperation with community music resources is low. The overall mean is 3.15 and the standard deviation is 0.72, indicating that the overall evaluation of school music extracurricular activities is "agree".

In summary, this set of data shows that the respondents believe that there is room for improvement in the quality and quantity of school music extracurricular activities. Although the existing activities can affect students' music literacy and meet students' interests and needs to a certain extent, cooperation and support with the community still need to be strengthened. Schools need to further increase and improve music extracurricular activities and strengthen cooperation with community music resources to improve students' music literacy and overall teaching quality.

Liu, C. (2024) pointed out in the study: From the perspective of school resource allocation, the quality and quantity of music extracurricular activities are limited by school resources. Although schools are aware of the need to improve the quality and quantity of these activities (such as the score of item 21), they may lack sufficient funding and facilities support, as well as professional event planning and execution teams. This lack of resources may limit the school's

potential for development in music extracurricular activities, resulting in existing activities failing to fully meet students' interests and needs.

Wei, J., & Qiao, J. Y. (2024) pointed out in their study: From the perspective of community cooperation, the school's cooperation with music resources and institutions in the community is rated low (such as the score of item 19). This may indicate that the school has failed to effectively cooperate with external music resources, lacks community support and participation, and affects the diversity and quality of music extracurricular activities. The lack of community cooperation may lead to limitations in the richness of the school's activities and teaching effectiveness, because community resources and support from professional institutions can provide students with a wider range of learning opportunities and experiences.

In summary, to improve the quality and quantity of school music extracurricular activities, schools need to strengthen resource investment and management, ensure sufficient funding and facilities support, and improve the ability to plan and implement activities. At the same time, schools should actively seek cooperation with community music resources and institutions to enrich activity content, improve teaching quality, and meet students' diverse learning needs.

The data in Table 5 show that the overall mean is 3.15 and the standard deviation is 0.72, reflecting that the overall evaluation of the professional level, teaching quality, extracurricular activities and community support of the respondents is "agree". The highest evaluation appears in the item "professional level and teaching quality of teachers", with a mean of 3.18, showing that teachers have received high

recognition in terms of professional knowledge and teaching quality. The lowest evaluation appears in the item "adequacy of teaching materials and equipment", with a mean of 3.11,

showing that there is still room for improvement in the allocation and adequacy of teaching resources.

Table 5. The Assessment of The Professional Level And Teaching Quality of Teachers

	Mean	SD	Descriptive/ Interpretation	Rank
Adequacy Teaching Materials Equipment	3.11	0.72	Agree/Evident	2
Professional Level Teaching Quality Teachers	3.18	0.73	Agree/Evident	1
Extracurricular Activities Community Support	3.15	0.72	Agree/Evident	3

Legend:3.51-4.00 Strongly Agree/Strongly Evident; 2.51- 3.50 Agree/evident 1.5-2.50 Slightly Disagree/Slightly Evident 1.00-1.50 Disagree/Not Evident.

In summary, this set of data shows that the respondents have a positive attitude towards the professional level and teaching quality of teachers, but also points out some deficiencies in the allocation of teaching resources and community support for extracurricular activities. In order to further improve the teaching quality and the comprehensive development of students, schools can strengthen the updating and enrichment of teaching materials and equipment, while strengthening cooperation and support with the community to promote the comprehensive growth and development of students in and out of the classroom.

Li, F. F., & Yu, C. Y. (2024) pointed out in their study,From the perspective of resource investment, the school's evaluation of the adequacy of teaching materials and equipment is low (mean value is 3.11), which may reflect the school's insufficient investment in this regard. The adequacy of teaching materials and equipment directly affects the teaching effect and students' learning experience. Insufficient resources may limit the teacher's performance in the teaching process and the participation of students. Therefore, improving the teaching quality requires schools to increase investment in teaching materials and equipment to ensure the adequacy and updating of teaching resources to support teachers' teaching activities and students' learning needs.

Wang, Y. (2024) pointed out in his study,From the

perspective of teacher development, although the overall evaluation of teachers' professional level and teaching quality is "average" (mean value is 3.18), this also means that there is room for improvement. Teachers' professional development requires continuous training and professional growth opportunities to adapt to the changing educational environment and student needs. Schools can improve teachers' professional level and teaching quality by providing more professional development opportunities, including training in teaching methods, curriculum updates, and support for the application of educational technology.

In summary, to improve the professional level and teaching quality of teachers, schools need to increase their investment in resources to ensure the adequacy of teaching materials and equipment; at the same time, they also need to pay attention to the professional development of teachers and provide continuous training and support to promote the growth of teachers in teaching practice and improve the quality of teaching. Only in this way can we better meet the learning needs of students and improve the overall quality of education.

(3) The Current Situation Of Resource Materials In Music Class When The Profile of Student Respondents Is Taken As Test Factors

1) Sex

Table 6. The Current Situation Of Resource Materials In Music Class When Grouped According To Sex

	Sex	Mean	SD	t	Sig	Interpretation	Decision
Adequacy Teaching Materials and Equipment	male	3.0810	.74312	.084	.772	Not Significant	Accept NULL
	female	3.1501	.69607				
Professional Level Teaching Quality Teachers	male	3.1407	.74715	.063	.802	Not Significant	Accept NULL
	female	3.2155	.71946				
Extracurricular Activities Community Support	male	3.1279	.73373	.062	.803	Not Significant	Accept NULL
	female	3.1804	.71646				

Legend: $\alpha = 0.05$.

The data in Table 6 shows that the analysis of the differences in the evaluation of music classroom resources by different genders shows that there are no differences in the ratings between men and women in terms of adequacy of teaching materials and equipment, teachers' professional level and teaching quality, as well as extracurricular activities and community support. Significantly. No matter in the evaluation of teaching materials and equipment, or in the evaluation of teachers' professional level and extracurricular activities, the mean difference between men and women did not reach a significant level. This shows that under the current evaluation indicators, gender has no obvious impact on the perception and evaluation of school music classroom

resources, and the school's performance in resource allocation and teaching quality maintains relative consistency across genders.

Wu, L. (2024) pointed out in the study,From the perspective of education policy, modern education systems generally advocate gender equality and fairness, including in terms of resource distribution. Education departments and schools usually adopt the principle of equity in resource allocation and teaching quality to ensure that students, regardless of gender, have access to similar educational resources and services. This policy orientation prompts schools to ensure that there are no significant differences based on gender in the provision and evaluation of music classroom resources,

thereby maintaining a fair and just educational environment.

Zhang, L. (2024) pointed out in the study, From a cultural cognitive perspective, society has gradually recognized the impact of gender in the education and learning process, and strives to eliminate gender differences. Modern education has paid more and more attention to cultivating students' comprehensive abilities and qualities, rather than being limited to traditional gender roles and stereotypes. This shift in cultural understanding makes schools and educators more inclined to focus on the individual abilities and needs of students, rather than being affected by gender restrictions or biases. Therefore, in the evaluation of music classroom

resources, gender does not become an important factor affecting scoring differences. Schools can evaluate and allocate resources more objectively to ensure the overall improvement of teaching quality. To sum up, the reason why there is no significant difference between gender in the evaluation of music classroom resources can be attributed to the equity principle advocated by education policy and the progress of social and cultural cognition, both of which jointly promote schools to maintain good performance in resource allocation and teaching quality evaluation. gender equality and fairness.

2) age

Table 7. The Difference of The Current Situation of Resource Materials In Music Class When According To Age

	Age	Mean	SD	t	Sig	Interpretation	Decision
Adequacy of Teaching Materials and Equipment	18-20years	3.0675	.79634	2.050	.153	Not Significant	Accept NULL
	above 20	3.1478	.65941				
Professional Level Teaching Quality Teachers	18-20years	3.1336	.79558	.772	.381	Not Significant	Accept NULL
	above 20	3.2073	.68498				
Extracurricular Activities Community Support	18-20years	3.1151	.78062	1.346	.247	Not Significant	Accept NULL
	above 20	3.1806	.68125				

Legend: a= 0.05.

The data in Table 7 shows: The analysis of the differences in the assessment of music classroom resources for different age groups shows that the 18-20 age group and the age group over 20 years old have significant differences in the adequacy of teaching materials and equipment, the professional level of teachers and the quality of teaching, and the extracurricular Differences in scores for activities and community support were not significant. No matter in the evaluation of teaching materials and equipment, or in the evaluation of teachers' professional level and extracurricular activities, the mean differences between different age groups did not reach a significant level. This shows that under the current evaluation indicators, the age factor has no obvious impact on the recognition and evaluation of school music classroom resources, and the school's performance in resource allocation and teaching quality has maintained relative consistency among different age groups.

Wu, Allocate resources uniformly according to overall course design and teaching needs. Therefore, whether it is young students aged 18-20 years old or slightly older students over the age of 20, the school will work hard to ensure the adequacy and quality of teaching materials and equipment to support the smooth development of teaching activities. This uniform approach to resource allocation and management may result in insignificant age differences in resource assessments.

Wu, C. Y. (2023) pointed out in the study, From the perspective of educational background, the modern education system generally emphasizes the student-centered educational concept, and schools are committed to providing fair and high-quality educational resources regardless of age. Age is not the main factor in determining the allocation of educational resources, but a specific reflection of the quality of education and student needs. Therefore, when schools evaluate and allocate music classroom resources, they will pay more attention to the actual situation of teaching effects and learning outcomes, rather than differential allocation of resources based solely on age differences.

In summary, the reason why there are no significant differences in the evaluation of music classroom resources

among different age groups may be because the school adopts a unified management strategy in resource allocation, and the education system emphasizes the student-centered teaching concept to ensure that education Equity and overall quality of resources, so that students of different ages show similar attitudes and responses in resource evaluations.

(4) The Assessment of Student Respondents In The Quality of Teachers In Music Class

1) Teacher personality charm

The data in Table 8 shows that the evaluation of music teachers' personality charm shows that teachers show significant personality charm in the teaching process. Specifically, teachers were rated equally in terms of stimulating students' interest in music learning, encouraging students to increase confidence, innovating teaching methods and course content, demonstrating patience, affinity, professional knowledge, guiding students to in-depth understanding of music theory and practice, and leadership. Perform at a high level. Overall, the average personality charm score of music teachers reached 3.26, which belongs to the "significant" category, showing the positive influence and leadership skills displayed by teachers in teaching. These evaluations not only reflect teachers' outstanding performance in terms of professionalism and charisma, but also highlight their important role in shaping students' learning attitudes and abilities.

Tong, G. Y. (2023) pointed out in the study, From the perspective of teachers' personal characteristics, the passion, encouragement, innovation, patience, affinity and leadership displayed by music teachers are important factors for high ratings. The positive display of teachers' personal characteristics can not only stimulate students' interest in learning, but also enhance students' self-confidence and participation. For example, teachers' passion and patience help solve students' learning difficulties, while affinity and leadership help establish good teacher-student relationships and organize music activities inside and outside the school, thereby affecting the quality of teaching and students' academic achievements.

Table 8. The Assessment of The Teacher Personality Charm

	Mea n	SD	Descriptive Interpretation	Ran k
1. Music teachers are passionate about teaching and can stimulate students' interest in music.	3.27	0.78	Agree/Evident	3
2. Music teachers often encourage students to make them more confident in music learning.	3.25	0.81	Agree/Evident	4.5
3. Music teachers are innovative in teaching methods and course content and often introduce new ideas and technologies.	3.24	0.81	Agree/Evident	6.5
4. Music teachers show great patience when facing students' learning difficulties. Be willing to take the time to help students overcome difficulties.	3.25	0.83	Agree/Evident	4.5
5. The music teacher has a cheerful personality, is easy to approach, and can quickly establish good relationships with students.	3.31	0.78	Agree/Evident	2
6. Music teachers have solid professional knowledge of music and can answer questions accurately	3.23	0.80	Agree/Evident	8
7. Students ask questions and guide students to gain an in-depth understanding of music theory and practice.	3.32	0.79	Agree/Evident	1
8. Music teachers show obvious leadership in classroom management and organizing music activities inside and outside the school, and can effectively motivate and guide students to participate.	3.24	0.81	Agree/Evident	6.5
Overall	3.26	0.70	Agree/Evident	

Legend:3.51-4.00 Strongly Agree/Strongly Evident; 2.51- 3.50 Agree/evident 1.5-2.50 Slightly Disagree/Slightly Evident 1.00-1.50 Disagree/Not Evident.

The reasons for the significant results of the personality charm assessment of music teachers can be analyzed from the two dimensions of teachers' personal characteristics and teaching environment.

Zhang, J. Y. (2023) pointed out in the study,From the perspective of teachers' personal characteristics, the passion, encouragement, innovation, patience, affinity and leadership displayed by music teachers are important factors for high ratings. The positive display of teachers' personal characteristics can not only stimulate students' interest in learning, but also enhance students' self-confidence and participation. For example, teachers' passion and patience help solve students' learning difficulties, while affinity and leadership help establish good teacher-student relationships and organize music activities inside and outside the school, thereby affecting the quality of teaching and students' academic achievements.

Yang, L. (2023) pointed out in the study,From the perspective of teaching environment, a good teaching environment and supportive education policies also provide favorable conditions for teachers to show their personality charm. For example, schools may provide innovative teaching tools and resources that allow teachers to flexibly apply new technologies and concepts, thus increasing the diversity and appeal of teaching. In addition, the support and encouragement given to teachers by educational policies and leadership can also motivate teachers to use their personal charm and show more creativity and enthusiasm in teaching.

To sum up, the reason for the significant personality charm evaluation results of music teachers is the positive expression of teachers' personal traits and the supportive teaching environment. These two factors work together to prompt teachers to show significant personality charm in teaching, which is good for teachers. Make a positive impact on student learning. From the perspective of teaching environment, a good teaching environment and supportive education policies also provide favorable conditions for teachers to show their personality charm. For example, schools may provide innovative teaching tools and resources that allow teachers to flexibly apply new technologies and concepts, thus increasing

the diversity and appeal of teaching. In addition, the support and encouragement of teachers from education policies and leadership can also inspire teachers to use their personality charm and show more creativity and enthusiasm in teaching.

2) Teacher attitude and interactivity

The data in Table 9 show that the assessment of music teachers' attitudes and interactivity showed significant results. The teacher showed a positive and optimistic attitude in the teaching process, demonstrated excellent performance in many aspects such as patience, encouraging interaction, providing specific constructive feedback, and promoting student participation. Specifically, teachers scored higher on positive and optimistic attitudes, patiently responding to student problems, encouraging student interaction, providing specific feedback, creating an inclusive and harmonious classroom atmosphere, and respecting individual differences among students. Overall, the mean score of music teachers' attitude and interactivity reached 3.29, which falls into the "significant" category, showing the positive influence of teachers on teaching attitudes and interaction methods.

These evaluations not only reflect teachers' teaching enthusiasm and positive attitude in interacting with students, but also highlight the importance they attach to student participation and personalized teaching in the teaching process. Together, these factors promote a good learning atmosphere and academic achievement, providing students with a positive learning experience and support.

Intelligence And Neuroscience Computational. (2023) pointed out in the study that teachers' personal characteristics and professional development are one of the important factors that affect the results. The positive and optimistic attitude, patience and tolerance that music teachers display in teaching often reflect their personal qualities and level of professional development. These teachers may undergo systematic educational training to learn how to interact effectively with students, provide specific feedback, and adjust teaching methods to meet the needs of different students. Their teaching methods are innovative and can use new technologies and educational concepts to further stimulate students' learning interest and participation.

Table 9. The Assessment of Teacher attitude and interactivity

	Mean	SD	Descriptive/ Interpretation	Rank
1. Music teachers always treat teachers and students with a positive and optimistic attitude.	3.35	0.74	Agree/Evident	1
2. Music teachers show great patience when students learn music, and can patiently answer students' repeated questions.	3.28	0.79	Agree/Evident	4
3. Music teachers encourage student interaction in the classroom and often organize group discussions or cooperative learning activities.	3.29	0.80	Agree/Evident	3
4. The feedback provided by music teachers is both specific and constructive, helping students understand where they need to improve in their music learning.	3.23	0.79	Agree/Evident	7
5. Music teachers effectively encourage all students to participate in classroom activities and ensure that each student has the opportunity to express his or her views.	3.32	0.80	Agree/Evident	2
6. Music teachers can create a positive, inclusive classroom atmosphere where all students feel comfortable and welcome.	3.27	0.76	Agree/Evident	5.5
7. Music teachers respect the individual differences of students and can adjust teaching methods according to the needs and abilities of each student.	3.27	0.79	Agree/Evident	5.5
Overall	3.29	0.69	Agree/Evident	

Legend:3.51-4.00 Strongly Agree/Strongly Evident; 2.51- 3.50 Agree/evident 1.5-2.50 Slightly Disagree/Slightly Evident 1.00-1.50 Disagree/Not Evident.

Zhao, F. (2022) pointed out in the study, The school education environment and supporting policies are also key factors. A good educational environment and supportive policies can cultivate a more dynamic and motivated teaching force. Schools may provide ongoing professional development opportunities to encourage teachers to participate in training on teaching innovation and classroom interaction. In addition, educational institutions may have established effective feedback mechanisms and reward

systems to motivate teachers to excel in teaching and continue to improve.

Therefore, these high ratings reflect the combined impact of teachers' personal qualities and professional development levels, as well as the positive role of the school's educational environment and supporting policies, which jointly promote music teachers' positive attitudes and effective interactions in teaching.

3) Teachers' ability to organize activities

Table 10. The Assessment of Teachers' ability to organize activities

	Mean	SD	Descriptive/ Interpretation	Rank
1. Music teachers can effectively plan and organize various music activities to ensure the smooth progress of the activities.	3.27	0.78	Agree/Evident	4
2. Music teachers are good at using available resources (such as musical instruments, music software, community artists, etc.) to enrich the content of music activities.	3.31	0.73	Agree/Evident	1.5
3. Music teachers can encourage and ensure the active participation of all students when organizing activities.	3.25	0.82	Agree/Evident	6
4. The music activities organized by music teachers are diverse and can meet the interests and needs of different students.	3.28	0.83	Agree/Evident	3
5. Music teachers always have clear teaching goals when organizing music activities and ensure that the activity content is closely related to these goals.	3.22	0.80	Agree/Evident	7
6. Music teachers can provide effective feedback and evaluation after the activity to help students understand their progress and areas for improvement.	3.31	0.77	Agree/Evident	1.5
7. Music teachers show innovation when organizing music activities and often introduce novel teaching methods and activity forms.	3.26	0.80	Agree/Evident	5
Overall	3.27	0.71	Agree/Evident	

Legend:3.51-4.00 Strongly Agree/Strongly Evident; 2.51- 3.50 Agree/evident 1.5-2.50 Slightly Disagree/Slightly Evident 1.00-1.50 Disagree/Not Evident.

The data in Table 10 shows that music teachers perform well in organizing various music activities, with an average score of 3.27, showing the significant characteristics of activity organization ability. The item with the highest score is that teachers are good at using various resources to enrich the content of music activities, which reflects their high awareness and ability to effectively use resources and enrich the content of activities. On the other hand, the item with a lower score is that teachers ensure that the activity content is closely related to the teaching objectives when organizing

music activities. This may require further strengthening the teacher's clarity on the teaching objectives and the degree of connection between the activity content.

These data show that music teachers have demonstrated strong innovative and organizational skills in organizing music activities and can effectively stimulate student participation and activity. However, attention still needs to be paid to how to further optimize the connection between activity content and teaching objectives to ensure the teaching effect of the activity and the achievement of learning

outcomes.

Xue, B., & Song, Y. (2022) pointed out in the study, Teachers' high scores in using resources to enrich activity content may reflect their resource integration capabilities and innovation awareness. Excellent music teachers may make reasonable use of the school's existing music equipment, music software, community artists and other resources to design diversified activity content to make the activities more attractive and educational.

Cao, H. (2021) pointed out in the study, Teachers are able to encourage and ensure the active participation of all students in the process of organizing activities, which reflects their abilities in teaching implementation and student management.

Good activity organization not only requires teachers to have clear teaching goals and flexible teaching methods but also requires them to be good at stimulating students' interest and desire to participate, so as to achieve the smooth progress of the activities and maximize the learning effect.

However, items with relatively low ratings, such as the close correlation between activity content and teaching objectives, may indicate that teachers may have some room for improvement in activity design. This may require further strengthening teachers' understanding of course objectives and precision in activity design to ensure that every step of the activity can effectively promote student learning and development.

Table 11. The Assessment of the Student Respondents In The Quality of Teachers

	Mean	SD	Descriptive/Interpretation	Rank
Teacher Personality Charm	3.26	0.70	Agree/Evident	3
Teacher Attitude Interactivity	3.29	0.69	Agree/Evident	1
Teachers' Ability to Organize Activities	3.27	0.71	Agree/Evident	2

Legend: 3.51-4.00 Strongly Agree/Strongly Evident; 2.51- 3.50 Agree/evident 1.5-2.50 Slightly Disagree/Slightly Evident 1.00-1.50 Disagree/Not Evident.

Table 11 points out the data: In students' evaluation of teacher quality, the overall mean is 3.27, which is "significant". Among them, teacher attitude and interactivity scored the highest at 3.29, which shows that students have a high degree of recognition of teachers' positive and optimistic attitude and ability to promote classroom interaction. Followed by the teacher's ability to organize activities, with a score of 3.27, indicating that students believe that teachers can effectively plan and organize various music activities. The teacher's personal charm score is 3.26. Although the score is slightly lower, it is still within the "significant" range, reflecting students' recognition of the teacher's enthusiasm, patience and affinity.

These ratings show students' high recognition of teachers' teaching quality in many aspects, including teachers' positive attitude, good interaction skills, and efficient performance in classroom and activity organization. This not only highlights teachers' successful strategies and educational effects in teaching practice, but also reflects their good reputation and teaching influence among students.

Zhu, Y. et al (2020) pointed out in the study: High ratings of teachers' personal charisma, attitude interaction, and ability to organize activities reflect the positivity, optimism, and patience displayed by teachers in teaching. Attitude. Students are usually more likely to be influenced by teachers who are passionate, encouraging and respectful. These qualities can effectively stimulate students' learning interest and participation, establish a good teacher-student relationship, and thus improve teaching effectiveness. Secondly, teachers' ability in organizing activities was rated high, which shows that teachers can effectively plan and organize a variety of teaching activities to ensure the smooth progress of activities and promote the overall development of students.

TANSUĞ, F. (2017) pointed out in the study: Although the overall score is high, it is still necessary to note that there may be room for improvement. For example, in the interaction between teachers and students, teachers' feedback and assessment capabilities may need to be further improved to ensure that students are Precise understanding and guidance of learning progression. In addition, in terms of activity organization capabilities, teachers can further strengthen the

correspondence between activity content and teaching objectives, and rational use of resources to better meet the learning needs and interests of different students. To sum up, teachers' positive attitude and effective organization of teaching activities are important factors that prompt students to evaluate them well. At the same time, it is also essential to continue to improve and enhance the quality of teaching.

6. Conclusion

Based on the indicated findings, the following conclusions were drawn from the results of the study:

(1) Students generally recognized teachers' teaching abilities but also pointed out deficiencies in the allocation of teaching resources and community support for extracurricular activities.

(2) Sex and age factors have no obvious impact on the perception and evaluation of school music classroom resources, and the school maintains consistency among different groups in terms of resource allocation and teaching quality.

(3) Students are highly positive about teachers' evaluation, especially in terms of teachers' positive attitude, interactive ability, and classroom and activity organization. These evaluations reflect teachers' successful strategies and educational effects in actual teaching, as well as their good reputation and influence among students.

(4) Music classes have sufficient and high-quality teaching resources, teachers can show a more positive attitude and more efficient teaching organization capabilities, thus improving the overall teaching quality. Therefore, improving the allocation of teaching resources is the key to improving the quality of music education.

References

- [1] Bai, X. D. (2024). Management and optimization of public music education resources: Interaction between communities and universities. *Chinese Musical Theatre*, 02, 149-152.
- [2] Cao, H. (2021). The analysis of edge computing combined with cloud computing in strategy optimization of music educational resource scheduling. *International Journal of System Assurance Engineering and Management*, 1, 165-175.

- [3] Tian, G. (2024). The role of integrating the "Four News" concept of music education in cultivating college students' artistic literacy. *Chinese Musical Theatre*, 02, 109-112.
- [4] Xiang, M. H., & Han, L. T. (2024). Research on the integrated development strategy of elderly colleges and universities' music education resources. *Public Relations World*, 05, 78-80.
- [5] Jia, R. N. (2024). Analysis of the reform path of vocational music education curriculum in the new media era. *News Research Guide*, 07, 135-138.
- [6] Liu, C. (2024). Exploration of integrating red music culture into the teaching mode of university music education. *Drama Home*, 08, 87-89.
- [7] Wei, J., & Qiao, J. Y. (2024). Research on sustainable development of local music education resources in Wuhan. *Drama Home*, 08, 84-86.
- [8] Li, F. F., & Yu, C. Y. (2024). Development and utilization of geographical and cultural resources in music education. *High School Geography Teaching Reference*, 04, 87-88.
- [9] Wang, Y. (2020). Theoretical research and practice of rural music education. *Chinese and Foreign Entrepreneurs*, (05), 183-184.
- [10] Wu, L. M. (2018). Research on the problems and countermeasures of rural primary school music education under the new curriculum reform. *Music Space-Time*, (07), 192.
- [11] Wu, C. Y. (2023). Current situation and reform trends of preschool music education under the internet background. *Internet Weekly*, 12, 85-87. Xue, B., & Song, Y. (2022). Research on the Filtering and Classification Method of Interactive Music Education Resources Based on Neural Network. *Computational Intelligence and Neuroscience*, 5764148-5764148.
- [12] Tong, G. Y. (2023). Insights and practices of Xiao Youmei and Kodály's music education thoughts. *Yuefu New Voice (Journal of Shenyang Conservatory of Music)*, 02, 79-83. doi:10.20093/j.cnki.CN21-1080/J.2023.02.011.
- [13] TANSUÇ, F. (2017). RESOURCES OF MUSICAL EDUCATION IN CENTRAL ASIA. *Online Journal of Music Sciences*, 1.
- [14] Yang, L. (2023). Exploration of the value and resource allocation of preschool music education under the background of rural revitalization: Based on literature review. *Modern Communication*, 05, 115-120+124.
- [15] Zhu, Y., Zhang, M., & Josen, C. L. (2020). College Music Education Resources Recommendation Based on We-Media Rough Set and Data Reduction. *Basic & Clinical Pharmacology & Toxicology*, 196-197.
- [16] Zhang, L. (2024). Research on digital reform of music education resources in universities in the context of data governance. *Applied Mathematics and Nonlinear Sciences*, 1.
- [17] Zhang, J. Y. (2023). Construction of university music education resources from the perspective of multidimensional culture. *Frontiers in Art Research*, 7.
- [18] Zhao, F. (2022). A Resource Sharing System for Music Education Using the Entropy Technology. *Mobile Information Systems*.