



Development of An Instructional Leadership Capabilities Model for Music Teachers at Private Music Institutions in Zhengzhou, Henan Province, China

Shuo Wang¹ and Nathara Mhunpiew²

Educational Administration and Leadership Program, Graduate School of Human Sciences, Assumption University, Thailand

¹E-mail: 253594174@qq.com ORCID ID: <https://orcid.org/0009-0007-3227-3547>

²Corresponding author e-mail: wipaMhn@au.edu ORCID ID: <https://orcid.org/0000-0002-6954-0828>

Received 03/03/2024

Revised 12/03/2024

Accepted 10/04/2024

Abstract

Background and Aims: Instructional leadership practiced in music academia in recent years could also improve students' outcomes in music learning and increase music teachers' personal learning and teaching abilities. There were emerging private music institutions; Thus, the study aimed to create a model of instructional leadership capabilities for music teachers at private music institutions in Zhengzhou, Henan Province, China. The study employed a mixed-method approach, combining qualitative and quantitative research methods.

Methodology: Three hundred sixty-two music teachers from 16 private music teaching institutions in Zhengzhou participated. Data were collected through questionnaires and a Model Validation form. Descriptive statistics, such as mean, frequency, percentage, and PNIModified, were used for data analysis.

Results: the research results, which are of utmost importance, indicated that the mean PNIModified value for Teachers' Instructional Leadership Capabilities was 0.409. Among the specific capabilities, the application of technology had the highest PNIModified value of 0.913, followed by determining (criteria) standards with a value of 0.640 and participation of relevant personnel with a value of 0.418. These three capabilities had average scores higher than the mean PNIModified value, indicating a significant difference between the desired and current levels of these capabilities. Therefore, improving and developing these capabilities should be prioritized, as they were identified as weaknesses. On the other hand, ensuring resource support had a PNIModified value of 0.50, monitoring student performance had a value of 0.230, adjusting instructional content had a value of 0.281, emphasizing professional development had a value of 0.373, and shaping a collaborative culture had a value of 0.366. These five capabilities had average scores lower than the mean PNIModified value, suggesting they were strengths. Therefore,

Conclusion: the study concluded that the three capabilities needing priority development were the application of technology, determining (criteria) standards, and participation of relevant personnel. A theoretical model of instructional leadership capabilities was developed based on the research objectives' findings. Experts further validated the model to ensure its accuracy and effectiveness.

Keywords: Instructional Leadership Capabilities; Music Teachers; Music Institutions

Introduction

Leadership capability has emerged as a crucial aspect of modern education in the 21st century. Leadership, often described as the art of motivating and influencing colleagues and subordinates, is instrumental in fostering productivity and achieving goals through effective communication in diverse situations (Hadi, 2019). Modern organizational management research has established that leadership is not confined to exercising administrative power but also significantly impacts organizational behavior. This includes planning, creative implementation, active feedback acquisition, and continuous direction adjustment. According to this perspective, leadership's core manifestation is 'influence.' In education, the essence of all activities lies in the influence of one group of disciplines on another (Stephenson, 2017).

To be an effective leader in education, one must possess knowledge, skills, good judgment, and wisdom to navigate a challenging and rapidly changing environment. Hallinger (2018) asserts that educational leaders must be competent and proficient professional educators. Leadership capability, therefore, encompasses a comprehensive set of student qualities, including knowledge, skills, personal attributes, and understanding (Stephenson, 2017). It is a social action aimed at enhancing a group or organization's learning and development capacity, necessitating a diverse range of capabilities to take action in society (Pan & Chen, 2011).

In education, instructional leadership capacities are the cornerstone of school development, demanding a genuine focus on instructional leadership. Educational leaders should consistently prioritize teaching and learning. Evaluating a school's leadership without considering its role in enhancing students' learning is futile (Chen & Guo, 2020). Research on effective schools underscores the pivotal role of instructional principals' behavior in enhancing students' academic performance.

School leaders anticipate increased investment and reform in teaching management to adapt to rapidly changing conditions rather than merely adhering to the current teaching plan (Ng et al., 2015). In the past, research on instructional leadership primarily focused on the influence of principals on teaching. However, teachers must still be responsible for implementing teaching tasks, from their role as essential participants and executors in all aspects of teaching practice. Instructional leaders should encompass principals and teachers (Liu & Hallinger, 2018). Teachers, with their professional knowledge of subjects and courses, play a pivotal role in determining students' success. Therefore, instructional leaders can also be composed of teachers. Teachers who prioritize and value teaching leadership significantly influence the quality of school teaching implementation and can directly impact students' classroom performance.

Implementing instructional leadership capacities involves teachers' professional autonomy, and excessive intervention by managers will interfere with teachers' independent professional judgment and teaching behavior (Pan & Chen, 2011). Music teachers have the critical decision-making power to determine the classroom content, which will put higher requirements for teachers' professional ability and leadership capabilities. Private music teaching institutions are an essential part of China's music education system, but they need to be a more vital link in the ability of teachers and managers. Decision makers, managers, and teachers of music teaching institutions must fully understand the importance of leadership for music classroom teaching and formulate effective strategies to improve their instructional leadership capabilities.

Research Objectives

1. To explore the leadership capabilities of teachers in higher education institutions.
2. To identify teachers' desired and current instructional leadership capabilities at the private music teaching institutions in Zhengzhou, Henan Province, China.
3. To analyze the difference between teachers' desired and current instructional leadership capabilities at the private music teaching institutions in Zhengzhou, Henan Province, China.
4. To develop a model for developing teachers' instructional leadership capabilities at the private music teaching institutions in Zhengzhou, Henan Province, China.
5. To verify a proposed model for developing teachers' instructional leadership capabilities at the private music teaching institutions in Zhengzhou, Henan Province, China.

Literature Review

The study aimed to create a model of instructional leadership capabilities for music teachers at private music institutions in Zhengzhou, Henan Province, China. The theoretical framework of this study includes instructional leadership theory, curriculum leadership theory, and distributed theory.

Instructional Leadership Theory: Instructional leadership theory focuses on the role of leaders in promoting effective teaching and learning practices within educational institutions. It emphasizes that school leaders, including music teachers, impact student achievement by providing instructional guidance and support. Instructional leaders create a positive learning environment, set high expectations for students, provide feedback and coaching to teachers, and promote professional development opportunities. In this study, instructional leadership theory provides a foundation for understanding the specific leadership capabilities and practices that music teachers should possess to enhance instruction and learning outcomes in private music institutions (Hallinger & Murphy, 1985).

Curriculum Leadership Theory: Curriculum leadership theory explores the role of leaders in shaping and implementing the curriculum within educational settings. It highlights the importance of aligning curriculum goals, content, and instructional approaches to meet the needs of students. Curriculum leaders, such as music teachers, are responsible for designing and delivering engaging and meaningful learning experiences for their students. They play a vital role in selecting appropriate teaching materials, designing assessments, and adapting instruction to cater to diverse student needs. In this study, curriculum leadership theory contributes to understanding the specific capabilities and strategies music teachers should possess to lead curriculum development and implementation effectively in private music institutions (Glatthorn, Whitehead & Boschee, 2018).

Distributed Leadership Theory: Distributed leadership theory challenges the notion that leadership is solely the responsibility of individuals in formal leadership positions. Instead, it suggests that leadership is a collective endeavor that involves multiple individuals within an organization. Distributed leadership recognizes that expertise and decision-making can be distributed across different roles and levels of an institution. In the context of this study, distributed leadership theory highlights

the importance of shared leadership and collaboration among music teachers, administrators, and other stakeholders in private music institutions. It acknowledges that various individuals within the organization can develop and exercise instructional and curriculum leadership capabilities, fostering a culture of collective responsibility for enhancing teaching and learning (Spillane, 2006).

Since private music institutions are the most critical part of the private music education system and an essential base for preparing for the entrance examination of Higher Music Education (Ho, 2018), compared with the problems in public music education, which is mainly focused on developing the students' comprehensive quality, the above problems also appear more urgently in the private music education system (Lin, 2021). The teaching scope of the institutions includes the cultivation of children's and teenagers' music quality, the preparation and training of music majors, and the learning of adults' music hobbies. The instructional content involves vocal music, instrumental music, theory, and performance. With the increasing demand for music learning in Chinese society, private music teaching institutions are also increasing. Still, the private music teaching principals did not need to improve their leadership capabilities to catch up with the new era of development. Due to the lack of standardized system management, government guidance, and support, there are prominent problems in such institutions' market order and education management, which often fail due to improper operation (Tian, 2021).

In Henan, there are questions in the many private music institutions. According to the Henan Art Training Association report, there needs to be a qualified certification system and unified employment standards in management. This makes the employment of teachers become the personal behavior of institutions and also leads to the uneven ability of teachers. Practitioners in the field of private music education should be composed of professionals (Lin, 2021). According to the researcher's interview with 16 private music teaching institutions in Zhengzhou, the teachers are divided into the following levels: Part-time Teaching of music teachers in Colleges and universities, actors of public or private music groups, postgraduates, undergraduates majoring in music, and music lovers. Even in the same institutions, teachers with different educational backgrounds and levels significantly differ in teaching quality and level. More importantly, some teachers are also responsible for managing institutions but need to gain practical experience in educational management and leadership.

As a new theory, instructional leadership has attracted more and more attention in China's education field. The concept of China's new curriculum reform plan shows that teachers should be instructional leaders, which is the inevitable trend of deepening curriculum reform and instructional activities (Lu, 2023). The teaching profession is responsible for providing leadership strength or a leadership approach to help cultivate leadership capabilities. The practice of the leadership capabilities of instructional majors has a leadership influence in different fields. Because leadership is too dynamic, situational, and unpredictable (Hallinger et al., 2020). It can be used correctly and effectively in a familiar professional environment and new and changing circumstances. Leadership capabilities mean expanding the capabilities of oneself and others, making everyone have good judgment and wisdom, and strengthening and building the abilities of organizations, groups, and individuals. Instructional leaders and practitioners should incorporate the capabilities of instructional leadership into all professional learning and development so that the leadership of educational organizations can continue to grow.

The heads and teachers of private teaching institutions must change their backward educational ideas, make them more suitable for modern educational management, and promote the teaching and leadership of music education more reasonable and standardized through innovation, especially the attention and promotion of instructional leadership. Studying the leadership capabilities of music instructional leaders and exploring their essential influence and role in students' music learning is a new way to develop music education under international education management (Gumus et al., 2018).

This study aims to explore the current situation of teachers' instructional leadership capabilities in private music teaching institutions in Zhengzhou, Henan Province, analyze the gap between reality and the desired situation, and find improvement strategies. This study attempts to find an effective way to solve the educational management problems of private music teaching institutions from the perspective of instructional leadership.

Conceptual Framework

The variables of this study are summarized from 18 research frameworks related to instructional leadership, curriculum leadership, music teachers' leadership, and education leadership capability. The researcher obtained these frameworks through the content analysis of relevant online and offline literature. The goal is to use the published research literature and keywords such as instructional

leadership, curriculum leadership, and leadership capability to locate relevant resources. A total of 60 documents were selected for content analysis. Through extensive reading, researchers selected 18 relevant research frameworks from frequently emerging themes and critical perspectives. The synthesis table analyzed 18 research frameworks, and eight variables with a frequency higher than 50% were finally determined. These variables have been used to create a questionnaire.

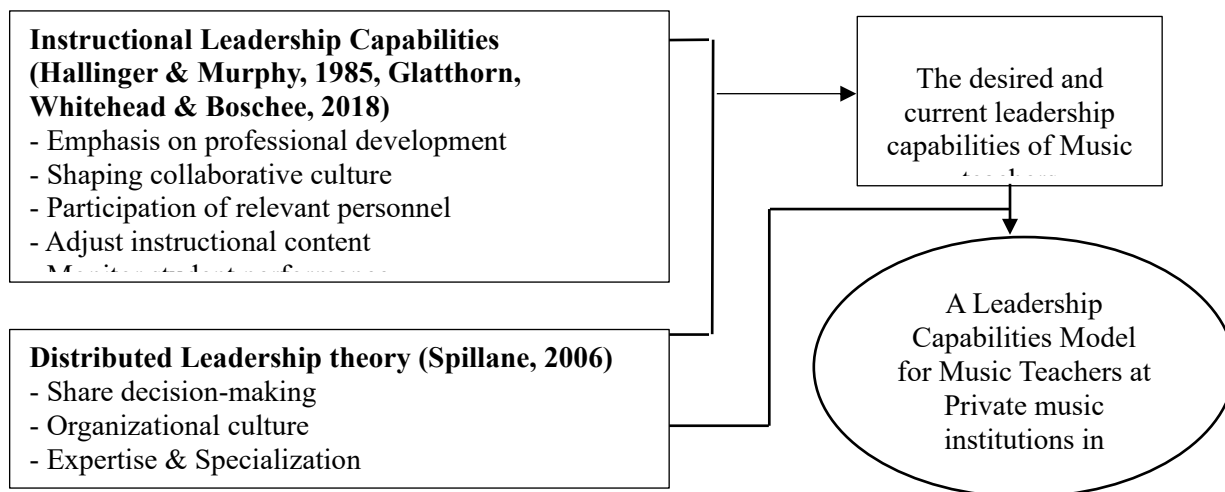


Figure 1 Conceptual Framework of the study

Methodology

This study aims to propose a model for cultivating teachers' instructional leadership. The researcher randomly distributed questionnaires to 16 private music academies in Zhengzhou, China; 362 copies of collected questionnaires were the analytic data. Five experts evaluated the validity of the research instrument; they approved the research instrument (scores >0.90), and reliability results were acceptable ($\alpha > 0.70$). After applying qualitative and quantitative research methods for data analysis, the analysis is explained by descriptive research methods. The qualitative research was used to identify variables in the study. Quantitative research was used to detect possible effects and connections between variables. Next, obtaining the solution to the research problem through further qualitative analysis. This study used statistical analysis to analyze the data and acquire the research results. Then, gap analysis was used to explain and discuss the data results to obtain the model's content. The research tools include a synthesis table, questionnaire, gap analysis, PNImodified, and model development, and group experts to validate the model; they approve the model could assist in enhancing instructional leadership for music teachers in private music academies in Zhengzhou, China.

Results

Findings for Research Objective One: eight instructional leadership capabilities were derived from the literature, which included sources from both Western and Chinese academic literature related to teachers' instructional leadership capabilities. They are summarized in Table 1 below:



Table 1 Summary of the Instructional Leadership Capabilities for Music Teachers

No.	Capabilities	Definition
1	Emphasis on Professional development	Professional Development refers to the continuous development of teachers and a constant improvement of academic ability and curriculum knowledge. Music teachers need to have the professional development planning capability to adapt to education development and create opportunities to improve their professional skills.
2	Shaping collaborative culture	Teachers and all other relevant personnel in teaching practice need to obtain and create more cooperation opportunities to shape a good cooperative learning and work culture. Accomplish teaching tasks and achieve teaching objectives in cooperation.
3	Participation of relevant personnel	Teachers need to invite relevant personnel, such as students, parents, managers, and stakeholders, to participate in their teaching plans and practices to participate, discuss, and summarize together to make classroom teaching develop more comprehensively and effectively.
4	Adjust instructional content	The instructional leaders can adjust the instructional content, involving using and selecting teaching approaches, materials, strategies, and evaluation tools.
5	Monitoring student performance	Provide information about the effectiveness of teaching practices on student performance. Supervise the impact of teaching on students' classroom performance, learning, outcomes, and practice.
6	Application of Technology	In implementing and managing the instructions, teachers should make full use of the current technologies that can effectively promote the quality of classroom teaching and have the ability and knowledge to use these technologies.
7	Determine (Criteria) standards	The instructional leaders can adjust the instructional content, involving using and selecting teaching approaches, materials, strategies, and evaluation tools.
8	Ensure resource support	Ensure the ability to provide necessary resource support for teaching content, methods, assessment, design, and management.

Findings for Research Objective Two: According to the analysis results, teachers' most current instructional leadership capabilities are Ensure resource support ($\bar{x} = 4.37$), and teachers' least current instructional leadership capabilities are the Application of Technology ($\bar{x} = 2.29$). Therefore, the mean score of current instructional leadership capabilities of teachers ($\bar{x} = 3.28$) is at the Moderate level, as shown in Table 2. Teachers' most desired instructional leadership capability is Adjusting instructional content ($\bar{x} = 4.6$), and the teachers' least desired instructional leadership capability is Application of Technology ($\bar{x} = 4.38$). Therefore, the mean score of desired instructional leadership capabilities of teachers ($\bar{x} = 4.47$) is at a high level, as shown in Table 3.

Table 2 Summary of Current Instructional Leadership Capabilities of Teachers

Instructional Leadership Capabilities	Mean	SD	Interpretation
Emphasis on Professional development	3.22	.82	Moderate
Shaping collaborative culture	3.25	.76	Moderate
Participation of relevant personnel	3.16	.88	Moderate
Adjust instructional content	3.59	.84	High
Monitoring student performance	3.57	.79	High
Application of Technology	2.29	.66	Low
Determine (Criteria) standards	2.78	.76	Moderate
Ensure resource support	4.37	.82	High
Overall	3.28	.84	Moderate



Table 3 Summary of Desired Instructional Leadership Capabilities of Teachers

Instructional Leadership Capabilities	Mean	SD	Interpretation
Emphasis on Professional development	4.42	.67	High
Shaping collaborative culture	4.44	.54	High
Participation of relevant personnel	4.48	.60	High
Adjust instructional content	4.6	.61	Highest
Monitoring student performance	4.39	.59	High
Application of Technology	4.38	.57	High
Determine (Criteria) standards	4.56	.58	Highest
Ensure resource support	4.59	.63	Highest
Overall	4.47	.79	High

To answer the third research objective, this research found that: *Findings for Research Objective three*: The third objective of this study is to identify the instructional leadership capabilities of teachers that need to be developed in priority. The researcher analyzed the research results of objective three through the $PNI_{modified}$ formula as following Table 4.

Table 4 The Priority Needs Index of Desired and Current regarding Instructional Leadership Capabilities for Teachers of Zhengzhou, China (n=362)

Instructional Leadership Capabilities	$PNI_{modified}$	Rank	Strength (<mean)	Weakness (>mean)
Emphasis on Professional development	0.373	4	5	
Shaping collaborative culture	0.366	5	4	
Participation of relevant personnel	0.418	3		3
Adjust instructional content	0.281	6	3	
Monitoring student performance	0.230	7	2	
Application of Technology	0.913	1		1
Determine (Criteria) standards	0.640	2		2
Ensure resource support	0.050	8	1	

Mean of $PNI_{modified}$ = 0.409

Table 4 shows the Mean of the $PNI_{modified}$ value at 0.409 of Teachers' Instructional Leadership Capabilities. According to the ranking, the application of technology has the $PNI_{modified}$ value of 0.913, determined (Criteria) standards have the $PNI_{modified}$ value of 0.640, and participation of relevant personnel has the $PNI_{modified}$ value of 0.418. These three teachers' instructional leadership capabilities have an average higher than the mean of $PNI_{modified}$ value (0.409), which indicates that there is a big difference between the desired level and the current level of these teachers' instructional leadership capabilities and the improvement and development of these teachers' instructional leadership capabilities should be prioritized. Thus, these three teachers' instructional leadership capabilities are weaknesses.

Also, ensure resource support has a $PNI_{modified}$ value of 0.50, Monitoring student performance has a $PNI_{modified}$ value of 0.230, Adjust instructional content has a $PNI_{modified}$ value of 0.281, Emphasis on Professional development has a $PNI_{modified}$ value of 0.373, and Shaping collaborative culture has the $PNI_{modified}$ value of 0.366. On average, these five teachers' instructional leadership capabilities are lower than the mean of $PNI_{modified}$ value (0.409), indicating that these five teachers' instructional leadership capabilities are strength.

Hence, three teachers' instructional leadership capabilities need to be developed in priority: application of technology, determine (Criteria) standards, and participation of relevant personnel.

To answer the fourth and fifth research objectives, this research found that: *Findings for Research Objectives Four and Five*: from all the previous findings, a model was developed and validated by means of a focus group comprised of 15 experts with advanced degrees and/or more than ten years of experience related to teachers' instructional leadership capabilities. The final validated model is shown in Figure 2 below.

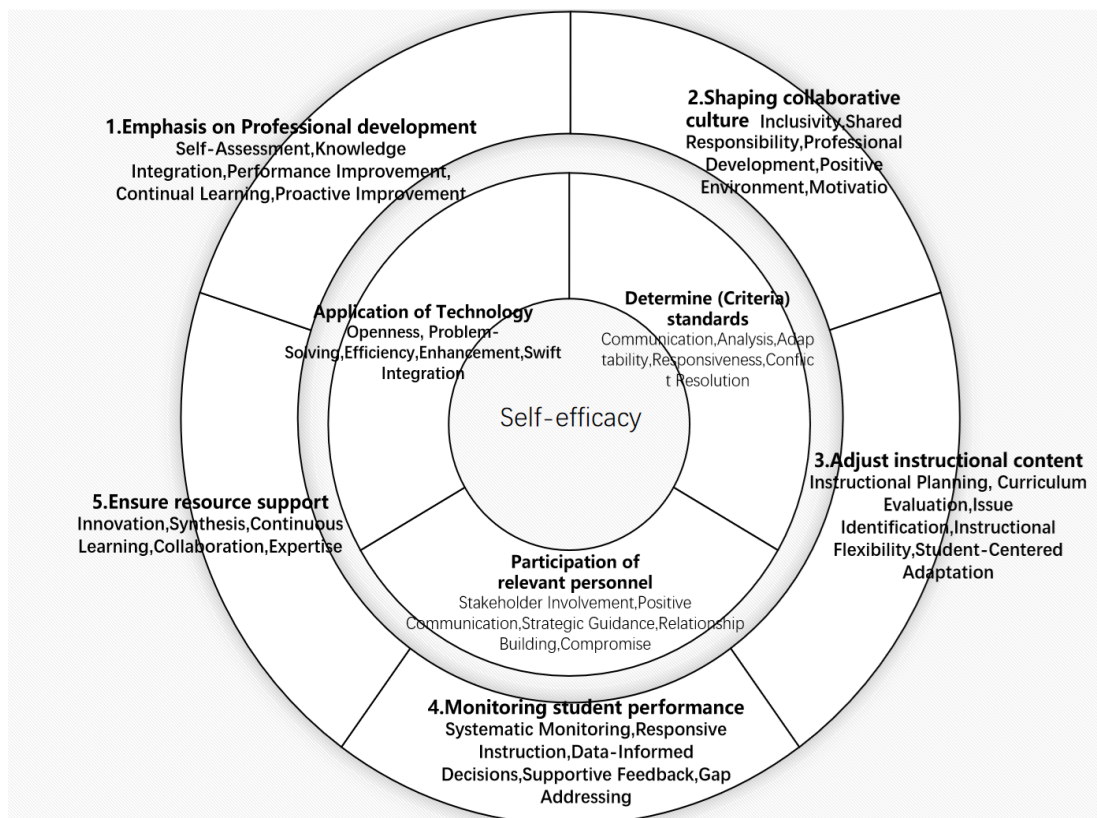


Figure 2 Validated a model for developing teachers' instructional leadership capabilities in private music institutions in Zhengzhou, Henan Province, China

Explanation of the Model

The model's eight dimensions that comprise the teachers' instructional leadership capabilities are arranged in two concentric circles. The inner circle represents the areas that need priority development, while the outer circle showcases the strengths.

Inner Circle (Areas for Priority Development):

Application of Technology: Teachers must enhance their ability to integrate and utilize technology effectively in their instructional practices. There is a need for improvement in the knowledge and application of current technologies that can elevate the teaching and learning experience in the classroom.

Determine Standards: Establishing consistent and unbiased standards for evaluating the effectiveness of teaching and learning is crucial. This includes setting clear criteria for assessment improvements and ensuring alignment with broader teacher standards. This area has been identified as requiring development to ensure teachers can measure and maintain high-quality education.

Participation of Relevant Personnel: There is a need to improve the involvement of all relevant stakeholders in the educational process. This involves teachers extending their teaching plans to include students, parents, administrators, and external stakeholders. Enhancing this capability is essential for a more inclusive and comprehensive approach to classroom teaching.

Outer Circle (Strengths):

Emphasis on Professional Development: This dimension is a strength among teachers, signifying their ongoing commitment to professional growth and their ability to keep up with educational advancements to enhance their expertise.

Shaping Collaborative Culture: Teachers are adept at fostering a collaborative environment, creating opportunities for teamwork, and working cooperatively to meet teaching objectives and foster a positive learning and working culture.

Adjust Instructional Content: Teachers show strength in their ability to tailor instructional content to the needs of their students. This includes selecting appropriate teaching methods, materials, strategies, and evaluation tools.

Monitoring Student Performance: Teachers excel in supervising and understanding the impact of their teaching on student outcomes, learning processes, and classroom engagement, which is indicative of effective teaching practices.

Ensure Resource Support: The capacity to provide necessary resources for teaching and learning is a strong point among teachers, ensuring that the educational content, methods, assessment, and management are well-supported.

Placing these capabilities within the concentric circles of the model visually distinguishes between the instructional leadership capabilities that are currently strong and those that require focused attention and development.

Conclusion

The findings from the first research objected yielded eight instructional leadership capabilities: *Ensure resource support, Monitoring student performance, adjust instructional content, emphasis on professional development, shaping collaborative culture, application of technology, determine (Criteria) standards, and participation of relevant personnel*. These capabilities were obtained from the literature on instructional leadership capabilities and music teachers.

Findings from the second research objective, teachers' most desired instructional leadership capabilities is Adjust instructional content ($M = 4.6$), and teachers' least desired instructional leadership capabilities is the Application of Technology ($M = 4.38$). Therefore, the mean score of desired instructional leadership capabilities of teachers ($M = 4.47$) is at the high level. The most current instructional leadership capabilities of teachers is Ensure resource support ($M = 4.37$), and the least current instructional leadership capabilities of teachers is Application of Technology ($M = 2.29$). Therefore, the mean score of current instructional leadership capabilities of teachers ($M = 3.28$) is at the Moderate level.

For the third objective, the mean of PNI_{modified} value at 0.409 of Teachers' Instructional Leadership Capabilities. According to the ranking, the application of technology has the PNI_{modified} value of 0.913, determine (Criteria) standards have the PNI_{modified} value of 0.640, and participation of relevant personnel has the PNI_{modified} value of 0.418. These three teachers' instructional leadership capabilities. have an average higher than the mean of PNI_{modified} value (0.409), which indicates that there is a big difference between the desired level and the current level of these teachers' instructional leadership capabilities and the improvement and development of these teachers' instructional leadership capabilities should be prioritized. Thus, these three teachers' instructional leadership capabilities are weaknesses.

Also, ensure resource support has a PNI_{modified} value of 0.50, Monitoring student performance has a PNI_{modified} value of 0.230, Adjust instructional content has a PNI_{modified} value of 0.281, Emphasis on Professional development has a PNI_{modified} value of 0.373, and Shaping collaborative culture has the PNI_{modified} value of 0.366. On average, these five teachers' instructional leadership capabilities are lower than the mean of PNI_{modified} value (0.409), indicating that these five teachers' instructional leadership capabilities are strength.

Hence, according to the analysis result, three teachers' instructional leadership capabilities need to be developed in priority: application of technology, determine (Criteria) standards, and participation of relevant personnel.

The fourth and fifth objectives combined findings from all the other research objectives to develop a theoretical model. The significant teachers' instructional leadership capabilities included in the model, along with the instructional leadership capabilities dimensions, are arranged by level of significance. The model was validated by experts.

Discussion

Various research studies have explored and validated the relevance of instructional leadership capabilities in music education. The findings of this study align with earlier research that underscored the significance of instructional leadership in both academic and professional settings. For instance, research by Hallinger et al. (2020) indicated a positive correlation between instructional leadership and educational effectiveness. A study by Murphy and Louis (2018) also found that instructional leadership positively affects the academic performance of music students. In parallel, instructional leadership is a valuable skill for music teachers, as it empowers students to take control of their learning journey, improve personal development, and enhance their music performance.

The use of diverse teaching strategies, resource allocation, professional development, and a collaborative culture are all part of the necessary skill set for effective music instruction. Instructional



leadership can help music teachers achieve these competencies, foster motivation and discipline, encourage self-reflection, and contribute to reaching educational goals (Tao, 2014).

The gaps observed between the desired and current instructional leadership capabilities in this study resonate with findings from prior research, suggesting the need for targeted interventions to enhance these capabilities (Walker & Hallinger, 2015). Similarly, the lesser emphasis on technology application in the surveyed population echoes previous research, indicating that the integration of technology in music education is an area that requires attention (Rodrigues & Ávila, 2021). Instructional leadership and professional development are related concepts that influence teaching effectiveness, student achievement, and overall success in the educational context. They interact with each other by reinforcing each other, influencing the setting of goals and motivation to work towards those goals, and enhancing perseverance and resilience in teachers. The significant relationship between teachers' instructional leadership capabilities and professional development found in this study supports the notion that instructional leadership is critical in promoting professional development (Yi, 2017). Educational institutions can improve professional development outcomes by enhancing teachers' instructional leadership skills by implementing targeted strategies. This outcome has been linked to various positive academic outcomes (Tian, 2021).

The model proposed in this research focuses on instructional leadership to enhance the effectiveness of music education in private institutions in Zhengzhou, Henan Province, China. This model is intended for administrators or directors of music programs. According to recent research, music education is an area that warrants attention in colleges and universities. Although music education programs have been developed to improve music performance, the effectiveness and impact of these programs have yet to be adequately measured or evaluated, and various instructional issues may affect the effectiveness of music education in general. Therefore, the development of this model can contribute to the further development and improvement of music education.

Recommendation

Based on the findings and discussion, the following recommendations are proposed to enhance the leadership capabilities of music teachers in private institutions in Zhengzhou, Henan Province, China:

Emphasize Technology Utilization: The application of technology, a significant area for improvement in current instructional leadership capabilities, holds immense potential to enhance teaching and learning. Therefore, it is recommended that technology be integrated into the teaching and learning process more effectively. Training programs could be developed to equip teachers with the skills to use various educational technologies and digital platforms, thereby fostering a more engaging and interactive learning environment.

Establish Clear Criteria and Standards: The study also indicated a need to improve in determining criteria and standards. It is recommended that institutions develop clear and consistent standards for teaching and learning in music education. This would provide teachers with a clear understanding of expectations, ensuring fairness, and allow them to better guide their students toward achieving these standards.

Encourage Participation of Relevant Personnel: The third area for development is the participation of relevant personnel. It is recommended that institutions foster a more collaborative culture by involving more stakeholders, such as teachers, students, and parents, in decision-making processes. This inclusive approach would likely improve communication and cooperation within the institutions, making everyone feel valued and integral to the process.

Professional Development: Based on the identified strengths and weaknesses, targeted professional development programs should be provided to help teachers improve their instructional leadership capabilities. These programs should focus on areas of weakness and reinforce areas of strength. They could include workshops, seminars, and mentoring opportunities.

Develop and Implement a Leadership Capabilities Model: The institutions should adopt the proposed model for developing teachers' instructional leadership capabilities. This model provides a comprehensive and systematic approach to enhancing the instructional leadership capabilities of music teachers. It should be implemented carefully considering each institution's and individual teacher's specific context and needs.

The above recommendations aim to enhance the effectiveness of music education in private institutions in Zhengzhou, Henan Province, China, by improving teachers' instructional leadership capabilities. However, they should be implemented carefully considering the specific context and needs of each institution and individual teacher.



References

- Chen, J., & Guo, W. (2020). Emotional intelligence can make a difference: The impact of principals' emotional intelligence on teaching strategy mediated by instructional leadership. *Educational Management Administration & Leadership*, 48(1), 82-105.
- Glatthorn, A.A., Boschee, F., Whitehead, B.M., & Boschee, B.F. (2018). *Curriculum leadership: Strategies for development and implementation*. SAGE publications.
- Gumus, S., Bellibas, M.S., Esen, M., & Gumus, E. (2018). A systematic review of studies on leadership models in educational research from 1980 to 2014. *Educational Management Administration & Leadership*, 46(1), 25-48.
- Hadi, M. (2019). The Principal's Effective Leadership in Elementary Education. *Elementary: Jurnal Ilmiah Pendidikan Dasar*, 5(2), 127-140.
- Hallinger, P. (2018). Bringing context out of the shadows of leadership. *Educational management administration & leadership*, 46(1), 5-24.
- Hallinger, P., & Murphy, J. (1985) Assessing the Instructional Management Behaviour of Principals. *The Elementary School Journal*, 86, 217-247.
<http://dx.doi.org/10.1086/461445>
- Hallinger, P., Gümüş, S., & Bellibaş, M.Ş. (2020). 'Are principals instructional leaders yet?' A science map of the knowledge base on instructional leadership, 1940–2018. *Scientometrics*, 122(3), 1629-1650.
- Ho, W.C. (2018). *Culture, music education, and the Chinese dream in Mainland China* (Vol. 7). Singapore: Springer.
- Kumari, L. (2023). Instructional Leadership Role of Primary School Principals in Sri Lanka. *International Journal of Latest Technology in Engineering, Management & Applied Science*, XII, 08-17.
- Lin, Y. (2021). Design of intelligent distance music education system based on pan-communication technology. In *2021 International Conference on Artificial Intelligence and Smart Systems (ICAIS)* (pp. 415-418). IEEE.
- Liu, S., & Hallinger, P. (2018). Principal instructional leadership, teacher self-efficacy, and teacher professional learning in China: Testing a mediated-effects model. *Educational Administration Quarterly*, 54(4), 501-528.
- Lu, M. (2023). 中国音乐教育与国际音乐教育 [Chinese Music Education and International Music Education] by Jianhua Guan. *Philosophy of Music Education Review*, 31(2), 194-198.
- Murphy, J.F., & Louis, K.S. (2018). *Positive school leadership: Building capacity and strengthening relationships*. Teachers College Press.
- Ng, F.S.D., Nguyen, T.D., Wong, K.S.B., & Choy, K.W.W. (2015). Instructional leadership practices in Singapore. *School Leadership & Management*, 35(4), 388-407.
- Pan, H.L.W., & Chen, P. (2011). Challenges and research agenda of school leadership in Taiwan. *School Leadership & Management*, 31(4), 339-353.
- Rodrigues, H.P.C., & Ávila de Lima, J. (2021). Instructional leadership and student achievement: school leaders' perspectives. *International Journal of Leadership in Education*, 1-25.
- Spillane, J.P. (2006). Towards a theory of leadership practice: A distributed perspective. In *Rethinking schooling* (pp. 208-242). Routledge.
- Stephenson, C.G. (2017). *Assessment of Leadership Effectiveness, Management Experience, and Core Competencies of Nurse Administrators in Healthcare Settings*. Doctoral dissertation, Capella University.
- Tao, S.L. (2014). *A Study on Leadership Development and Model of Chinese College Students*. East China Normal University Press.
- Tian, Y. (2021). *Anhui Opera: Towards Maintaining a Historical Regional Dramatic Opera Tradition in Contemporary China*. Doctoral dissertation: University of Adelaide.
- Walker, A., & Hallinger, P. (2015). A synthesis of reviews of research on principal leadership in East Asia. *Journal of Educational Administration*, 53(4), 554-570.
- Yi, J.I. (2017). *The Measures to Cultivate Students' Innovative Ability in Music Teaching*. DEStech Transactions on Social Science Education and Human Science.
DOI: [10.12783/dtssehs/etmi2016/11206](https://doi.org/10.12783/dtssehs/etmi2016/11206)