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## **An Investigation on Self-Evaluation and Self-Efficacy of Music Teachers in Primary and Secondary Schools in Mainland China**

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### **Abstract**

Teachers' professional development is the core of music education, and the development of self-efficacy is one of the goals of teachers' professional development. In this study, 300 music teachers from primary and secondary schools in mainland China participated in the "Questionnaire on Professional Development of Music Teachers in Primary and Secondary Schools" in December 2020. The teachers responded to the questions of five self-evaluation perspectives: 1) teaching attitude, 2) curriculum design method, 3) teaching skill 4) self-improvement channel and 5) self-efficacy; this presentation reports the findings of: 1) an investigation of music teachers' professional development in primary and secondary schools, and 2) analysis of the factors influencing the development of music teachers, 3) analysis the relationship between self-efficacy and teachers' professional development.

Data were analyzed with descriptive and univariate analysis of variance and Pearson correlation coefficient. Results show that teachers' self-efficacy positively correlates with their professional development evaluation ( $F(1, 299) = 111.54, p = .000$ ). The average score of teachers in the curriculum design method was the highest, and the score of teaching skill was the lowest, which were positively correlated. There were significant differences in self-evaluation and self-efficacy between middle and primary school teachers. There were significant differences in self-efficacy among teachers with different teaching years and ages, while there were no significant differences in self-efficacy among teachers with different educational backgrounds, professional titles, and training duration.

This study will reflect the current professional and self-efficacy situation in terms of the music teacher, which will provide insights for future research on music teaching training may contribute to the development of primary and secondary music teacher education.