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Assessing The Influence of Institutional Support and Teaching Strategies on Improved Popular Music Instruction: A Quantitative Study of Vocal Music Educators in Sichuan Higher Education

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Abstract
This quantitative study aimed to look into the impact of teaching strategies and institutional support on enhanced popular music instruction with teacher efficacy as a mediating variable among vocal music educators of Sichuan higher education. A Likert-scale survey was formed using Google Forms and collected responses from 100 teachers. The data was then analyzed using SPSS with the help of descriptive statistics, correlation and regression analysis. The findings confirm that teaching strategies and institutional support significantly raise teacher efficacy which enhances instructional outcomes. There are strong correlations among the variables and it can be assumed that effective pedagogy and strong institutional support lead to stronger teacher confidence leading to greater student engagement, creativity and technical skills in popular music. The findings suggest that instructional strategies, supportive environments, and teacher efficacy are interdependent, and that comprehensive professional development and institutional resources are keys to improving popular music education quality.

Keywords: Teaching Strategies, Institutional Support, Teacher Efficacy, Popular Music Instruction, Higher Education, Vocal Music Educators.

I. INTRODUCTION

The music programs of higher education are increasingly incorporating popular music especially in cultures which are rapidly modernizing and in regions whose music industry is industry driven. In Sichuan, universities and conservatories have been incorporating popular music teaching more systematically due to the rapid growth of creative arts, expansion of higher education institutions, and students' rising interest in popular vocal styles. Vocal music educators are expected to embrace different techniques related to modern music, not just classical. This will include tools for getting contemporary vocal sounds, digital accompaniment, improvisational techniques, stage performance skills and style rendering (Kyriakou *et al.* 2024). In parallel, the growing expectations of institutions for teachers are to align their teaching to the changing curriculum, learner-centred frameworks, and market-driven competencies (Barbieri & Varvarigou, 2025). This trend has led to demands to investigate the various factors impacting the effectiveness of popular music teaching. These include teaching methods, institutional support, teacher efficacy and more which are leading to better learning outcomes.

As a result of the growing popularity of vocal music, subject to different teaching styles, the educators have been facing stark challenges while providing high-quality music education. The problem is not a lack of popular music, but the circumstances under which teachers must practice and their readiness to teach. The availability of resources, administrative support, professional development, and curricular flexibility can vary greatly among institutions. The teaching of contemporary vocal styles necessitates access to infrastructure, technology, and training (Shi, 2023). When institutional assistance is unstable or insufficient, teachers are unable to experiment with new teaching methods. There are numerous teaching techniques that teachers can use. Some of them only provide lectures to their students while others focus on performance and use technology as well. Exploring whether teachers utilize methods that truly boost student participation and competency is an important subject of research.

The vocals music educators of higher education in Sichuan that make up the targeted population thus face both internal and external pressures. Outside factors, there is limited institutional support which limits educators' ability to use higher level pedagogy such as genre-based

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vocal coaching, use of digital audio workstations, live feedback technology and collaborative performance-based learning (Xu, 2022). Some teachers internally do not have the necessary confidence and self-efficacy to transform traditional parameters into contemporary student-centred identities. In this situation, teacher efficiency has become important as teachers who are more efficient feel more inclined to adopt new strategies and persist in the face of instructional challenges, and show greater commitment to improving themselves (Concina, 2023). If the teacher efficacy is low, even the strongest institutional support or best designed teaching strategies are improbable to have a meaningful effect on instruction.

Considering this, the real problem in this research is to assess the extent the teaching strategies and the institutional support influence the teacher efficacy, and how the teacher efficacy helps in the improvement of popular music teaching overall. Many teachers are uncertain about how to implement new teaching strategies in their classrooms given the existing structures around them (Anderson, 2022). When teachers are inadequately prepared, students may experience differences in the quality of instruction they receive, limited exposure to industry-relevant techniques, and fewer opportunities to develop the skills needed to perform in contemporary performance environments. There exists a disconnection between how institutes want the teaching of popular music, and what is being offered actually (Yin, 2024). There is thus a pressing need to assess this disconnect, as well as the factors which directly or indirectly affect the quality of popular music instruction. Through an analysis of the impact of teaching strategies and institutional support on teacher efficacy coupled with the assessment of the effect of teacher efficacy on improving popular music instruction, this study aims to shed clearer light on what supports or hinders the development of popular vocal instruction within higher education in Sichuan. This information is not only applicable to enhance classroom practice but also informs more effective policies, resource allocation, and professional development that empower all teachers and enrich music programs across the province. Guided by these concerns, the study is structured around the following research objectives to investigate the relationships among the key variables:

RO1: To determine the influence of teaching strategies (IV1) on teacher efficacy (MeV) among vocal music educators in Sichuan higher education.

RO2: To examine the effect of institutional support (IV2) on teacher efficacy (MeV) in the context of popular music instruction.

RO3: To assess the impact of teacher efficacy (MeV) on improved popular music instruction (DV) among vocal music educators.

The importance of this study lies in providing insights into the quality of popular music education in higher education institutions in Sichuan. The study illustrates how teaching methods and the institutional provision can change teacher efficacy and what teachers need to deliver modern and effective voice teaching. The results will assist institutions improve in professional development, resource allocation, and pedagogical support systems. The study gives educators a better picture of practices to improve instructional confidence and effectiveness. The research aims at improving student learning experiences and the popular music education development of the area.

II. LITERATURE REVIEW

Theoretical Underpinning

Bandura's Social Cognitive Theory (SCT) provides an appropriate theoretical foundation for the study. SCT stresses the importance of self-efficacy, observational learning and how personal, behavioural and environmental factors interact to shape an individual's performance (Cygrymus & Lent, 2023). In popular music education, teacher efficacy is a key mediating variable in this research. It refers to the belief by teachers that they can execute effective teaching strategies and bring about learning in students. Based on Bandura, when individuals have a higher sense of self-efficacy, they are more inclined to put into practice novel methods, tackle problems and succeed, which is what this study aims to achieve (Wang, Liu & Deng, 2022). Within higher education in the Sichuan region, the vocal music teachers work in supportive environments, including the support of educational institutions, resources, and more. External factors interact with personal factors, such as teaching competence and confidence to impact educators' ability to provide improved popular music teaching (Wang & Wong, 2022). This study utilized SCT and references teacher efficacy as the mechanism through which teaching strategies and institutional support translate into better outcomes. Through this theoretical lens, one gains an understanding of how teachers' beliefs, behaviours and the environment collectively condition the success of popular music pedagogy that can inform institutional policy or practice as well as the practices of classroom teachers.

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Empirical Review on Teaching Strategies

Teaching strategies are the very vehicle through which students learn, especially when it comes to more specific areas of learning, such as popular music education. Du (2024) revealed that effective instruction hinges on an array of strategies that are flexible, varied, and relevant to the learners. In the area of vocal music education, lecture-based teaching methods have been often criticized for their inability to get students practically skilled, creative, and performance-ready. Benjamins, Roland & Bylica (2022) opined that strategies for teaching the subject should not rely solely on theorizing but should integrate experiential, collaborative, and performative approaches reflective of musical practices. In various colleges or universities, research indicates that teachers or lecturers adopting student-centred and flexible teaching techniques achieve better learning outcomes, as per Yang (2025). By utilizing various activities like peer feedback, improvisation activities and digital music technology, educators can enhance the engagement levels of their students and thus enhance their skill acquisition, as presented by Ng, Ng & Chu (2022). This finding corresponds with the current emphasis on educational processes being participative, rather than passive, and iterative in character. The educators majoring in vocal music are not able to get proper training of contemporary popular music as per their traditional training in Sichuan higher education. Although some teachers are still using traditional methods, research shows that not adapting teaching methods can lead to difficulties in students' speaking skills, creativity and motivation, as highlighted by Mi (2024).

Nonetheless, contradictory views have also been documented in the literature. While some studies argue that introducing new strategies may not work, if the teacher's pedagogical competence and contextual constraints are not considered. According to Wang (2025), limitations such as shortages of resources, large class sizes or fixed curricula applied by an institution can negate the positive outcomes achieved from the effective teaching strategies used by advanced teachers. Teaching strategies ought to be evaluated in context with teacher effectiveness and availability of institutional support as well as the requirements of students, as stated by Ma & Zhao (2024). There are effective pedagogical designs and pedagogical supports for popular music that assisted music learning and teaching. Evidence suggests that adopting reflective practices enhances the effectiveness of teaching strategies. Teachers who routinely review their actions in light of their students' responses are more effective in their teaching, as conveyed by Liu *et al.* (2025). Use of reflective practice within the area of vocal music can involve revising rehearsal techniques, incorporating contemporary musical styles, and using technology to give feedback to learners on their singing on the spot. As a result, teaching strategies serve as a dynamic instrument that is sensitive to the context in which the strategies are integrated. Above all, teachers' efficacy and school support integrate with teaching strategies which affect pupils' achievement. Research of Dong (2022) described how teaching strategies can enhance popular music instruction. However, their effectiveness is contingent on factors such as contextualization, teacher competence and flexibility. Sichuan vocal music teachers should teach strategically, reflectively, using resources adequately and through professional development to achieve measurable improvement in the music learning and performance of students.

Empirical Review on Institutional Support

Institutional support is acknowledged as a key factor that affects the quality of education. It not only shapes the resources teachers have at their disposal, but also their motivation, confidence and overall effectiveness. Most of the time, in the case of popular music instruction of these institutions, institutional support means access to infrastructure, continuing education, technology, administration and curriculum flexibility. Research of Dorfman (2022) showed that without sufficient institutional support, even the best teachers have problems implementing innovative teaching practices or significantly improving student learning results. Qingqian (2024) argued that institutional support has a direct influence on teacher efficacy, creating the space for viable experimentation, professional growth and pedagogical innovation. Studies show the negative effects of weak organizational support in music education. Hongkun (2024) mentioned that the vocal music teachers of the higher institutes of education in China have the limitations of outdate equipment, rehearsal venues, and also minimal financial support. Due to these barriers, teachers find it difficult to engage in more modern teaching practices which are student-centred. It also lowers their confidence that they can improve teaching, as presented by Yang (2022). On the other hand, when institutions do so, they enable teachers to realize their efficacy and to use varied and adaptable methods when teaching, and to offer variations for their own personal development in teaching. It

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implies that institutional backing is not just a peripheral factor; rather, it offers critical assistance to teachers enabling them to enhance student learning outcomes.

Nonetheless, evidence from reality shows that institutional support contributes to teaching performance only if it corresponds with educators' needs, resources are deemed effective. Peng, Yodwised & Sirirat (2023) warned of the risk that generic support efforts may not yield significant gains if they do not take into account context-specific challenges, such as genre-specific teaching requirements or class size constraints. In popular music, institutional support needs to be focused. Xu (2023) conveyed, requesting money for digital recording equipment, access to contemporary music libraries, and workshops on modern vocal techniques are useful requests. Not generic professional development sessions. This view stands against the assumption that support from institutions automatically improves teaching and emphasizes that support must be relevant and strategically planned. The research highlights the reciprocal bond between institutional support and efficacy of a teacher. Teachers who believe their institutions are supportive are more likely to use innovations in teaching, to persevere through teaching difficulties, and to reflect on their practice, as highlighted by Regier (2022). This means that institutional support is structural but may also be used by teachers to bolster their belief in their own professional competency.

Empirical Review on Teacher Efficacy

The effectiveness of teachers determines their capability to perform their professional tasks since the quality of the instruction perceived by students comes from teacher efficacy. Teacher efficacy is based on Bandura's self-efficacy theory. It involves the teacher's belief in his or her ability to organize and execute teaching tasks to achieve student engagement. Leong & Binti Mohd Daud (2024) indicated that when teachers hold a strong sense of efficacy, they consistently exhibit greater persistence, flexibility, and creativity in their instruction in vocational and popular music education. In the realm of Sichuan higher education, teacher efficacy has practical importance in the behaviour of vocal music educators tackling dual traditional and popular music contemporary music development. According to Jian (2022), teachers who think of themselves as being successful employ more student-centered approaches, use up-to-date performance technologies, and get students engaged in different forms of experiential learning. On the other hand, when a teacher's efficacy is low, they usually turn towards conventional methods of teaching like lectures which do not enhance the creativity of the students, as presented by Li (2022). The practical skills of the students also do not improve, which limits their achievement in popular music learning. Teacher efficacy is not simply a personal quality, but rather a significant mediator which can lead to successful implementation of instructional innovation, assuming that institutional support and teaching strategies are present.

Teacher efficacy and external support have also shown to be bidirectionally related. Teachers who feel supported by the institutions in which they work tend to feel more efficacious, which helps them perform better and try new strategies, as presented by Blackwell, Matherne & Momohara-Ho (2022). This is especially the case for Sichuan higher education, where professional development and administrative encouragement are varied amongst institutions. When teachers lack efficiency, resources of well-supported institutions fail to improve students. In the same way, teachers with high efficacy can overcome moderate restrictions in resources by their use of strategic adaptation and this suggests that internal influence and external support complexes, as per Sear (2024). Keskinen, Juntunen & Nerland (2024) warned that teacher efficiency is not always a good thing. Excessive confidence without engaging in reflective practice can result in an overestimation of the effectiveness of instruction and neglect of areas for improvement. It is essential to understand efficacy in reflective evidence-based practice and popular music instruction where student engagement and performance outcomes are observable indicators of the successful teaching of the teacher.

Empirical Review on Improved Popular Music Instruction

The present-day vocal pedagogy's end goal for performing arts institutions is to improve popular music teaching, allowing for technical skill development and creative engagement of students. Empirical research by Vaizman & Harpaz (2023) highlighted that instructional improvement depends on the interplay of multiple factors, including pedagogy, institutions, and teacher efficacy. In Sichuan, the popularization of music under higher education has emerged with more urgency. Teaching music in college is a contemporary challenge for educators of music at all levels. Educators are facing the dilemma of managing the students' technical expertise and preparing the final outcome of performance as presented by Kyriakou

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et al. (2024). Research of Barbieri & Varvarigou (2025) showed that better teaching is more closely associated with adaptive, student-centred teaching. Shi (2023) found that through experiential learning, performance-led projects and collaborative work, the educators experienced a higher level of engagement and achievement in contemporary music. According to Xu (2022), digital technologies, including recording software and collaborative environments, can improve the learning and measurable outcomes in music education. The results illustrate that better music lessons need to adopt different teaching approaches that complement students' learning styles and modern-day industry practices.

Institutional support is a recognized determinant of quality instructional delivery in teaching. Teachers who have appropriate resources, professional development programs and performance facilities will be in a better position to adopt new strategies and offer a better quality of teaching, as per Concina (2023). Research by Anderson (2022) on Chinese higher education shows that limited institutional support does not lead to improvement, as teachers are unable to effect conceptual change in teaching strategy, no matter how skilled or motivated. The above statement suggests that instructional improvement would not take place only with efforts from individual teachers but with systematic actions with support focused on contextual and resource constraints. Organisational strategies and support can affect instructional outcomes through its influence on teacher efficacy, as conveyed by Yin (2024). Cygrymus & Lent (2023) showed that teachers' high efficacy improves their perseverance, creativity and responsiveness to student needs which influences student performance. On the other hand, low efficacy causes inconsistent teaching, limited innovation and stunted student progress, even with external resources. The interrelationship between belief, institution, and approach should be effectively aligned for better popular music teaching, as per Wang, Liu & Deng (2022). The empirical literature indicates in their collective endeavor that improved popular music instruction cannot be the result of a single factor but rather of multiple interspersing strategies such as teaching strategies, institutional support and a teacher's sense of efficacy. To achieve such improvements, vocal music teachers in Sichuan higher education institutions should adopt new teaching methods, reflective teaching, draw on school resources, and maintain high professional efficacy. Unless these factors come together, it will be extremely hard to enhance student learning and performance. Hence, it shows the need for research that looks at these relations in a structured, quantitative manner.

Conceptual Framework

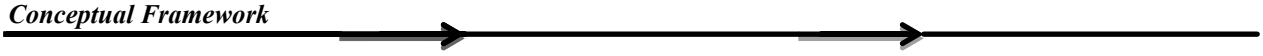

Figure 1: Conceptual Framework

This study's framework portrays the connection between teaching strategies (IV1), institutional support (IV2), teacher efficacy (MeV), and improved popular music instruction (DV). Both teaching techniques and institutional support are regarded as a direct predictor of teacher efficacy. In other words, the methods a teacher employs, and the resources and support the institution offers shape teacher confidence and competence in delivering popular music instruction. Teacher efficacy impacts the quality and effectiveness of popular music instruction as it is the mediating mechanism through which instructional practices and institutional support improve student learning outcomes. This network has provided a structured framework to study such dynamics quantitatively.

Hypothesis

H1: Teaching strategies (IV1) have a significant positive influence on teacher efficacy (MeV) among vocal music educators in Sichuan higher education.

H2: Institutional support (IV2) has a significant positive impact on teacher efficacy (MeV) in the context of popular music instruction.

H3: Teacher efficacy (MeV) has a significant positive effect on improved popular music instruction (DV) among vocal music educators.

Gaps in Literature

Although there is research on music education, there do not appear to be many studies of how teaching strategies and institutional support

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operate together to influence teacher efficacy in higher education popular music teaching in Sichuan. Most of the existing studies do classical music pedagogy or general educational settings, neglecting contemporary popular vocal training. Aside from that, although teacher efficacy is considered crucial, not many studies have empirically tested whether it mediates the relationship between teaching practice, institutional support and improved pupil outcome. There is a need for further quantitative research that systematically interrogates these relationships with a view towards developing insights for improving popular music teaching in regional higher education institutions.

III. METHODOLOGY

In order to carry forward this study, a primary quantitative research design was used in order to systematically examine the relationships between teaching strategies, institutional support teacher efficacy and improved popular music instruction. The adopted research philosophy is positivism, which signifies an emphasis on objective measurability, observable phenomena, and the testing of the hypothesized relationship in a structured framework (Maretha, 2023). This research used a deductive method that tests the hypothesis developed from theoretical and empirical literature through evidence collection and statistical processing. A convenience sampling technique has been adopted for selecting sample members. Thus, researchers can easily gather samples from vocal music educators in higher education institutions of Sichuan. The study includes 100 participants to provide sufficient data for statistical analysis that reflect the target population. A survey questionnaire was designed in Google Forms for data collection. It has been developed in two sections. The first section includes demographic-related queries like age, educational qualification, and teaching experience to contextualize the respondent. The second part contains questions about research variables, and it has included queries about teaching strategies, institutional support, teacher efficacy, and improved popular music instruction. This section uses Likert scale to quantify responses for statistical analysis purposes. The SPSS software has been used to carry out descriptive and inferential statistical procedures for data analysis. This procedure has been effective to analyse the relationship among different variables and test the proposed hypotheses (Gupta & Gupta, 2022). The researcher has also ensured that all ethical considerations have been maintained like informed consent, confidentiality, and voluntary participation, which safeguard participant's rights. The methodology is designed to measure objectively and subjectively the influence of teaching strategies and institutional support on efficacy and the enhancement of popular music teaching in higher education in Sichuan.

IV. FINDINGS

What is your age group?

	N	%
20 - 29 years	35	25.0%
30 - 39 years	65	46.4%
40 - 49 years	25	17.9%
50 or above	15	10.7%

What is your highest educational qualification?

	N	%
Bachelor's Degree	34	24.3%
Master's Degree	81	57.9%
Doctoral Degree	24	17.1%
Missi System ng	1	0.7%

How many years of teaching experience do you have in vocal/popular music instruction?

N	%

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Less than 1 year	35	25.0%
1-5 years	65	46.4%
6–10 years	10	7.1%
More than 10 years	30	21.4%

What type of higher education institution are you currently affiliated with?

	N	%
Public University	75	53.6%
Private University	35	25.0%
Vocational/Technical College	30	21.4%

What is your current teaching position?

	N	%
Lecturer/Instructor	80	57.1%
Senior Lecturer	60	42.9%

Table 1: Demographic Statistics

The demographic results as presented in Table 1 conveys that a predominant number of teachers are young to mid-career with 46.4% of the teachers within the age range of 30–39 as well as 46.4% of the teachers having 1–5 years of teaching experience. The involvement of novice educators suggests that popular music teaching and learning in Sichuan is welcomed by all ages for increasing interaction. However, these educators may benefit from institutional mentoring and professional development. A considerable proportion (57.9%) of Master's degree holders demonstrates a high level of education. It reflects the assumption of the study in strengthening teacher efficacy. Most respondents (53.6%) are affiliated with public universities. This suggests that institutional policies in public universities are likely to heavily inform overall teaching practices in the region. Also, most (57.1%) seem to serve as Lecturers/Instructors indicating a practical performance-oriented teaching environment where pedagogical assistance and institutional resources become crucial for enhancing popular music instruction.

Scale: Teaching Strategies

Reliability Statistics

Cronbach's Alpha	N of Items
.906	5

Table 2: Teaching Strategies

The reliability analysis in Table 2 revealed a Cronbach's Alpha of 0.906, indicating that the five-itemed survey instrument has excellent internal consistency. This means that the scale on which the study variables of teaching strategies, institutional support, teacher efficacy, and improved instruction in popular music are measured possesses a high reliability and gives stable and consistent responses. The collected data is very reliable and thus can be used in further statistical analyses. This indicates that respondents understood survey items clearly and similarly, and therefore confidence in the study's findings and conclusions is strong.

Scale: Institutional Support

Reliability Statistics

Cronbach's Alpha	N of Items
.917	5

Table 3: Institutional Support

The reliability statistics in Table 3 indicate a Cronbach's Alpha of 0.917, demonstrating an exceptionally high level of internal consistency among the five items measured in the scale. This suggests that the questionnaire items used to capture perceptions related to the study variables are highly reliable and measure the constructs in a consistent manner. A coefficient above 0.9 reflects that respondents understood the items clearly and provided stable responses across the scale. This strong reliability enhances the overall credibility of the dataset and ensures that subsequent analyses, such as correlation and hypothesis testing—are based on dependable measurements. Consequently, the findings derived from these items can be interpreted with greater confidence and accuracy.

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Scale: Teacher Efficacy

Reliability Statistics

Cronbach's Alpha	N of Items
.895	5

Table 4: Teacher Efficacy

The output of reliability (as presented in Table 4) shows that the Cronbach's Alpha value is 0.895. Relatively, this value indicates a very high level of consistency. Moreover, it indicates that the five items included in this section of the questionnaire are highly reliable. This means that the items used to measure the corresponding research variable have a high correlation and are measuring the same underlying concept. A value around 0.90 indicates that the respondents understood the questions clearly and remained consistent. Such reliability increases the quality of the data. Thus, the statistical analysis of the data, such as correlations and regression, is reliable. In sum, the outcome substantiates the strength of the instrument and the reliability of the results.

Scale: Improved Popular Music Instruction

Reliability Statistics

Cronbach's Alpha	N of Items
.925	5

Table 5: Improved Popular Music Instruction

In Table 5, the results of reliability statistics indicated a Cronbach Alpha of 0.925 for the five items of corresponding research variables. Thus, they are highly consistent with one another. When the coefficient value is greater than 0.90, this indicates that the items are highly cohesive. Furthermore, these items measure the same construct consistently because respondents understood them. An enhanced reliability suggests an overall better quality of the dataset which provides credibility to the dataset as well. The knowledge of measures of central tendency is highly important for various statistical tools like correlation analysis, test of significance. The result shows that the measurement scale is strong, dependable and great for quantitative analysis.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
I use diverse methods to teach popular music effectively.	140	2	5	4.11	.559	.312
I adapt my teaching style to students' vocal needs.	140	3	5	4.21	.491	.242
I integrate modern music examples into classroom activities.	140	4	5	4.57	.497	.247
I design lessons that motivate students to practice regularly.	140	4	5	4.61	.490	.240
I provide clear feedback to improve students' vocal performance.	140	3	5	4.14	.517	.267
Valid N (listwise)	140					

Table 6: Descriptive Statistics 1

According to the descriptive statistics in Table 6, the respondents report consistently high levels of engagement with teaching strategies in popular music. The mean score range from 4.11 to 4.61 indicates that teachers often use a variety of methods, adapt teaching to students' voice needs, include examples from contemporary music, design motivating lessons and provide feedback. The low standard deviations (0.490–0.559) and variance values (0.240–0.312) show the responses are clustered around the mean indicating the educators do use them consistently. The achievements suggest that teaching strategies are actively implemented as Sichuan higher education has a positive contribution

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to enhancing teacher efficacy and improving popular music instruction outcomes as per the concept of the study.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
I receive adequate resources for teaching popular vocal music.	140	3	5	4.29	.527	.277
My institution supports innovation in music instruction.	140	3	5	4.32	.540	.292
I get opportunities for training in popular music pedagogy.	140	3	5	4.57	.564	.319
Administrative support helps me improve my teaching methods.	140	3	5	4.43	.625	.391
I have access to suitable facilities for vocal music classes.	140	4	5	4.64	.481	.231
Valid N (listwise)	140					

Table 7: Descriptive Statistics 2

According to the descriptive statistics presented in Table 7, vocal music educators view strong institutional support concerning their teaching. Respondents' average score ranges from 4.29 to 4.64 to mean they agree that they are generally able to access adequate resources, institutions encourage innovative work and other training opportunities, administrative support and suitable facilities. The comparable low standard deviations (0.481-0.625) and low variances (0.231-0.391) indicated similar perceptions among all respondents. The findings indicate that Sichuan higher education institutions have offered substantial structural and professional support, which enhance teacher efficacy and characterize effective implementation of the teaching strategies. Given that, strong institutional support seems indispensable for better popular music education and enhanced educational outcomes.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
I feel confident teaching popular music to my students.	140	1	5	4.21	1.016	1.033
I believe I can overcome challenges in music instruction.	140	3	5	4.21	.560	.313
I can motivate students to improve their vocal skills.	140	4	5	4.68	.469	.220
I handle classroom difficulties with strong professional confidence.	140	3	5	4.43	.625	.391
I believe my teaching positively influences student learning.	140	3	5	4.11	.620	.384
Valid N (listwise)	140					

Table 8: Descriptive Statistics 3

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The descriptive statistics in Table 8 reveals that the vocal music educators express high teacher efficacy in this study with mean scores ranging from 4.11 to 4.68. Teachers are confident about teaching popular music, able to overcome instructional problems, motivate students, deal with classroom problems and positively influence student learning. The standard deviations (0.469–1.016) and variances (0.220–1.033) indicate moderate consistency among the responses with slight variation in overall confidence and more dissimilarity in this question meaning perhaps some teachers lack self-efficacy. In general, teacher efficiency among the higher education colleges in Sichuan is a strong one. The implication from this finding is that the teacher efficacy mediates the transformation of institutional support and teaching strategies into the enhancement of popular music teaching and learning.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
My teaching improves students' performance in popular vocal music.	140	3	5	4.61	.559	.312
I effectively help students master popular music techniques.	140	4	5	4.57	.497	.247
My lessons enhance students' overall musical creativity.	140	4	5	4.68	.469	.220
Students show consistent progress in popular music tasks.	140	1	5	3.14	1.160	1.346
My instruction increases student engagement in popular music learning.	140	3	5	4.36	.551	.303
Valid N (listwise)	140					

Table 9: Descriptive Statistics 4

Based on the descriptive statistics (as illustrated in Table 9), teachers believe that their instruction helps students learn skills related to popular music, as shown by the mean scores of teachers which range from 3.14 to 4.68. The high mean scores in enhancing musical creativity with a mean score of 4.68, improving the performance of the students with a mean score of 4.61; and helping the students master the techniques with a mean score of 4.57 suggest that most of the teachers are of the opinion that their teaching enhances the technical skills and creative development of students. The lower average mean score of 3.14 for consistent progress in the task and higher standard deviation of 1.160 further indicates the outcomes of the students do not remain the same. It could be due to the difference in the level of engagement of the students. It could signify that students do not improve continuously. Overall, these conclusions imply that popular music instruction works quite well for many schools and teachers. However, there is still scope for improvement to help certain students make even better progress. Thus, teacher effectiveness and school support may need to focus on more disadvantaged students.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Teaching Strategies	140	4	5	4.61	.490	.240
Institutional Support	140	4	5	4.68	.469	.220

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Teacher Efficacy	140	3	5	4.50	.569	.324
Improved Popular Music Instruction	140	4	5	4.50	.502	.252
Valid N (listwise)	140					

Table 10: Overall Descriptive Statistics

Descriptive statistics (in Table 10) shows that teaching strategies, institutional support, teacher efficacy and improved popular music instruction received high ratings. The means range from 4.50 to 4.68 for these key variables. The strong implementation of teaching strategies (4.61) and availability of institutional support (4.68), whereas teacher's efficacy (4.50) shows that teachers are generally confident and capable of doing their jobs. The aforementioned factors combined impact the student learning outcome positively and improved popular music teaching 4.50. The low standard deviations (0.469–0.569) and variances (0.220–0.324) indicate that responses were consistent among participants. The above findings suggest that confident, well-supported teachers, using effective teaching strategies are having an impact on improving popular music instruction in higher education in Sichuan.

Correlations

		Teaching Strategies	Institutional Support	Teacher Efficacy	Improved Popular Music Instruction
Teaching Strategies	Pearson Correlation	--			
	N	140			
Institutional Support	Pearson Correlation	.099**	--		
	Sig. (2-tailed)	.000			
	N	140	140		
Teacher Efficacy	Pearson Correlation	.180**	.072**	--	
	Sig. (2-tailed)	.000	.000		
	N	140	140	140	
Improved Popular Music Instruction	Pearson Correlation	.912**	.935**	.904**	--
	Sig. (2-tailed)	.000	.000	.000	
	N	140	140	140	140

**. Correlation is significant at the 0.01 level (2-tailed).

Table 11: Correlation Analysis

The correlation analysis in Table 11 suggests the variables under study have all been correlated positively at 0.01 significance levels. Teaching strategies and institutional support are positively associated with teacher efficacy. In other words, using the right teaching methods, and having the right support from the institution and school can enhance a teacher's instructional abilities and confidence and efficacy as a teacher. Moreover, the very strong correlations between teaching strategies ($r = 0.912$), institutional support ($r = 0.935$), and teacher efficacy ($r = 0.904$) with improved popular music instruction indicates that all three factors broadly influence improvements in student learning.

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The findings indicate that since efficacy can mediate the effects of teaching practices and institutional support, improving both can elevate the quality of popular music education in higher education in Sichuan. This shows that teaching, help, and self-help depend on each other for effective teaching.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869[a]	.824	.814	.016
2	.913[b]	.875	.861	.011

a. Predictors: (Constant), Institutional Support, Teaching Strategies

b. Predictors: (Constant), Institutional Support, Teaching Strategies , Teacher Efficacy

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.327	2	5.664	32.776	.000[b]
	Residual	23.673	137	.173		
	Total	35.000	139			
2	Regression	13.134	3	4.378	27.229	.000[c]
	Residual	21.866	136	.161		
	Total	35.000	139			

a. Dependent Variable: Improved Popular Music Instruction

b. Predictors: (Constant), Institutional Support, Teaching Strategies

c. Predictors: (Constant), Institutional Support, Teaching Strategies , Teacher Efficacy

Coefficients[a]

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.491	.373		3.995	.000
	Teaching Strategies	.276	.101	.269	2.741	.001
	Institutional Support	.372	.105	.347	3.532	.001
2	(Constant)	1.208	.370		3.266	.001
	Teaching Strategies	.135	.106	.132	1.276	.001
	Institutional Support	.333	.102	.311	3.256	.001

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Teacher Efficacy	.248	.074	.281	3.352	.001

a. Dependent Variable: Improved Popular Music Instruction

Table 12: Regression Analysis

Insights obtained from the regression analysis (as per Table 12) reveal what enhances popular music instruction. The dependent variable in Model 1 is influenced positively by teaching strategies ($\beta = 0.269$, $p = 0.001$), and institutional support ($\beta = 0.347$, $p = 0.001$) which explains 82.4% of the variance ($R^2 = 0.824$). When teachers use many methods for teaching and institutions give them resources and help them, then it can have a huge impact on better teaching quality. The model is significant according to ANOVA ($F = 32.776$, $p < 0.001$). Model 2 has the same predictors as Model 1 namely teaching strategies ($\beta = 0.132$, $p = 0.001$), institutional support ($\beta = 0.311$, $p = 0.001$) and significantly adding in teacher efficacy which was a random variable in Model 1 ($\beta = 0.281$, $p = 0.001$). The outcome variable explains 87.5% ($R^2 = 0.875$) of the variance which ultimately suggests that teacher efficacy is a strong mediator that partially transmits the impact of teaching strategies and institutional support on improved instruction. The results show that while strategies and support influence instructional outcomes, the greatest impact occurs when teachers have high self-efficacy. To sum up, these findings emphasize the reciprocal interplay of pedagogy, institutional support and teacher confidence in the enhancement of popular music education in Sichuan higher education.

V. DISCUSSION

The results obtained from this study, which focuses on the teaching strategy, institutional support, teacher efficacy, and improved popular music instruction in higher education in Sichuan, provide substantial evidence among them. The demographic data suggests that most vocal music teachers are young to mid-career professionals with high levels of academic qualification, primarily Master's degree holders. As most of the respondents are lecturers in public universities, it shows that the teaching experience of most respondents is 1-5 years. Thus, it can be said that the workforce is academically competent as well as practically involved but still in the process of attaining professional experience (Dong, 2022). In view of this, it is quite likely that teachers would be open to new teaching strategies. However, as these teachers are attached to institutions, structured support and professional development for teachers to adopt these strategies might result in better outcomes.

The reliability analysis of all variables indicated that the variables have a high internal consistency and the instrument is measuring the right thing. This enhances the validity of later descriptive, correlational, and regression tests. The descriptive findings show teaching strategies are in play. Teachers regularly adapt strategies to the vocal needs of students, make use of modern songs, and give motivating and feedback-oriented lessons (Yang, 2022). Along similar lines, institutional support is being received positively, as, according to the participants, they get access to resources, professional training, bureaucratic backing, and appropriate facilities. Reportedly, teacher efficacy is strong overall, which indicates that teachers have confidence in their ability to manage classroom challenges, motivate students, and positively affect students' learning outcomes (Mi, 2024). There is generally improved teaching of popular music, but uneven progress among students shows scope for improvement.

The analysis found that all variables are positively correlated, implying that teaching strategies, institutional support, teacher efficacy and instructional outcomes are linked. The regression results provide additional confirmation of these findings, indicating that teaching strategies and institutional support significantly predict improved popular music teaching and that teacher efficacy is a partial mediator. This hints that institutional resources and pedagogical approaches contribute to quality instruction and have an effect only when teachers have strong efficacy (Liu *et al.* 2025). The results suggest that a synergy of good teaching method, institutional support and teacher efficacy is essential to enhance popular music teaching. In order to maximize student engagement, skill acquisition, and creativity in popular music learning, higher education institutions should enhance the professional development and supportive environments offered to educators, a recent study highlights. The insights provided can inform policy and curriculum design in the higher education of Sichuan.

VI. CONCLUSION & RECOMMENDATION

The implications of this study reveal that teaching strategy, institutional support and teacher efficacy are important to enhance popular music teaching in higher education in Sichuan. There is a strong possibility that teaching strategies and institutional support influence teacher efficacy, which in turn may mediate their impact on the quality of teaching. Educators who are confident, well-supported, and use a range of student-centred approaches will help students perform better, be more creative and more engaged. The findings reveal the interconnectedness of pedagogy and institutional and teacher resources. The results suggest that intuitive music education needs a combination of teacher skills, structural resources, and professional development pursuits.

On the basis of the study findings, the popular music instruction of Sichuan higher education should be enhanced further in the following way. The institutions should organize an endogenous professional development programme for the teachers to ensure use of innovative and technology-integrated teaching pedagogies to cater to diverse students (Benjamins, Roland & Bylica, 2022). Universities must strengthen their institutional support by providing enough resources and modern facilities, funding for workshops, and administrative encouragement to experiment in popular music pedagogy. Confidence-building measures can also be highly convenient for teachers. It is essential to set up mentoring programs for teachers, opportunities to collaborate with peers to plan appropriate teaching practices, and opportunities for reflective practice (Ng, Ng & Chu, 2022). The curriculum design should focus on student-centered and performance-oriented learning. Moreover, it must include modern popular music examples, collaboration projects, and lived experiences. Institutions should also set up feedback systems to keep track of teaching effectiveness and student progress so that teachers can adjust methods in response. In the end, policymakers and administrators must conceptualize teaching strategies, institutional support, and teacher efficacy as one combined function, and so their resources and policies must rely on one another. Following the advice could lead to continuous success and improvement in the creativity, engagement and performance of students in popular music.

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APPENDICES

APPENDIX I- SURVEY QUESTIONNAIRE

Section A: Demographic Questions

1. What is your age group?
a. 20–29
b. 30–39
c. 40–49
d. 50 and above

2. What is your highest educational qualification?
a. Bachelor's Degree
b. Master's Degree
c. Doctoral Degree

3. How many years of teaching experience do you have in vocal/popular music instruction?
a. Less than 1 year
b. 1–5 years
c. 6–10 years
d. More than 10 years

4. What type of higher education institution are you currently affiliated with?
a. Public University
b. Private University
c. Vocational/Technical College
d. Conservatory/Music Academy

5. What is your current teaching position?
a. Lecturer/Instructor
b. Senior Lecturer
c. Associate Professor
d. Professor

Section B: Research Variable Related Questions

Variable	Item	Responses (1-5)
Teaching Strategies (IV1)	I use diverse methods to teach popular music effectively.	
	I adapt my teaching style to students' vocal needs.	
	I integrate modern music examples into classroom activities.	

	I design lessons that motivate students to practice regularly.	
	I provide clear feedback to improve students' vocal performance.	
Institutional Support (IV2)	I receive adequate resources for teaching popular vocal music.	
	My institution supports innovation in music instruction.	
	I get opportunities for training in popular music pedagogy.	
	Administrative support helps me improve my teaching methods.	
	I have access to suitable facilities for vocal music classes.	
Teacher Efficacy (MV)	I feel confident teaching popular music to my students.	
	I believe I can overcome challenges in music instruction.	
	I can motivate students to improve their vocal skills.	
	I handle classroom difficulties with strong professional confidence.	
	I believe my teaching positively influences student learning.	
Improved Popular Music Instruction (DV)	My teaching improves students' performance in popular vocal music.	
	I effectively help students master popular music techniques.	
	My lessons enhance students' overall musical creativity.	
	Students show consistent progress in popular music tasks.	
	My instruction increases student engagement in popular music learning.	

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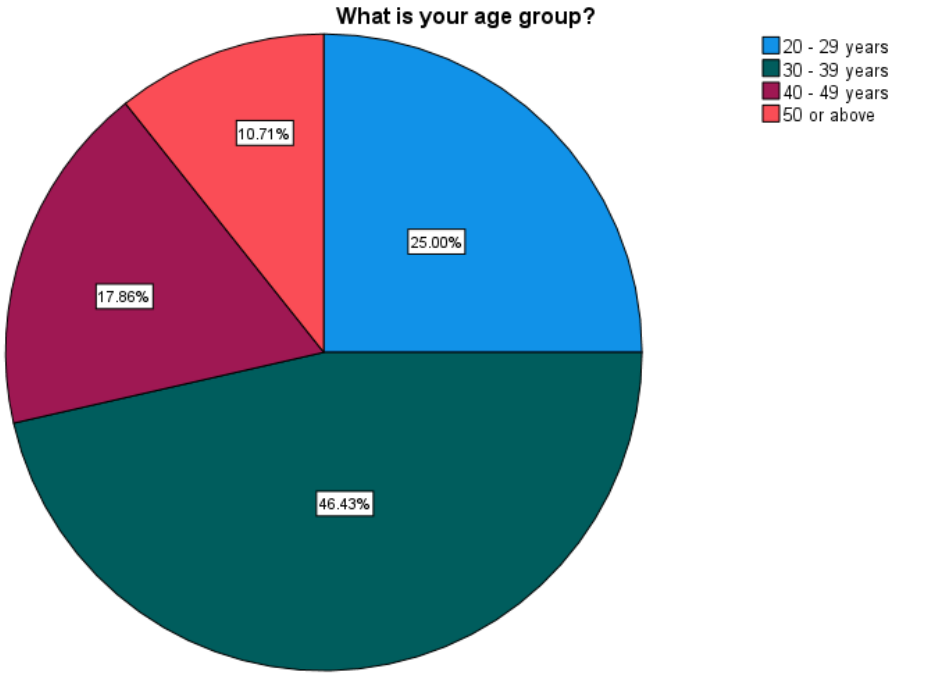
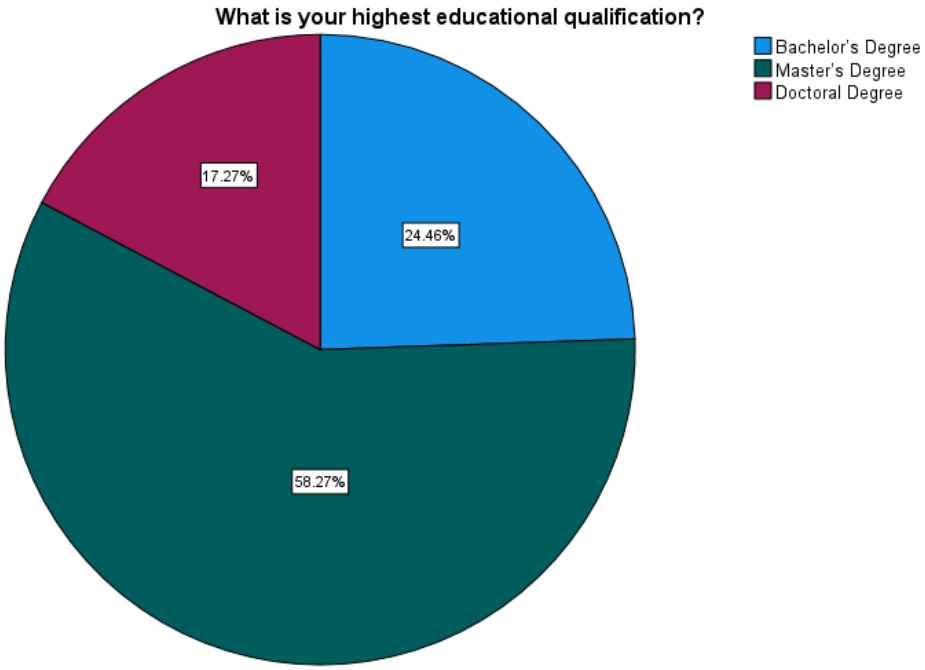
APPENDIX II- DEMOGRAPHIC RESULTS





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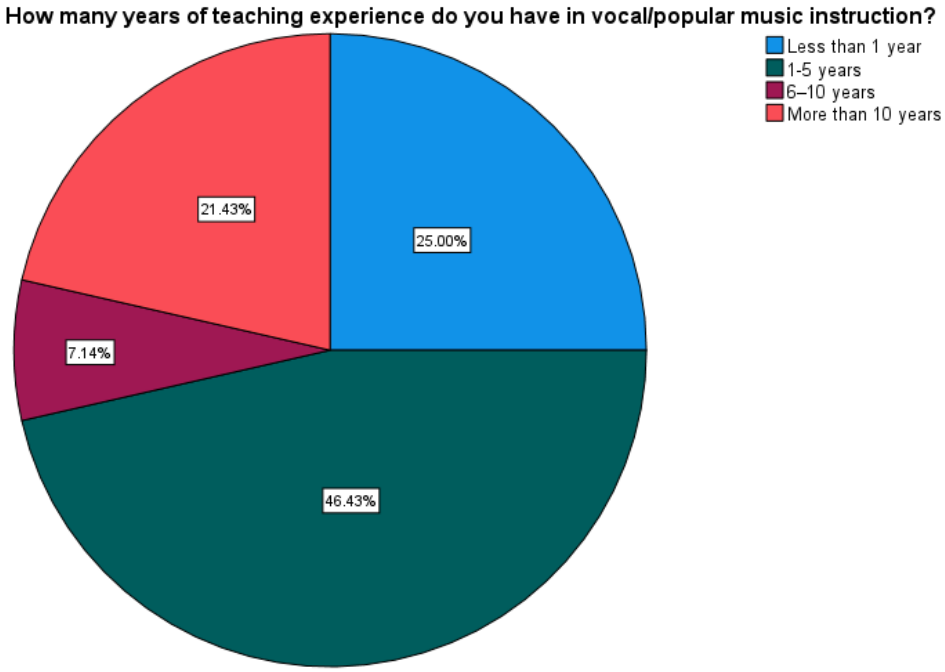

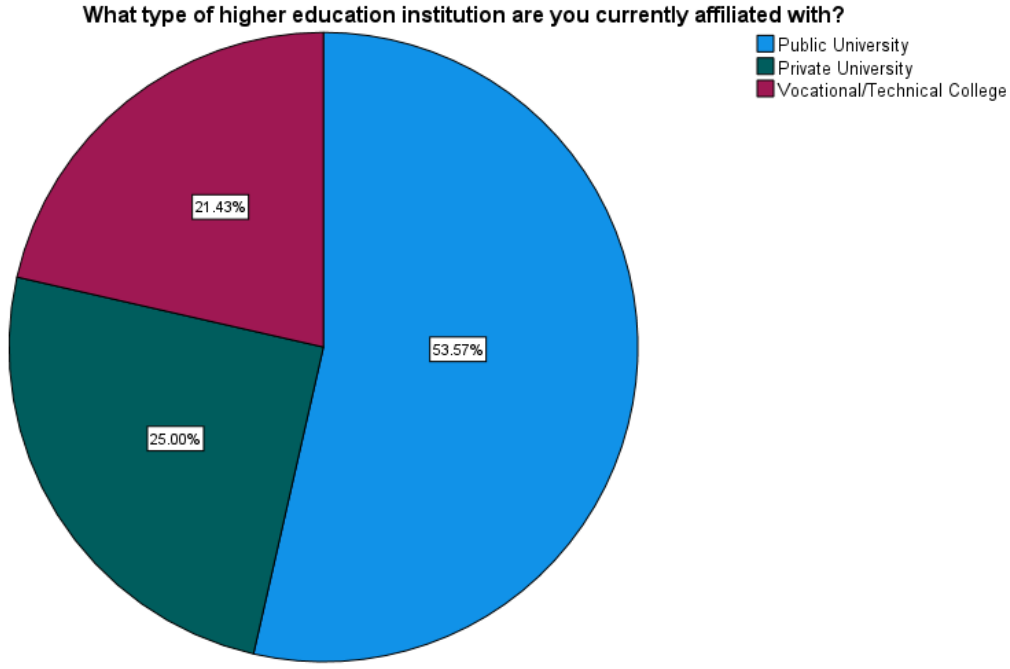

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