

UNIVERSITI TEKNOLOGI MARA

MALAYSIAN SECONDARY SCHOOL MUSIC TEACHERS' PERCEPTIONS ON ISSUES
IN TEACHING MUSIC

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Abstract

The purpose of this study to investigate the Malaysian secondary school music teachers' perceptions on several issues identified (e.g. society's perceptions toward music, shortage of music teachers, funding of the music programme, large class size, students' behaviors in the music classroom and excessive administrative workload of music teachers) and to examine which of the mentioned issues are perceived by music teachers to be the most challenging in teaching music. The respondents of this study consisted of ($N = 29$) music teachers. A descriptive design using a quantitative method is adopted to elicit music teachers' points of view towards the issues in teaching music as well as their beliefs on its impacts.

The findings of this study showed that the majority of the music teachers agreed that there is an issue with regard to the society's perceptions toward music, shortage of music teachers, funding of the music programme, large class size, students' behaviors in the music classroom, and the excessive administrative workload of music teachers in schools. Respondents believe that the issue of funding of the music programme has a negative impact on the opportunities of musical activities that the students receive. They also believe that the issue of students' behaviors in music classroom and excessive administrative workload creates stress to music teachers. In addition, the teachers also indicated that the issue of excessive administrative workload of music teachers creates job dissatisfaction to music teachers. Analyzing music teachers' views on the most challenging issues in teaching music, it can be concluded that most of the respondents perceived that the issue of excessive administrative workload of music teachers as the most challenging in teaching music.

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Chapter 1

Introduction

Background of the Study

Malaysia is a multicultural nation comprising of three major ethnic groups i.e., Malays and Bumiputras (67.4%), Chinese (24.6%) and Indians (7.3%) (JPM, 2010). Prior to independence in 1957, Malaysia experienced domination by the British and the Japanese, and this had a major influence on the development of music in Malaysia (Shahanum, as cited in Lockard, 2008).

Subsequently, the British and Japanese occupation of Malaysia also had its influence on music education in Malaysia (Johami, 1993). The Japanese did not have much impact on the Malaysian music curriculum unlike the British. The British domination before the Second World War impacted on how music education in Malaysia was shaped. Early music instruction in Malaysia took after the British education module that comprised of choir and marching band as co-curricular subjects. In most urban schools in Malaysia, was predominantly taught as an optional subject in most urban in the 1950s and 1960s (Shahanum, 2006, p. 134).

Music as a subject was offered as an optional examination paper in the Lower Certificate of Education since a few schools offered music on the principal's initiative in the year of 1972. However, no proper music curriculum was set up by the Ministry of Education the number of candidates who took the music examination was also small for the public schools (Johami Abdullah, 1993).