

Research of public and private junior high schools' music teachers' classroom teaching decision-making under China's music curriculum standards

Zongchen Hou¹, Chulan Xue^{1,*}, Ruicong Ma²

¹ UPSI, music faculty, music education phd, Malaysia

² Shandong Women's University, music faculty, Shandong

Abstract. In the 11th anniversary of the issuance of Compulsory Education Music Curriculum Standards, this study aims to investigate the application of new curriculum standards in the teaching decision-making of junior middle school music teachers in China by means of questionnaire survey and semi-structured interview. A total of 54 public middle school music teachers and 46 private middle school music teachers responded to the survey within three months. Through the t-test of SPSSAU, the results show that junior high school music teachers apply the curriculum standards in different degrees in teaching decision-making. Public and private junior middle school music teachers have different application of music curriculum standards, and private schools do not pay enough attention to music curriculum standards. In a word, to strengthen the teacher decision-making level; Truly implement the aesthetic education goal of "Music Curriculum Standards".

1 Background

In 2011, the Chinese Ministry of Education promulgated a new version of " Music Curriculum Standards "; with the music curriculum standards reform, the teachers' teaching decision-making has changed, and the scope of participating in teaching decision-making has become more and more large [1]. The reform of curriculum concept has brought about new contents and new fields in music teaching, thus putting forward new and systematic requirements for music teachers' teaching decision-making [2]. Shavelson urges that " the most basic skill of teachers is decision-making" [3]. Westermann proposed three stages of instructional development: pre-active, interactive, post-active decision-making [4]. Teachers' awareness of teaching decision-making is weak, the reflection of teaching essence is not in place, teachers' empirical decision-making is obvious, and the professional ability of teachers still need further improvement [5]. Through research, it is found that at present, there is few research on music teachers' teaching decision-making in China [6]. The research on music teachers' teaching decision-making in China is still in its infancy [7]. However, the research comparing the three stages of the decision-making process of public and private junior high school music teachers has not been found.

Research problem:

- 1.How well do junior high school music teachers understand the Music Curriculum Standards?
- 2.How do junior high school music teachers apply the Music Curriculum Standards in the three stages of teaching decision-making?

2 Method

Research tool design: Three parts are involved. Except for the demographic variable frequency analysis data, the rest of the section is designed according to the music curriculum standards. A small pilot study was conducted. Four local music teachers answered and answered the questionnaire. All four agreed that they fully understood the questionnaire and did not suggest changes.

- (a) Demographic information questionnaire
- (b) Questionnaire of junior high school music teachers' knowledge of Music curriculum standard.
- (c) Instructional design decision-making, interactive decision-making, evaluation, and reflection decision-making interview table.

Sample:120 questionnaires were distributed to Jinan junior high school music teachers at random where 100 music teachers from thirty schools (56 from public junior high school music teachers and 44 from private music junior high schools) responded within a month. Therefore, when tracking classroom and semi-structured interviews, one private junior high school and one public junior high school music teacher with similar backgrounds were purposefully selected. There are three areas involved. Except for the frequency analysis data of demographic variables, the other 2 parts are designed according to the Music Curriculum Standards. A small-scale pilot study was conducted with 4 music teachers in Jinan. Before answering the questionnaire, the 4 subjects agreed that they fully understood the questionnaire and had no suggestion for revision. In this study, reliability was

* Corresponding author: houzongchen666@163.com

measured with KMO: validity was measured with Cronbach Alpha. Other parts were revised and corrected by three music experts.

2.1 Frequency analysis of demographic variables

Ordinary junior high schools in China are divided into public junior high schools and private junior high schools.

Public junior high schools are non-profit schools founded by the government and have complete faculty and infrastructure; with limited teacher's resources, private junior high schools are created for profit by individuals or organizations. Table 1 is the demographic frequency table of public junior high schools. Table 2 shows the demographic frequency of private junior high schools.

Table 1. Frequency of demographic variables for middle school music teachers in public schools

Frequency analysis of demographic variables for junior middle school music teachers in public schools					
variable	Options	frequency	%	M	SD
age	under 30	15	26.8	1.86	.616
	30-50	34	60.7		
	over 50 years	7	12.5		
gender	male	6	10.7	1.89	.312
	Female	50	89.3		
Teaching experience	under5 years	15	26.8	1.86	.616
	5 - 25 years	34	60.7		
	Over 25 years	7	12.5		
Education	Specialist	7	12.5	2.07	.568
	Undergraduate	38	67.9		
	Postgraduate	11	19.6		
number of courses	Under 5	6	10.7	1.98	.447
	5 - 15	45	80.4		
	Above 15	5	8.9		
Whether there is pre- service training	yes	51	91.1	1.09	.288
	no	5	8.9		

Table 2. Frequency of demographic variables for junior high school music teachers in private schools.

Frequency analysis of demographic variables for junior middle school music teachers in private schools					
variable	Options	frequency	%	M	SD
age	under 30	20	45.5	1.66	.68
	30-50	19	43.2		
	over 50	5	11.4		
gender	male	5	11.4	1.89	.321
	Female	39	88.6		
Teaching experience	Under 5	20	45.5	1.66	.68
	5 - 25	19	43.2		
	Over 25	5	11.4		
Education	Specialist	4	9.1	2.0	.431
	Undergraduate	36	81.8		
	Postgraduate	4	9.1		

	Under 5	31	70.5		
Number of music lessons per week	5 - 15	11	25	1.34	.568
	Over 15	2	4.5		
Whether there is pre- service training	Yes	2	4.5	1.95	.211
	no	42	95.5		

According to the comparison between Table 1 and Table 2, in terms of teaching experience, only 26.8% of music teachers in public schools have less than 5 years of teaching experience, while 45% of music teachers in private schools have less than 5 years of teaching experience, which reflects that private teachers may be insufficient in music teaching decision-making and classroom experience. The number of teachers with postgraduate degrees in public schools was 19.6 %, compared with 9.1% in private schools. Public schools have more music lessons per week, with 80.4% teaching 5-15 lessons per week. In private schools, 70.5% teachers teach less than five music lessons a week. This reflects the fact that private schools offer fewer music courses and pay little attention to music education; 91.1% of public-school teachers received pre-service training; Only 4.5% of private school teachers received pre- service training. It

reflects that private schools do not pay attention to the pre-service training of music teachers, which has a great impact on the application and implementation of music curriculum standards.

2.2 Questionnaire survey

To research the comprehension level of the Music Curriculum Standards from junior high school music teachers, the study used Likert's (1932) 4-point scale and set the answer options as: (a)1= not familiar at all; (b) 2=not very familiar; (c) 3=somewhat familiar; (d) 4=very familiar. 56 public music teachers and 44 private music teachers participated in the survey (n=100). The data was analyzed by SPSSAU. Has recently become one of the most important statistical developments in the social sciences [8].

Table 3 The differences in understanding of music curriculum standards between public and private schools ‘music teachers.

	School nature	N	M	p	t
Are you familiar with music curriculum standards?	Public	56	3.84	0.000	10.64
	Private	44	2.61	0.000	10.30
Are you familiar with the four areas of the course?	Public	56	3.73	0.000	7.70
	Private	44	2.75	0.000	7.65
Are you familiar with the basic concepts of the course?	Public	56	3.75	0.000	7.09
	Private	44	2.86	0.000	6.88
Are you familiar with the general objectives of the course?	Public	56	3.8	0.000	7.43
	Private	44	2.98	0.000	7.09

Table 3 uses independent t-test difference analysis to test the difference in the understanding of the Music Curriculum Standards between private schools and public schools. When $P < 0.01$, the school nature of public schools and private schools is related to the understanding of music curriculum standards. Significant differences are revealed from the table. In each of the four questions about

understanding music curriculum standards, public schools had a higher M-value than private schools ($M=3.84 > M=2.61$), so the public school's understanding of all aspects of the music curriculum standards is higher than that of private school junior high school music teachers.

Table 4 The influence of pre-service training on the understanding of music curriculum standards.

	Pretrain	N	M	t	p
Are you familiar with music curriculum standards?	Yes	53	3.94	14.31	0.000
	No	47	2.57	13.66	0.000

Are you familiar with the four areas of the course?	Yes	53	3.83	9.96	0.000
	No	47	2.7	9.76	0.000
Are you familiar with the basic concepts of the course?	Yes	53	3.85	9.37	0.000
	No	47	2.81	9.04	0.000
Are you familiar with the general objectives of the course?	Yes	53	3.87	8.82	0.000
	No	47	2.96	8.52	0.000

Table 4 uses an independent T-test analysis of variance to test the difference in understanding of "Music Curriculum Standards" by pre-employment music teachers. Results: when $P < 0.01$, there is a significant difference. Music teachers in schools with pre-service training have a higher understanding of music curriculum standards than those in schools without pre-service training ($M=3.94$ > $M=2.57$, etc.). This indicates that schools with pre-service training have a better understanding of all aspects of the new curriculum standards. In combination with Table 1 and Table 2, there is little pre-service training in private schools, leading to poor understanding of music curriculum standards.

2.3 Interviews for understanding

According to Table 3 and Table 4, the author conducted semi-structured interviews with teachers A and B, respectively. Teacher A of the public junior high school has learned the Music Curriculum Standards in the pre-service training system. She can clarify the basic concept of the Music Curriculum Standards. When the author randomly asked about the specific content of the Music Curriculum Standards, Teacher A could successfully answer them. Due to the lack of pre-service training, Teacher B rarely uses the requirements of the music curriculum standards. Sometimes teacher B doesn't know how to plan the lesson and what to focus on. Meanwhile, the method used by Teacher B and the content taught by teacher B were relatively simple.

The author followed them to the same seventh grade music singing class "Prairie Pastoral" and recorded them. This is a comprehensive singing lesson, which is divided into two parts. The first part of "Silver Cup" teaching singing; The second part is the appreciation of "Pastoral Song". Other authors converted the recording into text and shared it with the first author. For consistency, the authors' accounts are compared, and phrasing inaccuracies are minimized. Based on this lesson, the author conducted in-depth semi-structured interviews with two teachers about the application of music curriculum standards in planning, interactive and evaluation decisions.

2.3.1 pre-active decision-making interview

A teacher can determine the three-dimensional goal under the guidance of the new music curriculum standards, let the students learn to sing and appreciate the obvious difference between the two songs, feel the Mongolian

music style and characteristics of different music genres, and master the singing methods of arpeggione and portamento and the related knowledge; thus, to understand the Mongolian unique singing form " Khoomei". The teacher at private school B did not have a complete teaching design, nor did she establish teaching goals according to the three-dimensional goals of the Music Curriculum Standards. She taught her students more based on teaching materials and experience, although her purpose was also to let students learn songs and feel the difference in Mongolian songs, her goal was too simplistic.

2.3.2 Interactive decision-making interview

A teacher's activities in the process of teaching interaction skills are relatively rich and have a certain system and logic. The enrichment of classroom activities is basically the teaching activities carried out in accordance with the basic concepts of the Music Curriculum Standards and four teaching areas. Teacher B just taught songs. She thought that students could learn the songs by singing them a few times. The main activity of her music class was singing.

2.3.3 post-active decision-making interview

From the dialogue teacher A's evaluation and reflection are carried out according to the Music Curriculum Standards, and a comprehensive evaluation is conducted according to the students' learning effect, and problems that arise will be reflected and corrected in time. Teacher B is completely empirical, everything is to complete the teaching task, and her sense of responsibility is not strong.

3 Conclusion

The purpose of this paper is to explore junior high school music teachers' understanding of music curriculum standards, and the specific application of music curriculum standards in three stages of classroom teaching decision-making: teaching design, teaching interaction, teaching evaluation and reflection. Through the frequency analysis of population variables, the difference analysis of two T-tests, and the semi-structured interview after tracking the three stages of classroom teachers' teaching decision-making, it is found that junior middle school music teachers in private schools have a great lack of understanding and application of music curriculum standard, teachers are in a disadvantageous position in music education, and the existence of educational inequity,

private schools do not pay attention to music education. This situation is aggravated by the lack of relevant pre-service training, the lack of relevant resources, the low status of music teachers and the high mobility of music teachers.

Improve the status of music teacher. Develop a reasonable incentive system. Provide a pre-service training platform for all teachers: professional pre-service training for new teachers can not only help them learn good experience, find, and solve their own problems, but also help them better apply theories into practice [9]. Strengthen the supervision of private schools: raise the importance of the use of new music curriculum standards by teachers in private schools, improve the quality of management personnel, and attach importance to aesthetic education [10]. Teachers should strengthen their learning: Focus on the influence of lesson planning, teaching skills and evaluation on teachers' teaching decisions. Private teachers should organize regular learning, learn new educational knowledge, and update ideas, and train Music Curriculum Standards related skills, so that teachers can truly "cultivate well-developed people" to achieve the goal of aesthetic education.

References

1. Wang, Y. L. Research on classroom teaching decision-making for primary school music teachers. Northeast Normal University, 2018.14.
2. Wei, W. Research on teachers' classroom teaching decisions. Northeast Normal University, 2011.42.
3. Shavelson, R.J, Review of Research on Teachers Pedagogical Judgments, Plans, and decisions. The Elementary School Journal, 1983.83 (4), 392 - 413. 83 (4), 392 - 413.
4. Westerman, D. A, Expert, and novice teacher decision making. Journal of teacher education, 1991.42(4), 292-305.
5. Xu, X. F. Research on "Effective" teaching evaluation of primary school music classroom. New Wisdom ,2022. (27),27-29.
6. Liu, Q.Y. Research on Teaching Evaluation Decision Making for Novice Teachers (Master's thesis, Nanjing Normal University), 2014.
7. Wang, J, Effective strategies of music classroom teaching in junior middle school. Voice of the Yellow River, 2020. (07):
8. Zhou Jun. Questionnaire Data Analysis - Decoding SPSS Six Kinds of analysis thinking [M]. Publishing House of Electronics Industry, 2017.
9. Wang, J. Effective strategies of music classroom teaching in junior middle school. *Voice of the Yellow River*, 2020. (07): 106.
10. Lu, X.Y. Management. Science Press, 2019.