

## **Exploring the Links: Teacher Self-Efficacy, Student Motivation, and Student Academic Outcomes in Music Education across Heilongjiang's Universities**

**Yantong Wei**

Universiti Malaya, Malaysia

### **Abstract:**

This empirical investigation examines the relationships between Teacher Self-Efficacy, Student Motivation, and Student Academic Outcomes within music education, assessing the mediational role of student motivation. Utilizing a mixed-methods research design, this study integrates classroom observational data with quantitative analyses derived from survey instruments. The results reveal no statistically significant direct correlation between teacher self-efficacy and student academic performance. Additionally, student motivation does not appear to mediate the relationship between teacher self-efficacy and academic outcomes. These findings challenge prevailing assumptions within the pedagogical literature regarding the influential dynamics among these variables in the music education context. This study calls for a broader examination of the factors influencing educational outcomes and suggests a reevaluation of educational strategies and policy formulations in music education, emphasizing the complexity of teacher-student interactions and their impact on learning efficacy.