International Journal of Sociologies and Anthropologies Science Reviews
Volume 4 Issue 1: January -February 2024: ISSN 2985-2730
Website: https://so07.tci-thaijo.org/index.php/IJSASR/index
DOI: https://doi.org/10.60027/ijsasr.2024.3515

A Leadership Competency Model for Music Instructors at Normal Universities in Hunan Province, China

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Received 06/09/2023 Revised 15/09/2023 Accepted 23/09/2023

Abstract

Background and Aims: High-quality instructors are critical to constructing a well-off society and socialist modernization. Instructors' knowledge level, cultural accomplishment, and values are directly related to the quality of talents for society**.** This study explores the leadership competencies of university music instructors in Chinese higher education.

Materials and Methods: Highlighting the pivotal role of instructors in education quality, we emphasize the need for leadership in nurturing talents. Despite its significance, leadership research among Chinese music instructors is limited. This study addresses this gap by constructing a music instructor leadership competency model, drawing from the O*NET Content Model.

Results: The model identifies key competencies, including determination, teaching, organization, influence, implementation, learning, and enthusiasm. Recommendations for enhancing leadership competence are proposed, encompassing policy awareness, goal setting, network building, curriculum planning, and fostering a vibrant learning environment. These measures are vital for advancing music education in higher institutions.

Conclusions: This research finds that music instructors in higher education institutions leadership competence is multidimensional. In the factor analysis of quantitative research, there are 9 common factors, and in the coding of literature, there are 7 dimensions and 23 competencies.

Keywords: Leadership Competency; Music Instructors; Normal Universities; Hunan Province; China

Introduction

Education quality ultimately relies on the quality of instructors; consequently, there will be no high-quality education without high-quality instructors (Dekawati, 2020). High-quality instructors are critical to constructing a well-off society and socialist modernization. Instructors' knowledge level, cultural accomplishment, and values are directly related to the quality of talents for society (Dekawati, 2020). As one of the qualities of instructors, leadership helps students learn and grow by instructing, guiding, motivating, cooperating, communicating, and evaluating students (McEwan, 2002). Therefore, the leadership of instructors is a crucial force in improving the standard of education.

Due to the continuous development of teacher leadership, there are certain differences in the definition of teacher leadership in foreign research fields. Wasley (1991)believes that teacher leadership may be "encouraging colleagues to challenge and do things that have an impact on leadership"; Childs-Bowen, et al(2000) believed that "teacher leadership refers to the role of teachers in leading students in a learning community, thereby affecting students' learning effects, promoting their learning reforms, and motivating surrounding teachers to participate in educational improvement activities"; various researchers on teacher leadership The definition of teacher leadership is different, and scholars such as York Barr have also mentioned that "few scholars can accurately define teacher leadership, which may

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be one of the reasons for the rapid expansion of the field of teacher leadership research."

Smylie (1999) proposed in "Teacher Leadership: Tension and Ambiguities in Organizational Perspective" that teacher leadership has its evolution process. Teachers, as leaders of students and classroom teaching, bear different responsibilities; Little, J.W. stated in "Assessing the Prospects for Teacher Leadership" that later teacher leadership also includes the leadership of teachers as assistant principals and school reform participants, in which they also occupy a management position and are an extension of teacher leadership outside the classroom. Battisti (1999) analyzed how music teachers lead. He believed that "a great music leader teacher should cultivate everyone's participation and support in the classroom. As a leader, music teachers must have sufficient enthusiasm to participate in those activities to improve teachers' abilities"

However, leadership research of university instructors in China is relatively scarce, which cannot meet the academic needs of university education reform in today's society. Currently, music education in colleges and universities generally faces the following problems: First of all, there is very little research on the leadership of university music instructors in China. Secondly, music instructors are collectively unconscious of leadership. Thirdly, the evaluation of music instructors needs to consider their comprehensive quality, including students' learning, instructors' teaching work, management, the role of the whole teacher team, etc. Fourthly, the evaluation form is simple and the incentive effect is not satisfactory. Therefore, this study intends to design a music instructor leadership competency model aiming at these problems in the music teaching process, anticipating it to be helpful to both students and instructors.

Research Objectives

1. To identify the expected leadership competencies for music instructors at the higher education level.

2. To investigate the composition of leadership competencies for music instructors at the normal universities in Hunan Province.

3. To develop a leadership competency model for music instructors at the normal Hunan Province, China universities.

4. To verify the effectiveness of the leadership competency model for music instructors at the normal universities in Hunan Province, China.

Literature Review

O*NET Content Model

O*NET stands for Occupational Information Network, established by the U.S. Department of Labor; it is a work analysis system integrating various job analysis methods such as questionnaires and expert interviews. It can combine job information and worker characteristics (Peterson et al., 2001). O*NET replaced the Dictionary of Occupational Titles (DOT) as the most extensively utilized job analysis system in the U.S. The content structure of the O*NET system includes two parts: practitioner condition and occupation characteristics, which are subdivided into six modules: Worker Characteristics, Worker Requirements, Experience Requirements, Occupational Requirements, Workforce Characteristics, and Occupation-Specific information. The O*NET system consists of six key elements: first, experience, i.e., training, experience, and certification; second, the necessary conditions of workers, consisting of elementary skills, cross-functional skills, general awareness, and

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educational practice; third, the necessity of occupation, refers to work activities, work background, and organizational background; fourth, the characteristics of workers, comprising ability, interests, and values, and work style; occupational details include knowledge, skills, work equipment, and work tasks. The sixth is occupational characteristics, such as labor market information, career outlook, and salary.

Competency

Competency indicates the knowledge, skills, abilities, traits, or motivations related to a job or performance (Woodruff, 1993). The research on competency can be traced back to the exploration of Taylor, the father of scientific management, in the 1920s. Taylor advocates that management analyzes differences in performance between employees through movement and time. He uses the "Time and Motion Study" to analyze complex tasks into simple measures to distinguish the competencies required by various work activities. However, people were regarded as appendages of machines and focused on intelligence and ability, disregarding human initiative and creativity (Nelson,1992). In the 1950s, John Flanagan also carried out related research; he suggested a new method of examining individual behavior, the Critical Incident Technique (CIT). Although Flanagan did not explicitly put forward the concept of competency, he laid a methodological foundation for subsequent research on competency.

The formal study of competency began in the 1970s. The US State Department asked David McClelland, an American psychologist and professor at Harvard University, to help design technology for predicting the diplomats' actual performance on the job. After exhaustive research, he published "Measuring Competence rather than Intelligence" in the American Psychologist magazine in 1973, which for the first time presented the concept of "competence." He indicated that school grades, intelligence, and aptitude tests could not predict career or life success and advocated competency tests instead (McClelland, 1973). The article also became a hallmark of the Competency Movement. Hence, the theoretical research and practical application of competency have become popular in the United States, Britain, Canada, and other Western countries. As people gradually recognize and accept competency thought, competency research is deepening daily, and competency theory develops continuously. In the 1980s, competence was a fervent topic in the study of management, psychology, and education. Since the 1990s, western countries have been progressing on the actual application of competence, creating many consulting companies working for competency characteristics modeling services. All kinds of competency characteristics model data and the general competence dictionary have been developed continuously (Vazirani, 2010).

Classical Competency Model

"Iceberg," "Onion," and "KSAOs" models are three classical model systems of the existing competency model.

The Iceberg Competency Model. Dr. David McClellan put forward the iceberg competency model in 1973, which is a metaphor for the iceberg floating in the water. It describes the different personal performances of employees with the surface layer of the "water part" and the potential layer of the "water part." According to the explicit part, which is easy to observe and perceive by people, and the implicit part, which is challenging to detect, the model divides the competency of employees into six levels, among which the implicit part is the key distinguishing factor. Later, based on previous studies, American scholar Spencer (1993) refined it further and put forward the integrated "New Iceberg model."

The Onion Model. The Onion model is based on and evolved from the Iceberg model. Through a further study of David McClelland's Iceberg Model, American scholar Boyatzis, (1991) proposed the

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"Onion Model" of competency. He likened the elements of competency to Onions. He pointed out the characteristics of competency components of each layer of the onion covering layer and the degree of difficulty in measuring and evaluating competency. The first layer corresponds to the explicit abilities easily acquired through learning and effort, namely knowledge and skills, above the horizontal level in the iceberg model. The onion middle layer (social roles, values, and self-concept) and the inner layer correspond to the potential underwater part of the iceberg model, emphasizing the individual's perception and awareness of the external environment and their knowledge and understanding. The onion core is composed of motivation, traits, and personality and is the most difficult to learn, measure, and evaluate. Compared with the iceberg model, the onion model has a more hierarchical expression of competency connotation and a more intuitive structure of competency characteristics.

KSAOs are a description model of personnel qualification required by posts in human resource management. It is used frequently in talent evaluation. However, due to the lack of intuitive and specific analysis in the description of feature elements, people prefer the "iceberg" or "Onion" model to construct the competency model. In the KSAOs model, K represents Knowledge, S for Skill, A for Ability, and O for Other Characteristics.

Conceptual Framework

By reviewing relevant literature, this study hopes to determine university music instructors' leadership competencies needed in the four links of "setting teaching objectives," "determining teaching contents," "organizing teaching activities," and "evaluating teaching effects." Simultaneously, the researcher placed the instructional leadership competency model in an interactive network, which considered the specific situation and cared about the interaction between instructors and students.

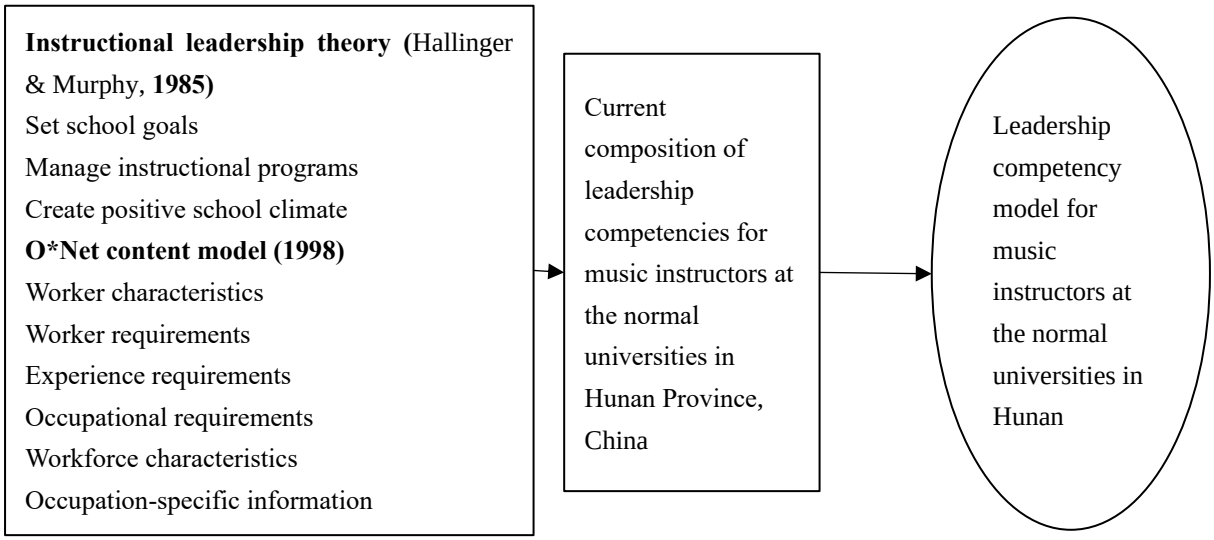

Figure 1 Conceptual Framework

Methodology

The author will use multiple methods such as document analysis, interviews, and educational narrative methods to conduct detailed and diversified research.

1. Document analysis method: refers to an analysis method that explores the nature of the research object and introduces one's own opinions by studying a certain aspect of the data collected. This method

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is mainly used in the content of the second chapter of this article. A new exploration of music teacher leadership under the concept of teacher professional development is conducted through the research and analysis of relevant literature on management, leadership, and teacher development theory, and a relatively systematic review is carried out to provide This article provides an informative theoretical foundation.

2. Educational narrative method: As a kind of qualitative research method, this method has attracted the attention of the educational community in recent years. Educational narrative refers to the research on education carried out in the form of narrative, aiming to focus on daily teaching processes and experiences. This study collects the personal experiences of different music teachers, including the teaching past stories told by the music teachers themselves, as well as the teaching memories told by students or colleagues, thereby forming a life history material of a music teacher, thereby providing more information for the study of leadership. A wide range of channels.

3. Interview method: It refers to a basic psychological research method that uses face-to-face conversations with the interviewee to understand the psychology and behavior of the interviewee. Narrative research on teachers is very necessary in the process of teacher leadership research. During the writing process of the paper, the author will conduct interviews with some special music teachers, famous teachers, key teachers, and even new teachers in Changsha City one by one, and learn from their mouths. Autobiographical stories and historical stories are mainly used to fully display research materials.

Research Findings

For Objective One, according to the literature, the seven categories with the highest frequency are 1) Determination, 2) Teaching, 3) Organization, 4) Influence, 5) Implementation, 6) Learning, and 7) Enthusiasm. After analysis, the researcher named these elements as competency of Leadership, that is, when teachers exhibit these activities or behaviors during their work, their instructional leadership competency will be enhanced. The researcher also conducted interviews for the first objective according to the plan. Combined with the variables sorted out in the previous literature, the corresponding descriptions were obtained by sorting out the interview data. The findings of this objective were used to support the design of the questionnaire. According to the theoretical framework and the O*NET Content Model, the researcher classified the designed questions into six categories, which are as follows: experience requirement, occupational requirements, work requirements, workforce characteristics, occupation-specific information, and worker characteristics. Some questions fall under the three variables of instructional leadership: setting goals, managing instructional programs, and creating a school climate. After collecting the data from the pilot survey, the results of the reliability analysis for all of the above variables were acceptable.

To achieve Objective Two, the researcher used the instrument questionnaire according to the results from Objective One to collect data from music instructors at universities in Hunan Province. In the data analysis process, the researcher used a statistical package and analyzed descriptive statistics using frequencies, means, and standard deviation to test the composition of leadership competencies. A total of 369 music instructors completed the questionnaire, of which 131 were male and 238 were female. Nearly 70% of the respondents are between the ages of 30 and 50, with teaching experience of 3-8 years accounting for the highest proportion (40.4%), more than 80% of the respondents have postgraduate education or above, 50% of the respondents are associate professors or above, and nearly

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50% of the teachers have 7 to 12 classes per week. Nearly 70 percent of respondents earned between 5,000 and 10,000 yuan.

Levels of One*Net content model Mean and SD in instructional leadership by music instructors were all high: experience requirement ($\bar{x}$ =4.12), occupational requirements ($\bar{x}$=4.27), work requirements ($\bar{x}$=4.10), workforce characteristics ($\bar{x}$=4.07), occupation-specific information ($\bar{x}$=4.23), worker characteristics ($\bar{x}$=4.06). This means that the music instructors who responded to the questionnaire expressed a high degree of agreement with these statements about leadership competency. At the same time, the levels of competency Mean and SD in instructional leadership by music instructors were all high: setting goals ($\bar{x}$=4.16), managing instructional programs ($\bar{x}$=4.24), and creating school climate ($\bar{x}$=4.27). As for the mean description of the statistical results of each question in the questionnaire, except for one question, the mean description of the result is moderate, and the other mean description is high. The question was Teaching is a kind of self-achievement, music instructors should sacrifice their rest time to teach students well. The researcher analyzed that the reason for this result is that the expression of the word sacrifice is easily misunderstood by the respondents as the kind of sacrifice that involves bloodshed. However, music instructors do devote a lot of energy and time to the training of students.

The researcher carried out multiple regression analyses. Firstly, setting goals, managing instructional programs, and creating a school climate combined into a new variable, Instructional Leadership. Then take it as the dependent variable, take the six aspects of O*NET model variables as independent variables, and conduct multiple regression analyses of them. In the regression analysis, the researchers found a very interesting result which indicated a similar significant multiple correlation between the dependent variable Instructional Leadership and six independent variables, R =0.897, Adjusted R Square=0.801, F (6, 362) = 248.249, $p < .001$. But one independent variable was not significantly related to the dependent variable “Instructional Leadership”, which was “Experience Requirement” ($p = 0.660$), whereas others were significantly related as suggested by the p-value. The results of multiple regression analysis on Instructional Leadership and demographic data indicated that except for age there was no similar significant multiple correlation between the dependent variable Instructional Leadership and demographic data variables. This also shows that the experience requirement is not the necessary content for the leadership competence of music teachers.

Thirdly, the researcher did factor analysis. Because there were 60 questions about teacher leadership competence in the questionnaire, the researcher had to reduce the dimensions of these variables through factor analysis. The KMO of the sample data was 0.963, and the Bartlett sig of the spherical test was 0, indicating that the sample data was suitable for factor analysis. In Factor Analysis, there were 9 common factors. The researcher sorted out the top four variables with the highest explanatory power of each common factor. According to these variables, 9 common factor variables can be named: Student-Centered, Problem-solving, Rising to the Challenge, Demand-Driven Initiative, Professional Qualifications and Qualities, Harmonious Learning Atmosphere, Good Teacher-Student Relationship, Collaboration, and Organization Skills, Passion for Work.

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In the realization of research Objective Three, based on the results obtained from the first and second objectives, the researcher came up with the leadership competency model. The researcher conducted two expert seminars to evaluate the model for this study. So, in the completion of Objective Four, the final model was revised after the two discussions. The model is divided into three levels, the first level is the circular part, which is the 9 common factors obtained through the factor analysis of quantitative questionnaire data. The second level is the hexagon part, which is the 6 structures of the O*NET questionnaire obtained through the literature review, this is also the structure used in the design of the questionnaire in the quantitative research in this study, so it is very important. The third level is heptagon, which is the data obtained through literature review and interviews with qualitative research methods. There are 7 categories of competency, and the variables of each category have different indicators respectively.

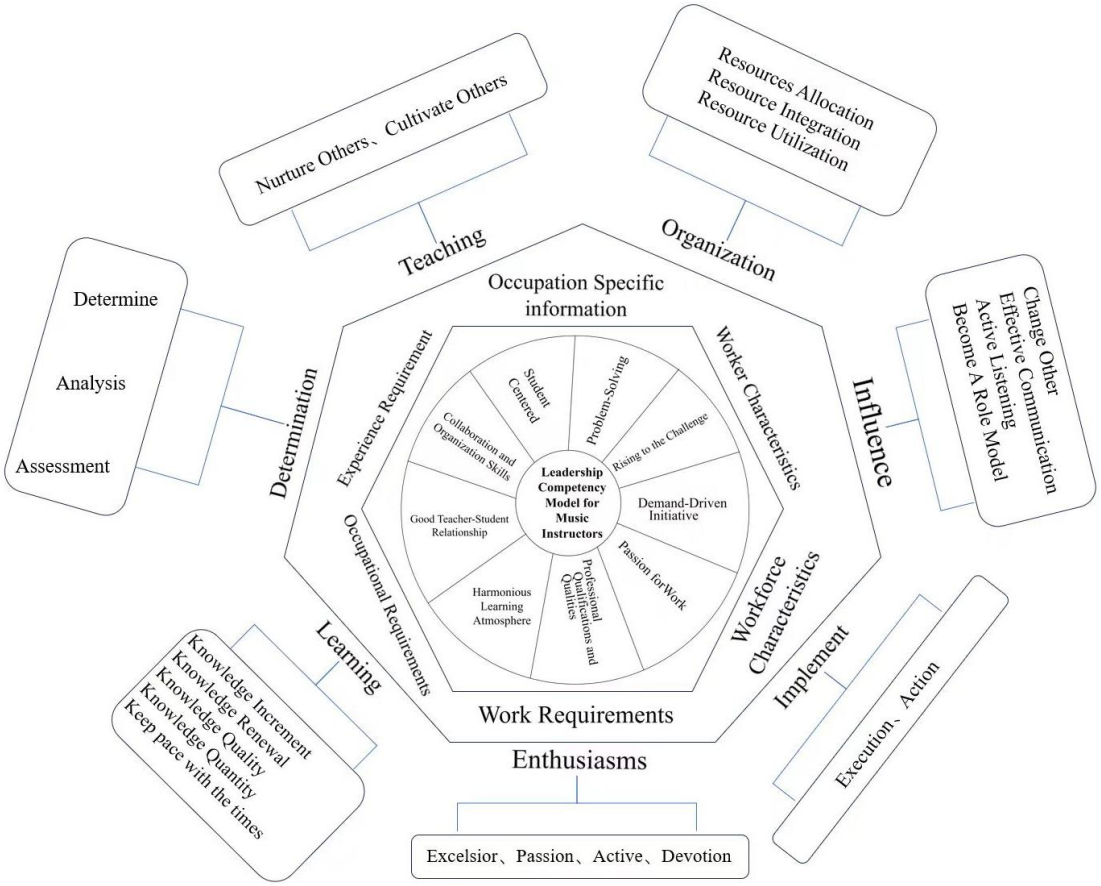

Figure 2 The Final Model

Discussion

According to the literature review, many models emphasize the importance of instructional leadership competencies for teacher leaders. Research by Johnson and Donaldson (2018) highlights the importance of instructional leadership competencies for effective teacher leaders. These competencies include the ability to facilitate professional learning communities, provide instructional support to colleagues, and implement evidence-based instructional practices in classrooms. Collaborative leadership competencies are often highlighted in models of teacher leadership. Hargreaves and Fink (2006) argue that teacher leaders need skills in building relationships, sharing expertise, and fostering

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collaboration within and across schools. The dimension of advocacy and influence is consistently cited as a key competency for teacher leaders. York-Barr and Duke (2004) suggest that teacher leaders should have the ability to advocate for students, teachers, and educational policies at various levels. Effective teacher leaders require a blend of instructional expertise, collaborative skills, and advocacy abilities to positively impact teaching and learning. These competencies empower teachers to lead initiatives, contribute to decision-making processes, and promote professional growth among their colleagues.

Similar to the conclusions in the literature review, the multidimensional nature of teacher leadership competencies demonstrates the complexity and diverse roles of instructors. By possessing a range of competencies, instructors can address specific challenges within their universities and communities. Instructional leadership allows them to support pedagogical practices and enhance teaching quality. Collaborative leadership enables them to foster collaboration and collective efficacy among teachers, strengthening professional learning communities. Advocacy and influence empower instructors to advocate for equity, advocate for resources, and advocate for policies that support student success.

However, as defined in the title of this study, this study is a leadership competency model developed for music education in colleges and universities, so there are some different competencies. The results of the quantitative questionnaire and qualitative interview in this study both show that both instructors and music department leaders highly agree on the importance of leadership competency of music instructors, but they also face many challenges in the formation of leadership competency.

This research finds that music instructors in higher education institutions' leadership competence is multidimensional. In the factor analysis of quantitative research, there are 9 common factors, and in the coding of literature, there are 7 dimensions and 23 competencies. Therefore, it can be concluded that music instructors in higher education institutions are a group with comprehensive qualities. The responsibilities and job content of music instructors play an important role in guiding students into the world of music. They are responsible for nurturing students' musical talents, imparting music theory and performance skills, and guiding students to achieve self-expression and artistic creativity in music.

Recommendations

Only through continuous efforts and innovation to overcome these challenges can we truly improve the instructors' leadership competency of college music instructors and promote the development of music education. The following are some measures to improve the leadership competence of college music instructors.

Familiar Policy

Learn more about education policies and processes. Regularly focus and study the latest education policies and processes to ensure that your teaching work is consistent with that. Regularly focus and study the latest education policies and processes to ensure that your teaching work is consistent with that. Establish a connection with the Ministry of Education and the administration to obtain accurate policy information and support.

Goal Setting

Instructional Goals. Effective music instructors should possess the ability to set clear and specific instructional goals for their students. These goals should encompass various aspects of music education, such as technical skill development, musical interpretation, music theory comprehension,

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and creative expression. The teacher should consider individual student strengths, interests, and developmental needs when establishing personalized goals (Custodero, 2019).

Establish Professional Relationships

Establish a Professional Network. Actively participate in the music education association, academic seminars, and workshops to make contact with other music instructors. Participate in professional network platforms, such as online BBS, social media groups, etc., and share experience and resources. Invite other teachers to watch your class and communicate and learn from each other.

Curriculum Planning

Course Design and Organization. Music instructors should design and organize comprehensive and engaging music courses that cater to the diverse needs and interests of their students. This includes selecting appropriate teaching materials, designing learning activities that promote active engagement, and sequencing content logically and progressively. The curriculum should provide a balanced focus on both theoretical knowledge and practical skills, ensuring a well-rounded music education (Custodero, 2019).

Creating a Conducive Learning Environment

Fostering a Musical Atmosphere. Music instructors should cultivate a positive and inspiring learning environment that fosters students' love for music. This can be achieved by organizing regular music-related events such as concerts, recitals, workshops, and masterclasses. These activities provide opportunities for students to showcase their talents, learn from professional musicians, and develop a sense of belonging within the music community (Willingham, 2018).

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