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A Study on Self-Efficacy of Non-Music Teachers in a Music-Oriented School in China

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Abstract

Music is an important entity in compulsive education in China and included in the curriculum from elementary to secondary school level. Music education has a long history back to the time of Confucius. A school in Shandong province, hometown of Confucius, decides to build their education based on music. The school is comprised of both elementary and secondary levels, and it requires every student to learn an instrument as extra-curriculum. The school principal believes that music could cultivate the school culture and benefit students' learning, thus not only students but all the teachers study music after school as well. As mentioned above, it is known as music-oriented education or so-called musicalized education in China. No matter music or non-music teachers learned an instrument or played in an ensemble, moreover, school principal invited a music education professor to give music teaching workshops every month while Dalcroze, Kodaly, and Orff teaching methods were introduced to all teachers. At the first place, non-music teachers wondered why they needed to learn music teaching methods, but their attitudes toward attending workshops became positive later on.

A self-efficacy survey was taken place after two years implementation of learning music teaching methods for non-music teachers. The survey contained 45 questions in teaching attitude, curriculum design, self-assessment, and self-improvement. Researchers conducted a survey study in 2018 and collected 127 valid responses. Respondents included 19 secondary school teachers and 108 elementary school teachers, and were 12 male and 115 female teachers demographically.

Among those teachers, 94 teachers have attended the music teaching workshops while 33 of them have not. For those who have attended workshops, they demonstrated significantly higher self-assessment than those who have not ($t = -2.937, p = .004$). Specifying the hours of workshop attended, teachers showed significant differences in the dimension of self-assessment ($F = 4.476, p = .005$). In the post hoc test, teachers who have attended more than 38 hours of the workshops ($n = 57$) scored significantly higher in this dimension than those who never attend workshop ($p = .007$).

Gender, age, degree, profession, teaching experiences, and level of teaching had no significant effect on either total score or any dimension.

Keywords: music education, music teaching method, non-music teachers, self-efficacy