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**SHORT TERM IN-SERVICE COURSES FOR
SECONDARY SCHOOL MUSIC TEACHERS
IN THE STATE OF MELAKA**

LING CHIN NGOR



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**THIS RESEARCH PROJECT SUBMITTED TO AQUIRE THE TERMS FOR
MASTERS OF EDUCATION**

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DECLARATION

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.



22 May 2012

LING CHIN NGOR

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ABSTRACT

Short term in-service courses are required by the Ministry of Education Malaysia (MOE) to provide professional development for teachers. Most of the courses organized by the MOE have been conducted by the Teacher Professional Development Sector. All the government teachers in Malaysia including secondary music teachers are required to complete seven days each year of professional development. The focus of the study is to determine whether the courses organized meet the needs of the secondary school music teachers. The study investigates the types of short term in-service courses completed and required by the secondary school music teachers in the state of Melaka. Twenty four music teachers from the state of Melaka were selected and were sent a survey. The survey identified the courses completed and the musical, pedagogical and technical knowledge acquired by the courses. The data was analyzed using SPSS software with descriptive analysis. The findings showed that there were particular trends and many similarities and differences to what the teachers completed and what was actually needed. This study may help the planners and organizers for these short term in-service courses from the Ministry of Education Malaysia, Teacher Professional Development Sector, the State Education Department, District Education Office and schools to design more relevant and appropriate courses for music teachers in the future.





ABSTRAK

Kursus dalam perkhidmatan jangka pendek yang dianjurkan oleh Kementerian Pelajaran Malaysia untuk profesionalisme guru-guru kebanyakannya adalah dikendalikan oleh Bahagian Pendidikan Guru. Semua guru kerajaan di Malaysia termasuk guru muzik sekolah menengah diwajibkan untuk menghadiri tujuh hari kursus dalam perkhidmatan. Kajian ini adalah untuk mengetahui sama ada kursus yang dianjurkan memenuhi keperluan guru muzik di sekolah menengah. Kajian ini meninjau jenis kursus dalam perkhidmatan jangka pendek yang dihadiri dan diperlukan oleh guru muzik di sekolah menengah di Melaka. Dua puluh empat responden dari Melaka telah dipilih dan dikirimkan soal selidik. Soal selidik adalah untuk meninjau kursus dari segi muzikal, pedagogi dan pengetahuan teknikal. Data maklumat telah dianalisis menggunakan program SPSS. Hasil kajian menunjukkan terdapat trend persamaan dan perbezaan terhadap kursus yang telah dihadiri dengan keperluan yang sebenarnya. Hasil kajian ini dapat membantu pihak perancang dan penganjur program latihan atau kursus dalam perkhidmatan jangka pendek, di Kementerian Pelajaran Malaysia, Bahagian Pendidikan Guru, Jabatan Pelajaran Negeri, Pejabat Pendidikan Daerah dan sekolah dalam merangka dan menawarkan kursus-kursus yang lebih relevan, sesuai dan memenuhi keperluan guru muzik dalam mempertingkatkan kompetensi sebagai seorang guru yang lebih efektif.





LIST OF TABLES

Table 3.1	Interpretation of Cronbach's Alpha Coefficient	16
Table 3.2	Reliability of the Pilot Test Instruments	16
Table 3.3	Research Implementation Schedule	21
Table 4.1	Gender of the Respondents	23
Table 4.2	Age of the Respondents	23
Table 4.3	Number of Years Teaching in Schools	25
Table 4.4	Hours of Teaching Music a Week	26
Table 4.5	Teaching Other Subjects at School in 2011	27
Table 4.6	Completed a Diploma After Finishing School	27
Table 4.7	Commenced Another Diploma	28
Table 4.8	Completed a Degree	28
Table 4.9	Completed Postgraduate Qualifications	29
Table 4.10	Other Qualifications	29
Table 4.11	Music Certificate Obtained	30
Table 4.12	Types of Musical Instruments Learnt	31
Table 4.13	Frequency and Percentage of Courses in Music Pedagogy	32
Table 4.14	Frequency and Percentage of Courses in Musical Knowledge	35
Table 4.15	Frequency and Percentage of Courses in Musical Skills	37





Table 4.16	Frequency and Percentage of Courses in Non-Musical Courses (Part 1)	39
Table 4.17	Frequency and Percentage of Courses in Non-Musical Courses (Part 2)	40





LIST OF FIGURES

Figure 4.1	Age of the Respondents	24
Figure 4.2	Number of Years Teaching in Schools	25
Figure 4.3	Hours of Teaching Music a Week	26
Figure 4.4	Music Certificate Obtained	30
Figure 4.5	Types of Musical Instruments Learnt	31





LIST OF APPENDICES

Appendix A	Cover Letter	56
Appendix B	Letter of Permission from Respondents	57
Appendix C	Letter of Approval from the Education Planning and Research Division, Ministry of Education	58
Appendix D	Survey Questionnaire	60





LIST OF ABBREVIATIONS

ABRSM	Associated Board of the Royal Schools of Music
BPG	Bahagian Pendidikan Guru (Teacher Education Division)
BPK	Bahagian Pembangunan Kurikulum (Curriculum Development Center)
EPRD	The Education Planning and Research Division
JIPS	Jawatan Kuasa Induk Pembangunan Staf (Staff Development Main Committee)
JPN	Jabatan Pelajaran Negeri (State Education Department)
KBSM	Kurikulum Bersepadu Sekolah Menengah (Integrated Curriculum for Secondary School)
KBSR	Kurikulum Bersepadu Sekolah Rendah (Integrated Curriculum for Primary School)
MIDI	Musical Instrumental Digital Interface
MOE	Ministry of Education Malaysia
PIPP	Pelan Induk Pembangunan Pendidikan (Education Development Master Plan)
PPD	Pejabat Pendidikan Daerah (District Education Office)





TABLE OF CONTENTS

DECLARATION	iii
ACKNOWLEDGMENTS	iv
ABSTRACT	v
ABSTRAK (BAHASA MELAYU)	vi
LIST OF TABLES	vii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
LIST OF ABBREVIATIONS	xi
TABLE OF CONTENTS	xii

CHAPTER 1

INTRODUCTION

1.1	Introduction	1
1.2	Background of the Study	2
1.3	Statement of the Problem	2
1.4	Objectives of the Study	3
1.5	Key Questions	3
1.6	Significance of the Study	4
1.7	Limitations of the Study	4
1.8	Key Terms	5
1.9	Summary of Chapter	6



**CHAPTER 2****LITERATURE REVIEW**

2.1	Competence in Aspects of Music Education	7
2.2	Increased Professionalism and In-Service Training Requirements	8
2.3	Summary	11

CHAPTER 3**METHODOLOGY**

3.1	Introduction	12
3.2	Research Design	12
3.3	Location	13
3.4	Research Subjects	13
3.5	Research Instruments	13
	Section A: Semi-Closed Ended Questions	14
	Section B: Closed-Ended Questions	14
	Section C: Open-Ended Questions	15
3.6	Pilot Test	15
3.7	Data Collection Procedures	18
3.8	Data Management	19
3.9	Data Analysis	20
3.10	Research Implementation Schedule	21

CHAPTER 4**RESEARCH FINDINGS**

4.1	Introduction	22
4.2	Section A: Descriptive Analysis on The Respondents' Background	22





CHAPTER 5

4.3	Section B: Descriptive Analysis On Field Of Training	32
-----	--	----

4.4	Chapter Summary	42
-----	-----------------	----

CONCLUSION

5.1	Introduction	43
-----	--------------	----

5.2	Discussion of the Findings	43
-----	----------------------------	----

5.2.1	What Types of Short Term In-Service	43
-------	-------------------------------------	----

Courses specifically relating to Music

Pedagogy for Secondary Music Teachers

in the State of Melaka

5.2.2	What Types of Short Term In-Service	44
-------	-------------------------------------	----

Courses specifically relating to Musical

Knowledge for Secondary Music Teachers

in the State of Melaka

5.2.3	What Types of Short Term In-Service	45
-------	-------------------------------------	----

Courses specifically relating to Musical

Skills for Secondary Music Teachers

in the State of Melaka

5.2.4	What Types of Short Term In-Service	46
-------	-------------------------------------	----

Courses specifically relating to Non-Musical

Courses for Secondary Music Teachers

in the State of Melaka





	5.3	Opinions from the Respondents	46
	5.4	Summary	47
	5.5	Recommendations	49
	5.6	Conclusion	50
REFERENCES			51
APPENDICES			
		Appendix A	56
		Appendix B	57
		Appendix C	58
		Appendix D	60





CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

In Malaysia, secondary school music teachers who work for the Ministry of Education Malaysia (MOE) are required to complete short term in-service courses. The Ninth Malaysia Plan (2006-2010), Ministry of Education (MOE) has been designing and implementing policies for educational development in order to achieve their educational goals. Consequently, the Education Development Master Plan (Pelan Induk Pembangunan Pendidikan, PIPP) was introduced in the year 2006. There are six strategies in the Education Development Master Plan (PIPP) which have been identified to strengthen the education system. Among the core strategies contained in the PIPP, the fifth strategy is “dignifying the teaching profession” in order to increase the focus and to strengthen and expand the training courses for teachers. The Ministry of Education aims to produce quality teachers who will remain in the Malaysian education system and maintain high standards throughout the period of service (PIPP: Chapter 8).

Special pre-service and in-service courses ideally should be updated to achieve the goals and objectives of PIPP for teachers in various subjects, including music teachers. In addition, there should be an attempt to identify the types of short and long term courses that teachers need, including music teachers.





1.2 BACKGROUND OF THE STUDY

There are two categories of professional development for the teaching profession in Malaysia which are pre-service courses and in-service courses. The pre-service course is a program that provides training for future teachers of primary and secondary schools under the Ministry of Education Malaysia. Basic qualifications and the length of study are determined by the courses offered. In-service courses are courses that are designed to enhance the professionalism of teachers as described by Ee Ah Meng (2003) that in-service courses intend to upgrade teachers' knowledge in certain fields and to enhance teaching skills for new subjects (p. 123).

In-service courses can be divided into two types; short term in-service courses and long-term in-service courses. Short term in-service courses are courses that are less than 92 days, whilst long term in-service courses are courses that exceed 92 days. (IPGM Islamic Education Campus: 2009).

1.3 STATEMENT OF THE PROBLEM

The Staff Development Main Committee Meeting (JIPS: Bil. 3/2007) decided that most of the in-service courses organized by the Ministry of Education Malaysia (MOE) were conducted by the Curriculum Development Centre known as Bahagian Pembangunan Kurikulum, (BPK) and Teacher Education Division Bahagian Pendidikan Guru, (BPG) under the Teacher Professional Development Sector. They employ a top-down structure determined at the central level. Amin (2008) noted that in-service courses are built based on the "deficit model" which is a program that was designed on the assumption that teachers lack certain knowledge and skills (p. 4). Therefore, it was the responsibility of the organizers to design the courses which they





considered would overcome these shortcomings. The main problem of the study is whether the courses organized meet the needs of teachers, specifically music teachers in the state of Melaka.

1.4 OBJECTIVES OF THE STUDY

This study aims to survey the types of short term in-service courses for secondary school music teachers in the state of Melaka.

In particular, the objectives of the study are as follows:

- (a) Identify the types of short term in-service courses specifically relating to music pedagogy for secondary school music teachers in the state of Melaka.
- (b) Identify the types of short term in-service courses specifically relating to musical knowledge for secondary school music teachers in the state of Melaka.
- (c) Identify the types of short term in-service courses specifically relating to musical skills for secondary school music teachers in the state of Melaka.
- (d) Identify the types of short term in-service courses specifically relating to non-musical courses for secondary school music teachers in the state of Melaka.

1.5 KEY QUESTIONS

This study attempts to answer main question:

- 1) What types of short term in-service courses are available for secondary school music teachers in the state of Melaka?

The study will also answer the following secondary questions:

- 2a) What types of short term in-service courses specifically relating to music pedagogy for secondary school music teachers in the state of Melaka?





- 2b) What types of short term in-service courses specifically relating to musical knowledge for secondary school music teachers in the state of Melaka?
- 2c) What types of short term in-service courses specifically relating to musical skills for secondary school music teachers in the state of Melaka?
- 2d) What types of short term in-service courses specifically relating to non-musical courses for secondary school music teachers in the state of Melaka?

1.6 SIGNIFICANCE OF THE STUDY

There are many music teachers who may need to develop specific skills. Music is also highly valued in schools. No one has conducted this specific mode of research before for music teachers in the state of Melaka. Through this study, the findings may help to plan and organize training programs or short term in-service courses by the Ministry of Education (MOE), Teacher Professional Development Sector, Teacher Training Division (BPG), State Education Department (JPN) and the District Education Office (PPD) and schools. Consequently, the skills acquired would be more relevant, appropriate and meet the needs of music teachers to further enhance the competence of an effective teacher.

1.7 LIMITATIONS OF THE STUDY

This study focuses in the state of Melaka by teachers who teach music education in secondary schools. Thus, the sample may not be relevant to other states or other countries.

The study was conducted by using the survey questionnaire. Lim Chong Hin (2007) stated how survey questionnaires rely on self-report data (p. 192). Thus, the



reliability of the findings depends on the seriousness, sincerity and accuracy of the respondents who answered the items in the questionnaire.

1.8 KEY TERMS

Cooper (2003, p.2) cited the “teacher” as a person charged with the responsibility of helping others to learn and to behave in new different ways. A music teacher is a music educator who teaches in a school. Johami (1997) found that a music teacher is an individual who taught music with good musical skills and understanding of aspects in curriculum development, psychology, pedagogy, assessment, sociology and history associated with music education (p. 75).

According to the Service Circular No. 6 / 2005, short courses are full-time courses for a term not exceeding three months including weekends, public holidays and academic holidays. Thus, the short term in-service courses are defined as full-time courses for a term of not more than three calendar months, including weekends, public holidays and academic holidays for the academic teachers who are currently serving in the teaching profession.

Professional development is continuing education. Professional development is defined as “those processes and activities designed to enhance the professional knowledge, skills and attitudes of educators so that they might in turn improve the learning of students” (Guskey 2000, p. 16).



1.9 SUMMARY OF THE CHAPTER

In summary, this chapter provides a clear picture of problem, research goals and general objectives and limitations to the study. This chapter also highlights the research questions that will be answered after the findings are analyzed.

