

The Causal Relationships of Student Achievement in Folk Song

Education in Hunan Province, China

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Abstract

This study explores the impact of teaching strategies on learning motivation, student achievement, and learning engagement in folk song education. It also examines the mediating roles of learning motivation and engagement in the relationship between teaching strategies and student achievement. The study surveyed 500 students from five vocational colleges in Hunan Province using simple random sampling. Data were collected through online questionnaires and analyzed using descriptive statistics and content analysis. The findings indicate that: (1) teaching strategies positively and significantly influence learning motivation, student achievement, and learning engagement; (2) learning motivation and engagement positively impact student achievement in folk song education; and (3) both learning motivation and engagement serve as mediators between teaching strategies and student achievement. This study contributes to folk music education by providing empirical evidence on teaching strategies enhancing learning outcomes. It underscores the crucial role of effective teaching methods in fostering motivation and engagement, ultimately improving student achievement, and identifying motivation and engagement as mediators offers more profound insights into the pathways linking teaching strategies to academic success. These findings provide practical implications for educators, supporting the development of teaching approaches that boost intrinsic and extrinsic motivation while promoting active engagement. By refining instructional methods, educators can enhance the overall effectiveness of folk music education programs in vocational colleges.

Keywords: teaching strategies; student achievement in folk song education; learning motivation; learning engagement

Introduction

Folk songs are essential to national culture, powerful vessels for history, cultural traditions, and national emotions. They preserve and reflect a society's rich heritage, acting as both a cultural emblem and a medium for intergenerational connection (Jincheng et al., 2023). Beyond their artistic and historical value, folk songs hold immense educational potential, particularly in vocational education. Folk songs cultivate identity, a sense of belonging, and community pride by fostering a deep understanding of local culture.

The significance of folk songs in education has been widely acknowledged. Zhou and Chuangprakhon (2023) emphasized that folk ritual music plays a crucial role in cultural inheritance. Rajabov and Rutamova (2022) explored how learning and singing folk songs instills traditional values, enhances patriotism, and fosters social responsibility among students. Despite these benefits, challenges persist in integrating folk songs effectively into vocational education. Huanyuan (2022) highlighted that although reforms in the education system have made progress in promoting comprehensive quality education, vocational colleges still face obstacles such as insufficient teaching resources and outdated equipment, which hinder the quality of music education.

A notable research gap exists concerning the teaching strategies employed to enhance folk song education in vocational colleges. While Ting and Lina (2023) investigated the impact of teaching strategies on folk song education, their findings mainly focused on the broader aspects of teacher support, student motivation, and participation. However, insufficient research addresses the strategies linking teaching methods to improved student achievement in folk song education, particularly in the context of vocational colleges in Hunan Province. This study aims to fill this gap by examining the causal relationship between teaching strategies and student achievement in folk song education, focusing on the mediating roles of learning motivation and engagement.

This research is particularly important for Hunan Province, a region known for its rich folk music heritage and the prominence of vocational colleges in providing practical education to students. In Hunan, integrating folk songs in vocational education can preserve cultural heritage while fostering a deeper connection to the region's traditions. By investigating the effectiveness of teaching strategies and their impact on student achievement, this study will provide valuable insights into how to improve folk song education in Hunan's vocational colleges. The findings will directly inform teaching practices, helping overcome resource limitations and outdated pedagogical methods.

Given these challenges and opportunities, this study aspires to contribute to cultural preservation, educational reform, and the holistic development of students in vocational education settings. By providing empirical evidence on the relationship between teaching strategies, student motivation, engagement, and achievement, this research aims to enhance the overall effectiveness of folk song education in Hunan Province, ensuring its long-term success as a vital part of educational and cultural development.

Research Objectives

- 1) To explore the impact of teaching strategies on learning motivation.
- 2) To explore the impact of teaching strategies on student achievement in Folk Song Education.
- 3) To explore the impact of teaching strategies on learning engagement.
- 4) To explore the impact of learning motivation on student achievement in Folk Song Education.
- 5) To explore the impact of learning engagement on student achievement in Folk Song Education.
- 6) To explore the mediating role of learning motivation in the relationship between teaching strategies and student achievement in Folk Song Education.
- 7) To explore the mediating role of learning engagement in the relationship between teaching strategies and student achievement in Folk Song Education.

Scope of Research

Content of the study: 1) To explore how teaching strategies affect students' motivation to learn in folk song education. 2) To study the implementation effect of teaching strategies in Folk Song Education and explore its direct impact on student achievement. 3) To study the mechanism of teaching strategies on students' learning engagement and explore how to promote in-depth learning in Folk Song Education through effective teaching strategies. 4) To explore the specific impact of students' learning motivation on students' student achievement in Folk Song Education. 5) To explore the key role of students' learning engagement in Folk Song Education. 6) To explore the mediating effect of learning motivation in the impact path between teaching strategies and

Student Achievement in Folk Song Education. 7) To explore the mediating role of Learning Engagement in the impact of teaching strategies on student achievement in Folk Song Education.

Population and Sample: A total of 2,997 students were surveyed in this study, and 500 students were selected as samples. The relevant data are shown in the table:

Table 1 Population situation

School Name	Population	Sample
A	720	100
B	680	100
C	590	100
D	550	100
E	457	100
Total	2,997	500

Area: This study selected five public vocational colleges in different regions of Hunan Province. Folk song teaching is still developing in vocational colleges in Hunan Province. The five selected vocational colleges are located in other cities in Hunan Province and have a certain degree of representativeness. Folk song teaching is one of the compulsory courses offered by the five schools.

Time: This study's research time is two years. The general research investigation process, from the initial determination of the research direction and topic to the final discussion of suggestions and countermeasures, can be roughly divided into four stages: preparation, development, research, and completion.

Literature Reviews

Student Achievement in Folk Song Education

This study conceptualizes Student Achievement under the theoretical framework of Bloom's Taxonomy of Educational Objectives and identifies four key variables for measurement: knowledge, attitude, behavioral intention, and skills. These variables align with Bloom's cognitive, affective, and psychomotor domains. Knowledge reflects cognitive outcomes, attitude and behavior intention represent affective outcomes, and skills correspond to psychomotor outcomes.

Hung et al. (2020) defined student achievement as the performance and outcomes of students in academic tasks, typically measured by standardized test scores, course grades, and other learning indicators. While such measures provide a general perspective, they do not fully capture the multidimensional nature of achievement in artistic or cultural disciplines, such as folk song education.

Therefore, this study defines student achievement in folk song education as the degree of knowledge mastery, attitude development, behavior intention, and skill acquisition demonstrated by students during the folk song learning process.

The reviewed literature supports the importance of assessing achievement across multiple dimensions. Still, it provides limited guidance on adapting these frameworks to creative and cultural education settings like folk song teaching. This gap reinforces the need for tailored approaches to evaluating student achievement in such contexts.

Teaching Strategies

Based on the Constructivist Learning Theory perspective proposed by Jean Piaget and Lev Vygotsky, this study suggests the variable Teaching Strategies. Vygotsky and Cole (2018) believe that individual cognitive development is achieved through interaction with people in the surrounding environment (such as family, teachers, and peers). Learning is not only an internal process of the individual, but also depends on the support and influence of the social and cultural background. This theory believes that learning is an active construction process, and students gradually build cognitive structures by interacting with the environment. It is believed that students should understand new knowledge through teachers' teaching and practice in the learning process, and promote knowledge construction by providing students with exploration opportunities.

Therefore, regarding teaching strategies, Vygotsky and Cole (2018) defined it as a purposeful guidance method adopted by teachers in the process of students' cognitive development, aimed at promoting students' learning and growth through social interaction. Rajagopalan (2019) defined it as a plan or method designed to help teachers effectively transfer knowledge and encourage students' learning. Killen and O'Toole (2023) defined teaching strategies as planned teaching actions to help teachers achieve specific teaching goals. Varas et al. (2023) define teaching strategies as purposeful plans and methods teachers use to achieve particular teaching goals. These strategies are designed to help students master key skills needed in the 21st century. Fernández-Barros et al. (2023) define teaching strategies as systematic methods developed and implemented

by teachers to achieve specific learning goals. These strategies aim to improve students' musical skills and understanding in learning music through effective teaching design.

Therefore, in this study, teaching strategies are defined as: various methods and means used in folk music education to effectively impart folk music knowledge and skills and promote students' understanding and practical ability. According to the above different scholars' explanations of the definition and content of teaching strategies, there are five teaching strategies used in folk song teaching in this study: oral transmission method, contextual learning approach, performance-based learning, analytical process, and creative adaptation approach.

While prior research underscores the importance of teaching strategies in improving student outcomes, few studies explore how these methods are applied explicitly in folk song education or their effectiveness in vocational settings. This study addresses this limitation by examining teaching strategies' direct and mediated effects on student achievement.

Learning Motivation

This study adopts the Expectancy–Value Theory framework to analyze Learning Motivation. Wigfield and Eccles (2000) posited that students' task choices and performance are influenced by their expectations of success and the value they attribute to the task. Educators can enhance students' motivation by increasing their sense of task value and expectations of success, thus improving learning outcomes.

Other researchers have built on this framework. Malone and Lepper (2021) defined learning motivation as the pleasure derived from learning activities, while Asmus (2021) emphasized the role of intrinsic and extrinsic forces in driving learning. Meece (2023) expanded on these definitions by highlighting the interplay of goals, persistence, and interest in motivating students. Collectively, these studies demonstrate that motivation is both a driver of engagement and a predictor of academic success.

This study defines learning motivation as the internal and external factors that drive students to participate in learning activities, including their goals, beliefs, and attitudes toward learning tasks. This study focuses on two dimensions of learning motivation: learning aspiration and achievement motivation, reflecting students' expectations, beliefs, and intrinsic desire to succeed.

While prior studies highlight the importance of motivation in general education contexts, less attention has been given to its role in folk song education. This research aims to bridge that gap by

exploring how motivation mediates the relationship between teaching strategies and student achievement.

Learning Engagement

This study proposes the variable learning engagement under the framework of engagement theory. Fredricks et al. (2004)'s engagement theory divides learning engagement into behavioral, emotional, and cognitive engagement. Halverson and Graham (2019) define it as the behavioral, emotional, and cognitive engagement students show in the learning process. Huang et al. (2023) believe that learning engagement includes behavioral, emotional, and mental dimensions. Behavioral engagement refers to students' actual behavior in learning activities, such as completing tasks and participating in discussions; emotional engagement involves emotional states in the learning process, such as interest and satisfaction; cognitive engagement reflects students' deep learning strategies and efforts.

Based on the above theoretical viewpoints, this study defines learning engagement as the degree of active participation, concentration, and persistence students show in the learning process. This variable reflects the dimensions of students' interest, energy investment, and concentration in learning activities, covering their emotional and behavioral performance in learning.

This study defines learning engagement as the degree of active participation, concentration, and persistence students demonstrate in learning. Three dimensions—interest and enjoyment, perseverance and vitality, and focus—are used to analyze student engagement in folk song education.

While engagement has been widely studied, its role as a mediator between teaching strategies and student achievement remains underexplored, particularly in cultural education contexts. This study seeks to clarify this relationship, contributing to a more nuanced understanding of engagement in music education.

Related research

The above is a discussion of the variables and definitions of this study. Next, the relationship between the variables will be discussed. Adekoya and Olatoye (2011) believe that teachers explain the course content through different teaching strategies, allowing students to observe the process and learn. Mawang et al. (2020) believe that in music teaching, the Creative Adaptation Approach is a flexible adjustment of teaching strategies, and teachers guide students to adapt and develop musical works through innovative thinking and practice. Bresler (2021) Through learning folk songs,

students can not only master musical skills, but also have a deep understanding of cultural background and historical traditions.

The above research results suggest a positive and significant relationship between teachers' Teaching Strategies and Student Achievement in Folk Song Education.

In the study of Asmus (2021), the relationship between teaching strategies and learning motivation in music teaching was explored. It analyzed how to stimulate students' interest in learning through different teaching methods and improve their enthusiasm and participation in music learning. Ng et al. (2022) explored that teaching strategies not only increase students' interest and investment in music learning, but also enhance their autonomous learning ability and self-efficacy, better stimulate students' intrinsic motivation, and promote more positive learning behaviors and results. Therefore, teachers' teaching strategies will significantly impact students' Learning Motivation in the process of learning folk songs.

Smith and Sheridan's (2019) research showed that implementing different teaching strategies can significantly increase students' learning participation and promote their active class participation. Franklin and Harrington (2019) explored how diverse teaching strategies can dramatically improve students' learning engagement. Therefore, teachers' teaching strategies significantly impact students' learning engagement in the learning process.

Saputra (2022) found that students show better learning outcomes with higher motivation. Leo et al. (2022) believe that learning motivation, as a mediating variable, plays a key role in connecting teaching strategies and academic achievement. El-Adl and Alkharusi (2020) believe that high levels of learning motivation make students more likely to adopt self-regulated learning strategies such as repeated practice, problem solving, and self-assessment, thereby improving their mathematics performance.

Research by different scholars has shown that learning motivation significantly impacts student achievement and plays a mediating role between teaching strategies and student achievement.

Delfino (2019) found that students with higher learning engagement usually perform better academically. These students are not only more active in class, but also show stronger learning motivation and effort. Guhn et al. (2020) explored learning engagement as the degree to which students actively participate and invest in the learning process. Atik and Çelik (2021) believe that the impact of learning strategies on students' academic achievement is not direct, but is achieved

by increasing students' learning engagement. Learning strategies can stimulate students' motivation, increasing their investment and participation in learning tasks. As a mediating variable, learning engagement plays a bridging role between academic motivation and achievement. This shows that learning engagement has a significant impact on student achievement. It also plays a mediating role in teaching strategies and student achievement.

However, much existing research has been conducted in general education or other music education contexts. There is a lack of focus on folk song education in vocational colleges, particularly in understanding how teaching strategies, motivation, and engagement influence student achievement. This study addresses this gap by examining these relationships within the unique cultural and educational context of Hunan Province, China's vocational colleges.

Research Conceptual Framework

Based on the above literature, the Research Conceptual Framework of this study is as follows:

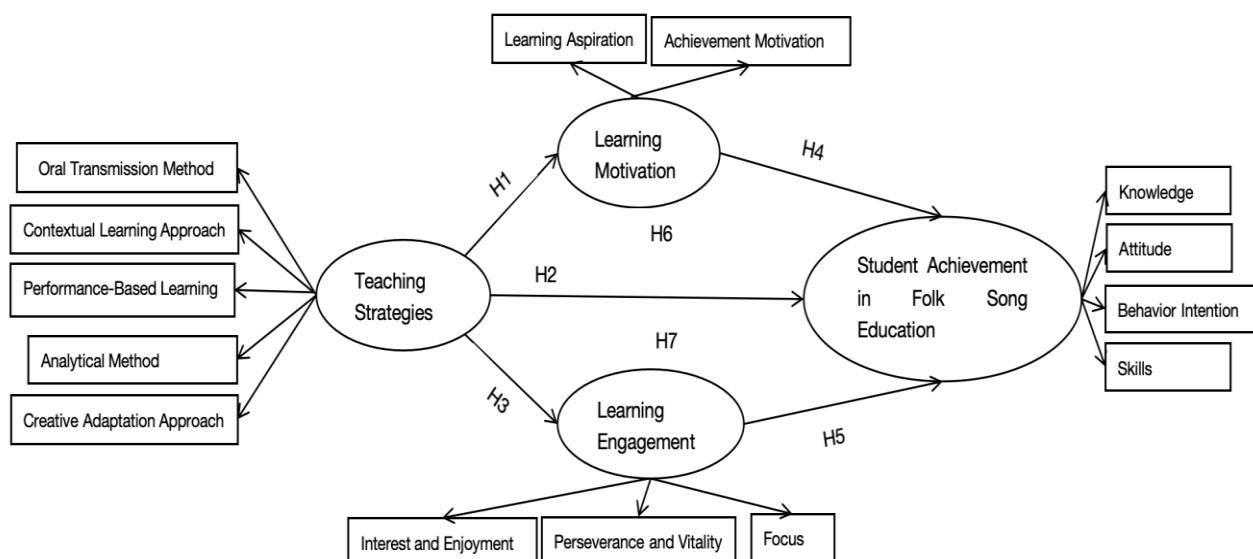


Figure 1 Research Conceptual Framework

From: Created by researchers

Research Methodology

This study employs a quantitative research design to address the research objectives and questions through systematically collecting and analyzing numerical data. The focus is on exploring

the relationships among Teaching Strategies, Learning Engagement, Learning Motivation, and Student Achievement in Folk Music Education.

The research subjects are students from five vocational colleges in Hunan Province, China. These colleges were chosen because they are public vocational schools located in different cities across Hunan Province, providing a diverse and representative sample of the region's vocational education system. All five colleges offer preschool education majors, where folk song teaching is compulsory, making them particularly relevant to this study. The total student population across these colleges is 2,997.

To ensure broad representation, the study used simple random sampling, giving all 2,997 students an equal chance of being selected for the sample. The sample size was determined based on the guideline that the number of respondents should be at least 10 times the number of questionnaire items. To further reduce selection bias and enhance the sample's representativeness, the researchers selected 100 students from each of the five vocational colleges, resulting in a sample size of 500. This approach ensures fairness and adequate representation of the target population while aligning with the study's methodological requirements.

The study developed four distinct scales: the Teaching Strategies Scale, Learning Engagement Scale, Learning Motivation Scale, and Student Achievement in Folk Music Education Scale. Each scale was meticulously designed based on an extensive review of relevant literature and expert consultations to ensure content validity. The scales were refined through expert evaluations and a pilot study to assess their reliability and validity.

All items across the scales were measured using a 5-point Likert scale, ranging from 1 (“Strongly Disagree”) to 5 (“Strongly Agree”), to capture participants' perceptions and experiences comprehensively. The scales were structured as follows:

Teaching Strategies Scale: Comprises 15 items, divided into five dimensions—oral transmission, contextual learning, performance-based learning, analytical methods, and creative adaptation.

Learning Engagement Scale: This scale includes nine items and focuses on three dimensions: interest and enjoyment, perseverance and vitality, and focus.

Learning Motivation Scale: Contains six items, encompassing two dimensions—learning aspiration and achievement motivation.

Student Achievement Scale: This consists of 16 items that address four dimensions: knowledge, attitude, behavioral intention, and skills.

The finalized questionnaire was distributed via Questionnaire Star, a widely used online survey platform in academic research. This platform facilitated efficient data collection and ensured participant anonymity. The survey was conducted over four weeks, adhering to ethical research standards.

To evaluate the scales' construct validity, exploratory factor analysis (EFA) was performed, followed by confirmatory factor analysis (CFA) to validate the factor structure. Internal consistency reliability was assessed using Cronbach's alpha, with all scales demonstrating high reliability (Cronbach's alpha > 0.80).

After data collection, the raw data were cleaned, coded, and analyzed using SPSS (Statistical Package for the Social Sciences) Version 28 and AMOS (Analysis of Moment Structures) Version 26. The following analytical methods were applied:

Descriptive statistics (e.g., mean, standard deviation) to summarize the data.

Pearson correlation analysis to identify relationships between variables.

Structural equation modeling (SEM) tests the hypothesized causal relationships and the mediating effects of learning motivation and engagement.

Reliability and validity analyses to confirm the robustness of the scales.

Alignment with Research Objectives

The chosen statistical techniques, particularly SEM, align with the study's objectives of exploring causal relationships and testing mediation effects. This approach provides a rigorous framework for analyzing complex relationships among variables, offering robust insights into the interplay between teaching strategies, student engagement, motivation, and achievement in folk music education.

Research Results

Based on the questionnaire results, this study collected 466 valid questionnaires and conducted path analysis on the variables.

Table 2 Path coefficient

	Path		Estimate	S.E.	C.R.	P
LM1	<---	TS1	0.290	0.072	2.891	0.004
LE1	<---	TS1	0.360	0.074	5.474	***
SAME1	<---	LM1	0.228	0.118	2.742	0.006
SAME1	<---	LE1	0.225	0.062	3.249	0.001
SAME1	<---	TS1	0.261	0.074	3.592	***

In the path "LM1 <--- TS1", the standard path coefficient is 0.290, and reaches the significance level ($P<0.05$), indicating that this path has a significant positive impact.

In the path "LE1 <--- TS1", the standard path coefficient is 0.360, and reaches the significance level ($P<0.05$), indicating that this path has a significant positive impact.

In the path "SAME1 <--- LM1", the standard path coefficient is 0.228, and reaches the significance level ($P<0.05$), indicating that this path has a significant positive impact.

In the path "SAME1 <--- LE1", the standard path coefficient is 0.225, and reaches the significance level ($P<0.05$), indicating that this path has a significant positive impact.

In the path "SAME1 <--- TS1", the standard path coefficient is 0.261, and it reaches the significance level ($P<0.05$), indicating that this path has a significant positive impact.

After completing the path analysis, we cannot directly conclude that the mediation effect exists. We need to use the bootstrap method to conduct mediation analysis. The results are as follows:

Table 3 Summary Table of Intermediary Inspection Results

Parameter		Estimate	Lower	Upper	P
TS1=>LM1=>SAME1	Direct Effect	0.261	0.119	0.39	0.001
	Indirect Effects	0.066	0.018	0.16	0.003
	Total Effect	0.327	0.211	0.444	0.001
TS1=>LE1=>SAME1	Direct Effect	0.261	0.119	0.39	0.001
	Indirect Effects	0.081	0.034	0.14	0.002
	Total Effect	0.342	0.214	0.461	0.001

In the mediation path "TS1=>LM1=>SAME1", the mediation effect value is 0.066, the bootstrap confidence interval is 0.018~0.160, and the interval does not contain 0, indicating that the mediation effect is significant.

In the mediation path "TS1=>LE1=>SAME1", the mediation effect value is 0.081*, the bootstrap confidence interval is 0.034~ 0.14, and the interval does not contain 0, indicating that the mediation effect is significant.

Discussion

Impact of Teaching Strategies on Motivation : Diversified teaching methods, such as oral transmission, contextual learning, performance-based learning, analytical techniques, and creative adaptation, can effectively stimulate students' Achievement Motivation for folk song learning by addressing intrinsic and extrinsic motivational factors. Intrinsically, these methods create a dynamic and engaging learning environment that fosters curiosity, enjoyment, and a sense of accomplishment. For instance, contextual learning allows students to connect folk songs with real-life cultural experiences, enhancing their appreciation and interest. Extrinsic, performance-based and creative adaptation approaches provide recognition and validation opportunities, further boosting Learning Aspirations. By optimizing teaching strategies, teachers create a supportive environment encouraging students to set personal goals and actively pursue their learning objectives.

Motivation is a mediating variable that bridges teaching strategies and student outcomes. When students experience teaching methods that resonate with their interests and abilities, their motivation is heightened, leading to more sustained effort and deeper learning engagement. Achievement Motivation drives students to persist in learning tasks, while Learning Aspirations align their efforts with the desired outcomes, ultimately contributing to academic success.

Teaching Strategies and Academic Achievement: Effective Teaching Strategies not only help students master the Knowledge and Skills of folk songs but also positively influence their Attitude and Behavioral Intention toward folk song culture. This holistic impact stems from the multidimensional nature of the strategies used. For example, analytical methods develop critical thinking and a deeper understanding of folk song structures, while performance-based learning enhances practical skills and builds confidence. By integrating diverse teaching approaches, teachers

address learning's cognitive, emotional, and behavioral dimensions, fostering a more comprehensive and meaningful educational experience.

Learning Motivation as a Key Mediator: Students with high Learning Motivation demonstrate better academic performance across all dimensions, including Knowledge, Attitude, Skills, and Behavioral Intentions. Intrinsic motivation, such as a genuine interest in folk songs, sustains long-term engagement and enthusiasm. Meanwhile, extrinsic motivation, such as receiving recognition or rewards, further enhances their investment in learning activities. Together, these motivational forces lead to improved outcomes by driving students to participate more actively, practice more frequently, and strive for higher achievements. The findings reveal that motivation is an outcome and a crucial mechanism through which teaching strategies influence student achievement.

Learning Engagement as Another Mediator: Students with high learning engagement exhibit more vigorous classroom participation, emotional resonance, and cognitive focus. Effective teaching strategies foster this engagement by making learning more interactive and enjoyable. For example, oral transmission and performance-based learning encourage active participation, while creative adaptation nurtures emotional connection and intellectual curiosity. The improvement in dimensions such as Interest and Enjoyment, Perseverance and Vitality, and Focus directly translates into better Knowledge mastery, Attitude changes, and Skill development.

Learning engagement mediates the relationship between teaching strategies and academic achievement by enhancing the depth and quality of students' involvement in the learning process. Highly engaged students are more likely to persist in challenging tasks, seek out additional resources, and reflect on their learning, which leads to more tremendous academic success.

Contributing Factors and Contextual Considerations: While teaching strategies, motivation, and engagement play significant roles in determining student outcomes, other contributing factors may also influence the study's findings. For example:

1. **Student Characteristics:** Individual differences such as prior knowledge, cultural background, and learning styles may affect how students respond to specific teaching strategies.
2. **Teaching Context:** The classroom environment, availability of resources, and teacher expertise can significantly shape the effectiveness of teaching strategies. For instance, a teacher with strong performance skills may enhance the impact of performance-based learning, while a resource-rich environment can facilitate creative adaptation.

3. Peer Influence: Collaborative learning opportunities that foster community and shared purpose may amplify engagement and motivation.

By acknowledging and exploring these additional factors, future research can better understand how teaching strategies, motivation, and engagement interact within diverse educational contexts.

Therefore, this study underscores the pivotal role of teaching strategies in improving student outcomes in folk song education, mediated by learning motivation and engagement. The findings suggest that effective teaching strategies directly impact academic achievement and indirectly influence it through the dual pathways of motivation and engagement. By leveraging diverse teaching approaches and addressing individual and contextual factors, educators can create a more inclusive and effective learning environment, ultimately enhancing student success in folk song education.

Conclusion

This study emphasizes the critical role of teaching strategies in shaping student outcomes in folk song education, mainly through the mediation of learning motivation and learning engagement. The findings suggest that diversified teaching methods—such as oral transmission, contextual learning, performance-based learning, analytical techniques, and creative adaptation—significantly enhance students' Achievement Motivation and Learning Aspirations, leading to better academic performance in folk song education. These teaching strategies cater to intrinsic and extrinsic motivational factors, fostering a dynamic and engaging learning environment that encourages students to set and achieve their learning goals.

Motivation is crucial in bridging effective teaching strategies and improved academic outcomes. By fostering a higher level of motivation, teachers can inspire students to engage more deeply with the learning material, persist through challenges, and align their efforts with the desired academic outcomes. Achievement motivation drives students to sustain effort and focus, while Learning Aspirations help them set personal goals that support long-term academic success.

Additionally, Learning Engagement serves as another key mediator, amplifying the impact of teaching strategies on student achievement. Highly engaged students exhibit more vigorous classroom participation, emotional resonance, and cognitive focus, all contributing to improved

learning outcomes. By integrating diverse teaching approaches, educators address multiple dimensions of learning—mental, emotional, and behavioral—thus providing students with a more holistic and meaningful educational experience.

The study also highlights the importance of considering contributing factors such as student characteristics, teaching context, and peer influence. Individual differences in prior knowledge, learning styles, and cultural background may influence how students respond to teaching strategies. At the same time, the classroom environment, teacher expertise, and available resources can significantly affect the effectiveness of these strategies. Peer interactions, such as collaborative learning, may also play a role in amplifying motivation and engagement.

In conclusion, the study underscores the significance of Teaching Strategies in improving student outcomes in folk song education, directly and indirectly through the mediating effects of motivation and engagement. The findings demonstrate that effective teaching strategies are essential for fostering academic achievement and enhancing students' emotional connection to folk songs, perseverance, and active participation in learning. By recognizing the importance of these mediating factors and addressing contextual influences, educators can create more inclusive, engaging, and effective learning environments that support students' success in folk song education. Future research should continue to explore how diverse educational contexts and individual student characteristics interact with teaching strategies to refine further and optimize instructional practices in vocational education settings.

Suggestions

In the future folk song teaching, to continuously improve the teaching effect and student participation, the following suggestions can be made from three aspects: school management, curriculum setting, and teacher teaching:

From the perspective of school management, more display platforms and practice opportunities should be provided for folk song teaching. Schools can regularly hold folk song performances and school competitions or cooperate with local cultural institutions to organize off-campus performances, such as art festivals and folk song competitions.

Regarding curriculum setting, attention should be paid to students' skill cultivation and emotional value investment in learning folk songs. A "skill stage training" module can be added to

the course to refine folk songs' pitch, rhythm, emotional expression, cultural background, etc. into multiple learning stages, so students can gradually master them and feel continuous progress. In addition, schools can invite folk song inheritors to the school to lead students to deeply experience the emotions and cultural background of folk songs, help students deepen their understanding and identification of folk songs, and thus stimulate their learning motivation.

Teachers can use various teaching strategies, increase students' performance opportunities in class, provide practical exercises and feedback, and let students show what they have learned through stage performances to enhance their sense of achievement.

New Knowledge

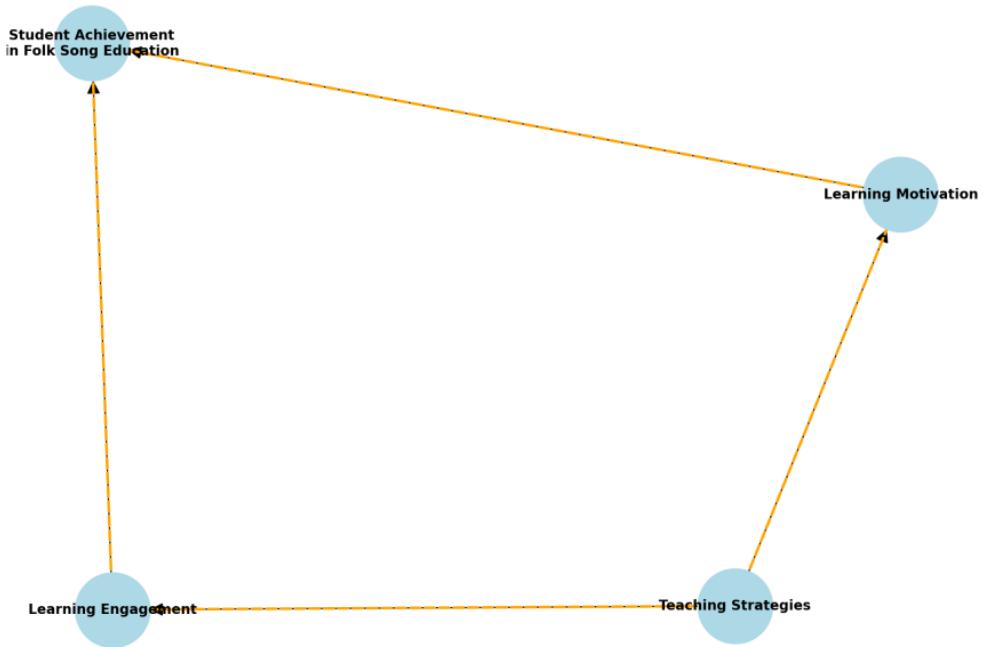


Figure 2 Research Conclusions Visualization

From: Created by the researcher

The figure above intuitively shows the relationship structure of this study, highlighting the following: Teaching Strategies have a significant positive impact on Learning Motivation, Learning Engagement, and Student Achievement in Folk Song Education. Learning Motivation and Learning Engagement significantly impact Student Achievement in Folk Song Education. It also shows that

learning motivation and learning engagement play a mediating role in teaching strategies and student achievement in folk song education.

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