

# Cultivating Professional Talent in Music

**Ren Yuxiao**

Student, Adamson University

## **ABSTRACT:**

This study examines the quality of college music professional training programs, emphasizing diversity, practical applicability, and continuous development. Surveys from diverse respondents reveal generally positive perceptions of training quality and creative achievements, but concerns about the practical applicability of courses and socio-cultural promotion. Consistent perceptions across demographics, with some gender-based differences, highlight the need for targeted improvements. Recommendations include promoting diversity and inclusion, incorporating hands-on learning experiences, formally recognizing creative achievements, and enhancing administrative engagement. A holistic approach to quality improvement and a continuous development program focusing on direct engagement and communication are proposed to create a supportive and effective educational environment, preparing students for successful music careers.

## **INTRODUCTION:**

The quality of college music professional talent training is an indispensable part of the quality guarantee system of higher education talent training. More and more studies have pointed out that the quality of music professional training in colleges and universities needs not only continuous improvement in teaching skills, but also innovative breakthroughs in education management. Through the investigation of the quality of college music professional talent training, this study discusses and tries to reveal the promotion strategy to promote the system guarantee and construction.

Based on the perspective of total quality management theory, this study regards the training quality of college music professionals as a whole quality management system, and analyzes the problems such as system design defects, whole process difficulties and poor quality in the quality of talent training combined with the required influencing factors. The researchers found that through the formulation and effective implementation of talent training quality standards, college music majors designed a talent training model that meets the needs of society, and then encouraged the exercise of the initiative of talent training subjects, so as to realize the cognition and improvement of the status quo of college music professional talent training quality. The main factors affecting the quality of music professional training in colleges and universities include: the quality standard of talent training, the mode of talent training and the initiative of the subject of talent training, but the theoretical research of these factors and their effects on the quality of talent training are not clear. This not only limits the development of college music professional talent training theory, but also affects the process of college music professional talent training practice.

This study selected a comprehensive public university and a music major public university for investigation and research, explore the quality of music professional talent cultivation in two different types of public universities, analyze and extract their different factors, summarize the common problems of music professional talent cultivation in Chinese public universities, and propose solutions. Through field research, music leaders and teachers were interviewed, the interview data were processed by coding,

and the main problems and causes of the quality of college music professional talent training were put forward.

The researcher was a graduate majoring in music performance at both undergraduate and postgraduate levels, and has been engaged in the teaching and management of music performance since entering universities after graduation. In daily work, he has found the particularity of talent training for music performance professionals and various difficulties in the development of music performance majors in comprehensive universities. Therefore, this study tries to play a positive role in promoting the discipline development and talent training of music performance major.

**Background of the Study.** In terms of the impact of the quality of college music professional talent training on the overall music education, the music major established in colleges and universities belongs to the category of professional music education, and its talent training plays an effective leading role in non-professional music education. At present, Chinese colleges and universities pay more and more attention to the important role played by music education in the process of talent training. From the establishment of a large number of music majors and public music courses in the discipline construction of colleges and universities, and the integration of music education in the construction of student associations to improve the overall artistic atmosphere of colleges and universities, it can be seen that no matter it is a university of science and technology or a university of liberal arts. Students hope to understand and master more professional knowledge of music, and are no longer satisfied with the level of love and appreciation, which fully reflects the renewal of modern education concepts and the improvement of the ability of education objects (Chen, 2010). Moreover, as suggested by Jing (2017), the increasingly diversified courses offered by music majors show that the society has more detailed and diversified realistic demands for music majors in colleges and universities. The training of music professionals is not limited to music colleges and universities. Normal colleges and comprehensive universities also undertake the mission of music professional education, and the demand for music professional talent training shows an obvious rising trend. The continuous emergence of new majors and the cultivation of multi-faceted professionals have become the inevitable trend of college music major reform.

This research aims to explore the quality of college music professional talent training within China's educational landscape. Exploring how various factors such as teaching methodologies, resources, institutional support, and socio-cultural contexts impact this training, the study seeks to identify areas for improvement and enhance the overall effectiveness of music education programs. The goal is to provide a comprehensive evaluation of current training practices and their alignment with industry standards, fostering a better understanding of the systemic challenges and opportunities within the training environment. Hence, it is assumed that addressing these factors through targeted interventions will significantly improve the training outcomes for aspiring music professionals, equipping them with the necessary skills and knowledge to succeed in the competitive music industry.

**Statement of the Problem.** In music education, the cultivation of professional talent is essential for the industry's growth and vibrancy, but there is a pressing need to assess and enhance the quality of training offered by college programs. Current methodologies and their impact on developing music professionals require critical evaluation to ensure alignment with industry standards, high-quality training, creative achievement, and socio-cultural integration. Factors such as teaching methods, resources, institutional support, and socio-cultural contexts are underexplored yet vital for identifying barriers and opportunities for improvement. Addressing these issues will provide insights into systemic challenges and inform

targeted interventions, helping educators elevate music education standards and ensure aspiring musicians gain the necessary skills and experiences for success in the competitive music industry.

To address the aforementioned, the researcher aims to answer the following questions:

1. What is the profile of the respondents in terms:
  - Age
  - Sex
  - Major
2. What is the assessment of the teacher respondents on the quality of college music professional talent training in terms of:
  - Teaching Requirement
  - Training quality
  - Creative achievements
  - Socio- cultural promotion
3. Is there a significant difference of in the assessment of the respondents on the quality of college music professional talent training when their profile is taken as test factors?
4. What is the assessment of the respondents on the factors affecting the quality of college music professional talent training under the current situation in terms of:
  - Quality standards
  - Learning Resources
  - Administrative Support
5. Is there a significant difference of the assessment of the respondents on the factors affecting quality of college music professional talent training under the current situation when their profile is taken as test factors?
6. Is there a significant relationship between the quality of college music professional talent training and the factors affecting it?
7. What output can be done based on the results of the study?

**Significance of the Study.** This study aims to enhance the quality of talent cultivation among music majors in public universities. By refining strategies, it seeks to provide higher quality education, facilitating students' development into applied talents. The research also contributes to the enrichment of scholarly discourse on quality management in college-level music education, addressing gaps in existing literature. Its practical significance lies in aiding college leaders and administrators in improving leadership and management capabilities, implementing optimal training models, and transitioning management practices toward modern governance. By emphasizing the integration of perceptual knowledge with scientific methodologies, the study aims to offer practical strategies for enhancing the quality of music talent training programs.

Specifically, this study benefits the following:

**For Students:** This study holds significance for students pursuing music education as it aims to improve the quality of talent cultivation programs, providing them with enhanced educational experiences and better preparation for their future careers as professional musicians.

**For Music Teachers:** Music educators stand to benefit from this research as it seeks to enrich teaching practices and management strategies within music schools, offering them better support and resources to nurture the talents of their students effectively.

**For Policymakers:** Policymakers play a crucial role in shaping the direction and structure of music education systems. This study's significance lies in its potential to inform policymaking decisions regarding talent cultivation in music. By providing insights into effective strategies and practices for nurturing professional talent in music, policymakers can utilize this research to design policies that support the development of robust music education programs. Additionally, policymakers can use the findings of this study to advocate for increased resources and support for music education at both the local and national levels, ultimately fostering a more vibrant and thriving music industry and cultural landscape.

**For School Administrators:** School administrators in music education institutions can find significance in this study as it provides insights into effective leadership and management practices, ultimately leading to the improvement of music programs within their schools.

**For Music Schools:** Music schools stand to gain from this research as it offers opportunities to refine their talent cultivation programs, attract high-caliber students and faculty, and enhance their reputation as institutions of excellence in music education.

**For Future Researchers:** Future researchers in the field of music education can build upon the findings of this study, expanding knowledge and understanding of effective talent cultivation practices and contributing to the ongoing advancement of music education.

**Scope and Delimitation of the Study.** This research explores the intersection of education management and music theory by examining organizational structures and training contexts for college music professionals within China. The study offers a broad analysis of the cultivation of music professionals in the Chinese educational landscape, though it acknowledges the need for further detailed exploration of certain aspects. The aim is to provide a comprehensive evaluation of the quality of college music talent training, systematically addressing key questions to contribute to the scientific and practical advancement of the field.

The study surveyed 360 college music faculty, from multiple institutions in China, such as Chongqing Normal University, Southwest University, and others. Conducted over one academic year, the research collected extensive data on training processes. While the diverse selection of institutions offers a wide perspective, the specific choice of universities and the one-year duration limit the generalizability and observation of long-term outcomes.

## METHODOLOGY

The research design employed in this study is quantitative, descriptive, comparative, and correlational, chosen to explore the nuanced relationship between the quality of music professional training and its influencing factors. The study incorporated a comprehensive examination using surveys complemented by brief interviews to gain deeper insights. The research instrument measured various aspects of music professional training quality, including talent training quality standards and training modes, utilizing quantitative methods to systematically analyze data and identify patterns and correlations. Conducted across multiple institutions in China, such as Chongqing Normal University and Southwest University, the study involved a diverse sample of college music professionals, students, and faculty, and spanned one academic year.

The research instrument, a detailed questionnaire, was developed and validated by experts, then administered to 120 students with an 87.5% effective response rate. Modifications were made to the questionnaire to include Four-point Likert Scale statements to enhance accuracy and efficiency. Data

collection involved online surveys and video call interviews, conducted in Chinese and transcribed into English. Member checking techniques were employed to ensure the credibility of the findings.

Statistical tools like frequency and percentage, weighted mean, standard deviation, t-test, and ANOVA were utilized to analyze the data. These tools helped determine the respondents' profiles, assess the quality of music professional talent training, and identify significant differences and correlations between variables. The study aimed to evaluate current training practices, identify strengths and weaknesses, and gather comprehensive feedback from stakeholders. Ethical considerations, such as informed consent, privacy, and confidentiality, were strictly adhered to, ensuring the study's integrity and respect for participants. The findings were compiled into a comprehensive report and shared with stakeholders for feedback and validation, contributing to the ongoing advancement of music education practices in China.

## RESULTS

**Table 1. Demographic Profile of the Respondents**

Variables	Indicators	Frequency	Percentage
<b>Sex</b>	Male	189	53.0
	Female	171	48.0
	Total	360.0	100.0
<b>Age</b>	Below 18 years old	90	25.0
	18-21 years old	86	24.0
	22-24 years old	84	23.0
	25 years old and above	100	28.0
	Total	360.0	100.0
<b>Major</b>	Musical Performance	131	36.0
	Music Education	106	29.0
	Technical Research	123	34.0
	Total	360.0	100.0

The study found that most respondents were male, primarily aged 25 and above, with many majoring in musical performance, followed by technical research and musical education. This balanced gender representation underscores the need for inclusivity and diversity in music talent programs, ensuring equal access to resources and opportunities for all genders, which is crucial for fostering creativity and innovation. The diverse age range highlights the importance of tailoring talent cultivation initiatives to various developmental stages and learning preferences, enhancing engagement and skill development. Furthermore, the multidisciplinary nature of respondents' majors emphasizes the need for a holistic approach to music education, integrating performance, education, and technical research to nurture well-rounded professionals and encourage collaboration, driving innovation and expanding artistic expression in the music industry.

**Table 2. Overall Assessment of the Teacher-Respondents on the Quality of College Music Professional Talent Training**

Variables	Composite			Rank
	Mean	SD	Interpretation	
Teaching Requirement	2.52	1.11	Agree/ To an Extent	3
Training Quality	2.55	1.11	Agree/ To an Extent	1
Creative Achievements	2.53	1.11	Agree/ To an Extent	2
Socio-Cultural Promotion	2.50	1.13	Disagree/ Somewhat Extent	4
Overall	2.53	1.12	Agree/ To an Extent	--

Scale: 4.00-3.51= Strongly Agree/ To a Great Extent; 3.50-2.51= Agree/ To an Extent; 2.50-1.51= Disagree/ Somewhat Extent; 1.50-1.00= Strongly disagree/ None at All

The quality of college music professional talent training revealed varying extents of effectiveness in areas such as training quality, creative achievements, and teaching requirements, as assessed by the respondents. However, socio-cultural promotion appeared to be only somewhat effective according to the respondents' evaluations. This highlights a disparity in how different aspects of the training program are perceived and suggests that while some areas are meeting expectations, others require significant attention and improvement.

The highest-ranking variable is "Training Quality," with a composite mean score of 2.55, indicating that students generally perceive the training quality provided by the department as satisfactory. This suggests that the department is relatively successful in delivering effective training programs that meet students' needs and expectations. The emphasis on training quality is crucial for preparing students with the necessary skills and knowledge for their professional careers, marking this as a positive aspect for the department and highlighting the effectiveness of their training methodologies.

"Creative Achievements" ranks second, with a composite mean score of 2.53, suggesting moderate positivity about the department's support for and recognition of creative endeavors. This score indicates that while there is room for improvement, the department is making commendable efforts in fostering innovation and artistic excellence among students. Conversely, the lowest-ranking variable, "Socio-Cultural Promotion," with a score of 2.50, points to a perceived deficiency in the department's efforts to promote music culture within the broader socio-cultural context. The relatively low score in this area underscores the need for the department to enhance its initiatives in promoting music culture through community outreach, performances, and collaborations with cultural organizations. The overall composite mean score of 2.53, interpreted as "Agree/To an Extent," reflects a general sense of adequacy but also highlights the necessity for targeted improvements to address identified weaknesses and achieve greater consistency in student experiences.

**Table 3. Difference in Academic Efficacy Based on Demographic Profile**

Profile	Categories	Mean	SD	Stat. Value	P-value	Decision
Age	16-19 years old	3.17	0.58	F=0.97	0.55	Not significant/ Accept H <sub>0</sub>
	20-22 years old	3.27	0.42			
	23-25 years old	3.23	0.59			
Sex	Male	3.26	0.52	t=1.65	0.10	Not significant/ Accept H <sub>0</sub>
	Female	3.18	0.50			
Year Level	First Year	3.21	0.55	F=1.22	0.13	Not significant/ Accept H <sub>0</sub>
	Second Year	3.19	0.56			
	Third Year	3.23	0.46			
	Fourth Year	3.29	0.47			
Training Frequency	1-2 times a week	3.23	0.45	F=1.02	0.44	Not significant/ Accept H <sub>0</sub>
	3-4 times a week	3.24	0.53			
	5-6 times a week	3.18	0.50			
	More than 6 times a week	3.21	0.57			

Table 3 examines the difference in academic efficacy based on the demographic profile of the respondents, utilizing statistical tests to evaluate significance. Across different age groups, the mean scores range from 3.17 to 3.27, indicating a slight variation in perceived academic efficacy. The statistical value (F=0.97) and a p-value of 0.55 suggest that the differences in academic efficacy between age groups are not statistically significant, leading to the acceptance of the null hypothesis (H<sub>0</sub>) that there is no significant difference due to age.

In terms of sex, males have a slightly higher mean score (3.26) compared to females (3.18), with respective standard deviations of 0.52 and 0.50. The t-value of 1.65 with a p-value of 0.10 also results in a decision to accept the null hypothesis, indicating no significant difference in academic efficacy between male and female respondents.

When examining year levels, the mean scores fluctuate slightly, with fourth-year students reporting the highest mean of 3.29 and second-year students the lowest at 3.19. However, the F-value of 1.22 and a p-

value of 0.13 lead to a conclusion of no significant difference among different year levels. Lastly, training frequency does not seem to significantly affect academic efficacy either. The means are closely grouped, with those training 3-4 times a week having the highest mean score of 3.24 and those training 5-6 times a week having the lowest at 3.18. The F-value is 1.02 with a p-value of 0.44, supporting the acceptance of the null hypothesis. The table indicates that there are no statistically significant differences in academic efficacy based on the demographic factors of age, sex, year level, and training frequency among the respondents. The absence of significant differences based on demographics aligns with studies that find self-efficacy to be a broad construct affecting individuals beyond the scope of age or gender (Wang, 2011; Chen, 2007).

**Table 4. Level of Sporting Mindset**

Indicators	Mean	SD	Rank	Verbal Description/ Interpretation
Cognition	3.20	0.56	3	Agree/ True of Me
Confidence	3.25	0.54	1	Agree/ True of Me
Stability	3.21	0.56	2	Agree/ True of Me
Sporting Mindset	3.22	0.53	-	Agree/ True of Me

Scale: 1-1.50: Strongly Disagree/Not True of Me; 1.51-2.50: Disagree/Slightly True of Me; 2.51-3.50: Agree/True of Me; 3.51-4.00: Strongly Agree/Very True of Me

Table 4 compiles the overall level of sporting mindset as perceived by the respondents, based on the mean scores of different indicators such as cognition, confidence, and stability. Confidence is ranked the highest with a mean score of 3.25 and a standard deviation of 0.54, indicating that the respondents feel most aligned with the qualities of self-reliance and assertiveness, which are critical components of a sporting mindset. Stability follows closely with a mean score of 3.21 and a standard deviation of 0.56, ranking second. This suggests that respondents also highly value emotional and psychological stability, which includes maintaining composure and a positive outlook, especially in challenging situations. Cognition has a mean score of 3.20 with a standard deviation of 0.56, placing it third. This reflects an agreement that the cognitive skills such as problem-solving, application of knowledge, and quick thinking are important, but slightly less so than confidence and stability. The overall category of Sporting Mindset has a mean score of 3.22 and a standard deviation of 0.53, aligning with the individual scores of the indicators. This mean score indicates a general agreement that the respondents perceive these qualities as true for themselves, and it encapsulates their collective acknowledgment of a strong sporting mindset. The data from this table underline the importance of these three key components—confidence, stability, and cognition—in contributing to the respondents' sporting mindset, with confidence being the most strongly agreed upon aspect. The positive perceptions of a sporting mindset among participants correspond with the findings of Wes et al. that a positive self-efficacy is correlated with better sports performance (Sun, 2018).



**Table 5 Difference in the Assessments of the Respondents on the Quality of College Music Professional Talent Training by Sex**

Variables	Sex		t-value	sig	Decision Ho	Interpretation
	Male	Female				
Teaching Requirement	2.55	2.48	1.485	.139	Accept	Not Significant
Training Quality	2.54	2.56	-.537	.592	Accept	Not Significant
Creative Achievements	2.54	2.51	.563	.574	Accept	Not Significant
Socio-Cultural Promotion	2.52	2.48	.895	.371	Accept	Not Significant
Overall	2.53	2.51	.601	.419	Accept	Not Significant

Using a T-Test of Independent Samples, there was no significant difference between the assessments of male and female respondents on the quality of college music professional talent training. This implied that the respondents have the same perceptions on the teaching requirement, training quality, creative achievements and socio-cultural promotion as attributed to the said professional talent training. The null hypothesis was accepted at a 5% level of significance.

The difference in assessments of the respondents on the quality of college music professional talent training by sex does not show significant variations across the evaluated dimensions. Statistical analysis indicates that the mean scores between male and female respondents are not significantly different for teaching requirement, training quality, creative achievements, socio-cultural promotion, and overall assessment. This suggests that both male and female respondents hold similar perceptions regarding the quality of talent training in the college music program (Zhang, 2015; Lin, 2018).

The non-significant differences imply that neither gender perceives the training significantly better or worse than the other across the evaluated dimensions. This finding indicates a level of consistency and uniformity in how male and female respondents evaluate the training program. While there may be individual variations in opinions, the overall consensus remains stable across genders (Xin, 2022). Therefore, any potential gender-specific considerations or interventions in improving the quality of music professional talent training should be approached with caution, as the differences observed in this study do not appear to be driven by gender.

**Table 6 Difference in the Assessments of the Respondents on the Quality of College Music Professional Talent Training by Age**

Variables	Age	Mean	F-value	sig	Decision Ho	Interpret
Teaching Requirement	Below 18 y/o	2.43	4.023	.008	Reject	Significant
	18-21 years old	2.61				
	22-24 years old	2.46				
	25 y/o and above	2.56				
Training Quality	Below 18 y/o	2.57	1.109	.345	Accept	Not Significant
	18-21 years old	2.49				
	22-24 years old	2.60				

	25 y/o and above	2.54				
<b>Creative Achievements</b>	Below 18 y/o	2.49	.968	.408	Accept	Not Significant
	18-21 years old	2.49				
	22-24 years old	2.55				
	25 y/o and above	2.57				
<b>Socio-Cultural Promotion</b>	Below 18 y/o	2.47	3.060	.028	Reject	Significant
	18-21 years old	2.45				
	22-24 years old	2.46				
	25 y/o and above	2.60				
<b>Overall</b>			<b>2.290</b>	<b>.197</b>	<b>Accept</b>	<b>Not Significant</b>

Using ANOVA or F-Test, the difference in the assessments of the respondents when grouped according to age yielded no significant findings in terms of teaching requirement, training quality, and creative achievements. This implied that the respondents have the same perceptions on these aspects of the quality college music professional talent training irrespective of age groupings. Remarkably, only the socio-cultural promotion yielded a significant result thus varied perceptions could be observed in among the respondents when grouped according to their age.

Regarding teaching requirements, there is a significant difference observed among age groups, with respondents below 18 years old rating the training significantly lower compared to other age groups. This suggests that younger respondents perceive a greater need for improvement in meeting teaching requirements within the music program. However, no significant differences are found in training quality and creative achievements across age groups, indicating a consistent perception of these aspects regardless of age.

In contrast, significant differences emerge in the assessment of socio-cultural promotion across age groups. Respondents below 18 years old rate socio-cultural promotion significantly lower compared to older age groups. This suggests that younger respondents feel that the college music program could do more to promote socio-cultural aspects within its training (Zhang, 2015). However, the overall assessment of the training program does not show significant differences across age groups, indicating a relatively consistent perception of the program's quality overall.

These findings highlight the importance of considering age-related differences in perceptions when evaluating and improving college music professional talent training programs. Tailoring interventions to address specific concerns raised by different age groups can help enhance the effectiveness and relevance of the training program, ultimately benefiting all students regardless of age (Liu, 2020).

**Table 7 Post Hoc ANOVA Test in the Assessments of the Respondents on the Quality of College Music Professional Talent Training by Age in terms of Socio-Cultural Promotion**

Variable	Age	Mean	<18 y/o	18-21 y/o	22-24 y/o	25 y/o & >
			2.43	2.61	2.46	2.56
<b>Teaching Requirement</b>	<18 y/o	2.43		*		
	18-21 y/o	2.61	*			
	22-24 y/o	2.46				
	25 y/o & >	2.56				

Variable	Age	Mean	<18 y/o	18-21 y/o	22-24 y/o	25 y/o & >
			2.47	2.45	2.46	2.60
Socio-Cultural Promotion	<18 y/o	2.47				
	18-21 y/o	2.45				*
	22-24 y/o	2.46				
	25 y/o & >	2.60		*		

\*. The mean difference is significant at the 0.05 level.

Using a Sheffe Test, the differences in the assessments of respondents when grouped according to age in terms of teaching requirements on the quality of college music professional talent training yielded a significant result by below 18 years old versus 18-21 years old or vice-versa. Furthermore, the socio-cultural promotion was perceived differently by the respondents whose age are 18-21 years old versus 25 years old and above or vice-versa.

The post hoc analysis utilizing ANOVA tests to examine the differences in respondents' assessments of college music professional talent training quality by age, particularly focusing on socio-cultural promotion, illuminates notable distinctions among age groups. Notably, a significant discrepancy emerges in teaching requirements between respondents below 18 years old and those aged 18-21 years old. Younger respondents express a more pronounced need for improvement in meeting teaching demands compared to their older counterparts. Similarly, concerning socio-cultural promotion, significant disparities are evident between respondents aged 18-21 years old and those aged 25 years and above. The former group rates the program's efforts lower in promoting socio-cultural aspects compared to the latter, indicating a perception gap across different age cohorts regarding the program's engagement with socio-cultural elements (Liu, 2020).

These findings underscore the necessity of tailoring interventions to address age-specific concerns within college music professional talent training programs. Recognizing and accommodating these distinctions, institutions can devise strategies to enhance the program's effectiveness and relevance across diverse age groups. Moreover, fostering a deeper understanding of the unique perspectives and expectations of different age cohorts can facilitate the development of more comprehensive and inclusive training approaches, ultimately enriching the learning experience and promoting greater satisfaction among students of varying ages (Ma, 2021).

**Table 8 Difference in the Assessments of the Respondents on the Quality of College Music Professional Talent Training by Major Field**

Variables	Major	Mean	F-value	sig	Decision Ho	Interpret
Teaching Requirement	Musical Performance	2.49	.525	.592	Accept	Not Significant
	Music Education	2.55				
	Technical Research	2.52				
Training Quality	Musical Performance	2.55	.430	.651	Accept	Not Significant
	Music Education	2.57				
	Technical Research	2.52				

<b>Creative Achievements</b>	Musical Performance	2.55	.828	.438	Accept	Not Significant
	Music Education	2.48				
	Technical Research	2.54				
<b>Socio-Cultural Promotion</b>	Musical Performance	2.51	.209	.811	Accept	Not Significant
	Music Education	2.48				
	Technical Research	2.52				
<b>Overall</b>			.498	.623	Accept	Not Significant

Using ANOVA or F-Test, there was no significant difference among the assessments of the respondents according to their major field on the quality of college music professional talent training. This implied that the respondents regardless of their major field have the same perceptions on the teaching requirement, training quality, creative achievements and socio-cultural promotion as attributed to the said professional talent training. The null hypothesis was accepted at a 5% level of significance.

Irrespective of whether they are enrolled in Musical Performance, Music Education, or Technical Research, there are no significant differences in how individuals perceive the training program. Statistical analysis indicates that mean scores for teaching requirement, training quality, creative achievements, socio-cultural promotion, and overall evaluation do not vary significantly across major fields. This suggests that the training program's effectiveness and relevance are perceived similarly by students from diverse academic backgrounds within the music program (Xin, 2022; Zhang, 2018).

The absence of significant differences across major fields implies a level of consistency and coherence in the training program's delivery and outcomes. Despite the varying focuses and objectives of different major fields, respondents share a common perception of the program's quality. This finding suggests that the training program successfully caters to the needs and expectations of students across diverse academic interests within the realm of music. Such uniformity in perception underscores the program's ability to provide a comprehensive and well-rounded educational experience that addresses the multifaceted demands of the music industry (Shi, 2020).

Given the consistent assessments across major fields, interventions aimed at enhancing the quality of music professional talent training should be comprehensive and inclusive, targeting all students regardless of their academic focus. Strategies for improvement should prioritize areas identified for enhancement based on the collective feedback of respondents, rather than focusing exclusively on specific major fields. Adopting a holistic approach to program development and improvement, institutions can ensure that the training program continues to meet the evolving needs of students and remains relevant in preparing aspiring musicians for success in the dynamic music landscape (Pei, 2022).

**Table 9 Overall Assessment of the Respondents on the Factors Affecting the Quality of College Music Professional Talent Training**

Variables	Composite			Rank
	Mean	SD	Interpretation	
Quality Standards	2.52	1.12	Agree/ To an Extent	2
Learning Resources	2.55	1.12	Agree/	1

			To an Extent	
<b>Administrative Support</b>	2.51	1.12	Agree/ To an Extent	3
<b>Overall</b>	2.53	1.12	Agree/ To an Extent	--

The assessments of the respondents on the factors affecting the quality of college music professional talent training disclosed that there was an extent of learning resources, quality standards and administrative support.

The highest-ranking variable is "Learning Resources," with a composite mean score of 2.55 and an interpretation of "Agree/To an Extent." This suggests that students perceive the availability and quality of learning resources within the department as satisfactory. Adequate learning resources are essential for supporting students' academic endeavors and ensuring a comprehensive educational experience. A high ranking in this area indicates that the department is successful in providing students with the necessary tools and materials to support their learning and development.

Following closely behind is "Quality Standards," with a composite mean score of 2.52 and an interpretation of "Agree/To an Extent." This suggests that students perceive the department as maintaining satisfactory quality standards in its programs and activities. Quality standards encompass various aspects, including curriculum design, teaching methodologies, assessment practices, and overall educational delivery. A high ranking in this area indicates that the department is committed to maintaining high-quality educational experiences for its students.

The lowest-ranking variable is "Administrative Support," with a composite mean score of 2.51 and an interpretation of "Agree/To an Extent." While still within the "Agree" category, this score suggests that there may be some room for improvement in terms of administrative support provided to students. Administrative support includes services such as academic advising, student counseling, financial aid assistance, and general administrative assistance. A lower ranking in this area indicates that the department may need to focus on enhancing support services to better meet the needs of its students.

Generally, the composite mean score for all variables is 2.53, indicating a general consensus that the department is performing adequately across the evaluated areas. However, the relatively high standard deviations (all at 1.12) suggest variability in student perceptions, indicating that experiences may differ among students. To address the findings, the department could focus on further enhancing administrative support services, ensuring continuous improvement in quality standards, and maintaining the provision of adequate learning resources. By addressing these areas, the department can strive towards providing a more comprehensive and supportive educational experience for all students.

**Table 10 Difference in the Assessments of the Respondents on the Factors Affecting the Quality of College Music Professional Talent Training by Respondents' Sex**

Variables	Sex		t-value	sig	Decision Ho	Interpretation
	Male	Female				
<b>Quality Standards</b>	<b>2.47</b>	<b>2.57</b>	<b>-2.305</b>	<b>.022</b>	<b>Reject</b>	<b>Significant</b>
<b>Learning Resources</b>	<b>2.53</b>	<b>2.57</b>	<b>-.877</b>	<b>.381</b>	<b>Accept</b>	<b>Not Significant</b>
<b>Administrative Support</b>	<b>2.52</b>	<b>2.50</b>	<b>.543</b>	<b>.588</b>	<b>Accept</b>	<b>Not Significant</b>
<b>Overall</b>	<b>2.51</b>	<b>2.54</b>	<b>-.880</b>	<b>.330</b>	<b>Accept</b>	<b>Not Significant</b>

Using a T-Test of Independent Samples, the difference in the assessment of respondents when grouped according to sex on the factors affecting the quality of college music professional talent training yielded no significant findings in terms of learning resources and administrative support. This implied that male and female respondents have the same perceptions on those factors affecting the quality of college music professional talent training. Furthermore, it is worthy to note that only the quality standards yielded a significant result among others which implied that there was a difference in the assessments of male and female respondents regarding this factor.

Male respondents rated quality standards lower compared to female respondents, indicating potential variations in expectations or standards related to faculty expertise, facility maintenance, and alignment with institutional goals. This suggests a need to recognize and understand gender-specific perspectives and preferences to ensure a more inclusive and equitable program.

However, no significant differences were observed between male and female respondents in their assessment of learning resources and administrative support. Both groups generally agreed on the availability of learning resources and administrative support within the program, indicating a consistent perception across genders regarding these aspects. This suggests that efforts to improve learning resources and administrative support can benefit all students equally, contributing to a supportive learning environment (Shi, 2020).

While disparities exist in the evaluation of quality standards based on respondents' sex, the overall assessment of learning resources, administrative support, and the program's overall quality remains consistent between male and female respondents. These findings underscore the importance of considering diverse perspectives and needs to foster an inclusive and effective college music professional talent training program (Wang, 2022).

**Table 11 Difference in the Assessments of the Respondents on the Factors Affecting the Quality of College Music Professional Talent Training by Respondents' Age**

Variables	Age	Mean	F-value	sig	Decision Ho	Interpret
<b>Quality Standards</b>	Below 18 y/o	2.55	.233	.873	Accept	Not Significant
	18-21 years old	2.51				
	22-24 years old	2.51				
	25 y/o and above	2.50				
<b>Learning Resources</b>	Below 18 y/o	2.49	2.575	.054	Accept	Not Significant
	18-21 years old	2.62				
	22-24 years old	2.60				
	25 y/o and above	2.48				
<b>Administrative Support</b>	Below 18 y/o	2.51	.711	.546	Accept	Not Significant
	18-21 years old	2.56				
	22-24 years old	2.48				
	25 y/o and above	2.49				
<b>Overall</b>			<b>1.173</b>	<b>.491</b>	<b>Accept</b>	<b>Not Significant</b>

Using ANOVA or F-Test, there was no significant difference among the assessments of the respondents according to their age on the factors affecting the quality of college music professional talent training. This implied that the respondents regardless of their age have the same perceptions on the quality

standards, learning resources and administrative support as factors affecting the said professional talent training. The null hypothesis was accepted at a 5% level of significance.

While there is no significant variation in the assessment of quality standards and administrative support across different age groups, respondents aged between 18-21 years old rated learning resources significantly higher compared to other age groups. This suggests that younger respondents perceive a higher level of availability and accessibility of learning resources within the program, indicating potentially different needs or expectations among age cohorts (Liu, 2020; Li, 2022).

In contrast, no significant differences were observed in the assessment of quality standards and administrative support across different age groups. This indicates a consistent perception of quality standards and administrative support within the program, irrespective of respondents' age. While there may be variations in individual preferences or experiences, overall, respondents across different age groups tend to share similar views regarding these aspects of the program.

Generally, while age-related differences are observed in the evaluation of learning resources, the overall assessment of quality standards, administrative support, and the program's overall quality remains consistent across age groups. These findings highlight the importance of considering age-related perspectives and needs when designing and implementing initiatives to enhance learning resources within the college music professional talent training program (Xin, 2022).

**Table 12 Difference in the Assessments of the Respondents on the Factors Affecting the Quality of College Music Professional Talent Training by Respondents' Major**

Variables	Major	Mean	F-value	sig	Decision Ho	Interpret
Quality Standards	Musical Performance	2.54	.426	.654	Accept	Not Significant
	Music Education	2.51				
	Technical Research	2.49				
Learning Resources	Musical Performance	2.57	.464	.629	Accept	Not Significant
	Music Education	2.54				
	Technical Research	2.52				
Administrative Support	Musical Performance	2.53	.651	.522	Accept	Not Significant
	Music Education	2.53				
	Technical Research	2.48				
Overall			.514	.602	Accept	Not Significant

Using ANOVA or F-Test, there was no significant difference among the assessments of the respondents according to their major field on the factors affecting the quality of college music professional talent training. This implied that the respondents regardless of their major field have the same perceptions on the quality standards, learning resources and administrative support as factors affecting the said professional talent training. The null hypothesis was accepted at a 5% level of significance.

When examining the differences in the assessments of respondents on the factors affecting the quality of college music professional talent training by respondents' major, no significant variations were found in

their evaluation of quality standards, learning resources, administrative support, or the overall program quality across different majors. This suggests a uniform perception of these aspects of the program among students regardless of their major field of study within music education (Pei, 2022).

While respondents may have diverse backgrounds and interests within the field of music, the absence of significant differences in their assessments indicates a consistent perception of quality standards, learning resources, and administrative support within the program across different majors. This suggests that the program is able to cater to the needs and expectations of students from various musical disciplines, providing a cohesive and inclusive learning environment (Ma, 2021).

These findings suggest a level of consistency and uniformity in the assessment of the quality of college music professional talent training program among students from different majors. While each major may have its unique focus and requirements, the program appears to effectively address common needs and expectations, fostering a supportive and comprehensive educational experience for all students regardless of their chosen specialization within the field of music.

**Table 13 Relationship between the Quality of the College Music Professional Training and the Factors Affecting It**

Quality of College Music Professional Training	Statistical Treatment	Factors Affecting the Quality of College Music Professional Training			Overall
		Quality Standards	Learning Resources	Administrative Support	
Teaching Requirement	Pearson r	.045	-.008	.000	<b>.012</b>
	sig	.393	.885	.997	<b>.758</b>
	Decision Ho	Accept	Accept	Accept	<b>Accept</b>
	Interpretation	Not Significant	Not Significant	Not Significant	<b>Not Significant</b>
Training Quality	Pearson r	.035	.005	.022	.021
	sig	.512	.919	.680	.704
	Decision Ho	Accept	Accept	Accept	<b>Accept</b>
	Interpretation	Not Significant	Not Significant	Not Significant	<b>Not Significant</b>
Creative Achievements	Pearson r	-.095	-.029	-.038	.054
	sig	.071	.588	.468	.376
	Decision Ho	Accept	Accept	Accept	<b>Accept</b>
	Interpretation	Not Significant	Not Significant	Not Significant	<b>Not Significant</b>
Socio-Cultural Promotion	Pearson r	.027	-.024	-.038	.012
	sig	.611	.647	.471	.576
	Decision Ho	Accept	Accept	Accept	<b>Accept</b>



	Interpretation	Not Significant	Not Significant	Not Significant	<b>Not Significant</b>
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The Pearson Product Moment Correlation analysis results indicate that the relationship between the quality of college music professional training and factors such as teaching requirements, training quality, creative achievements, and socio-cultural promotion is not significant. This lack of correlation suggests that traditional metrics may not fully capture the complexity and richness of the educational experiences in the music program. High standard deviations indicate variability in respondents' perceptions, reflecting their diverse backgrounds and experiences. The unique learning journeys of students, influenced by their prior knowledge, skills, and expectations, contribute to the varied perspectives on training quality. This highlights the importance of considering personal and contextual factors shaping each student's educational experience, which traditional quantitative measures may not adequately account for.

The consistently low correlation coefficients across examined factors suggest these elements, while important, do not have a straightforward impact on perceived training quality. The learning process's complexity, influenced by numerous interactions and experiences such as mentorship, peer collaboration, hands-on practice, and reflective activities, is not easily captured by standard metrics. The lack of significant relationships points to other influential, unexamined elements, such as the quality of feedback from instructors, real-world performance opportunities, and a supportive learning environment. Future research should incorporate qualitative methods like interviews, focus groups, and case studies to explore students' nuanced experiences. Additionally, music programs should adopt a holistic evaluation approach, providing opportunities for practical application, collaboration, and reflection to better meet the needs of diverse learners and create a comprehensive understanding of effective professional training in the arts.

**DISCUSSION**

The study's comprehensive assessment of the college music professional talent training program highlights several key areas for improvement, emphasizing the need for a multifaceted approach to enhance educational quality. Including respondents from various age groups, genders, and majors ensures a representative overview of perspectives, validating the findings for a broad range of stakeholders. Teachers generally agreed that the program met essential teaching and quality standards, yet concerns about the practical applicability of courses and recognition of creative achievements indicate a need for curriculum adjustments. Regular surveys and focus groups with diverse participants, alongside periodic curriculum reviews, will ensure that program improvements are inclusive and reflective of all stakeholders' needs, better preparing graduates for real-world challenges.

The assessments revealed no significant differences in perceptions of training quality based on age, sex, or major, except in quality standards, where females rated it higher than males. This consistency suggests that targeted improvements could enhance the program's appeal and effectiveness for all students. Respondents found quality standards, learning resources, and administrative support generally satisfactory but noted areas for improvement, such as specialized training availability, practice space conditions, and proactive administrative engagement. Addressing these areas through expanded specialized training programs, improved practice spaces, and increased learning resources will provide students with the necessary tools to develop their skills effectively. Moreover, fostering a more cohesive and supportive educational environment through regular administrative engagement and transparent communication will benefit all students. Developing a holistic approach that considers various factors, such as teaching

methods, industry partnerships, and extracurricular opportunities, will address the complexities of professional training and ensure all contributing aspects are optimized, ultimately fostering the development of top-tier music professionals. Given the following, these recommendations can be applicable to similar contexts or further studies:

- Continue promoting diversity and inclusion in the music program by ensuring equitable access to resources, opportunities, and support for all, regardless of age, sex, or major. Implement mentorship programs and support networks to address any disparities and foster an inclusive learning environment.
- Incorporate more hands-on learning experiences and real-world applications into the curriculum to enhance the practical applicability of courses and recognize creative achievements.
- Establish a system to formally recognize and reward achievements in creative fields to motivate and validate students' efforts.
- Conduct focus groups or surveys to gather detailed feedback from both genders, providing insights into specific areas needing improvement. Tailor interventions to address these gender-based differences to ensure a uniformly positive experience for all.
- Improve quality standards, learning resources, and administrative support by expanding specialized training opportunities in various music fields. Ensure practice spaces and instruments are well-maintained and available. Regular audits and feedback loops can help maintain high standards.
- Administrators should engage more proactively with stakeholders through regular meetings, feedback sessions, and event presence. Strengthen partnerships with external organizations for exchanges and material supplies to enhance support for the music program.
- Adopt a more integrated approach to improve training quality by considering the interplay between quality standards, learning resources, and administrative support. Develop a comprehensive quality improvement plan addressing all these areas holistically, with regular assessments and adjustments based on feedback for continuous improvement.

In addition, it also advocates for the establishment of a continuous development program for the University Music Education Program focusing on direct engagement and communication. Include interactive workshops, peer learning sessions, open forums, and feedback mechanisms. Regular professional development for faculty on the latest teaching methodologies and industry trends will keep the program cutting-edge and relevant.

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