A COMPARATIVE STUDY OF GRADES 9-12 STUDENTS' PERCEPTIONS OF TEACHING EFFECTIVENESS IN MUSIC CLASS ACCORDING TO GENDER, YEARS OF ENROLLMENT, AND MUSIC INSTRUMENT PLAYED AT THE AMERICAN SCHOOL OF BANGKOK, GREEN VALLEY COMPUS

EN-CHIA YANG

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of MASTER OF EDUCATION in Curriculum and Instruction Graduate School of Human Sciences ASSUMPTION UNIVERSITY OF THAILAND 2016
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ABSTRACT

I.D. No.: 5629535

Key Words: STUDENTS' PERCEPTIONS, TEACHING EFFECTIVENESS, GENDER, YEARS OF ENROLLMENT, MUSIC INSTRUMENT PLAYED, MUSIC CLASS, UPPER SECONDARY SCHOOL

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The purposes of this study were to identify Grades 9-12 students’ perceptions on teaching effectiveness of teachers in music class at the American School of Bangkok, Green Valley campus, and to determine whether there was a significant difference among these students’ perceptions according to their gender, years of enrollment, and music instrument played. This study focused on 81 Grades 9-12 students who enrolled music class at the American School of Bangkok, Green Valley campus during the academic year 2016-2017. The students answered a questionnaire after learning to play and perform an instrument for a nine month period. The research findings revealed that there was no significant difference among students’ perceptions according to all three demographic categories, gender, years of enrollment, and music instrument played, and suggested that Grades 9-12 students, regardless
of their demographic differences, perceived teaching effectiveness of music class as very
effective. Based on the findings, recommendations for future researchers were focused on
finding out factors that resulted in some students’ low learning outcomes under the direction
of teaching effectiveness, towards other demographic categories of student, and to find out
perceptions of other education stakeholders.
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I would also like to thank my thesis examination committee who spent time to read and give comments to make this research report more presentable and complete; this study would not be successful without your suggestions and comments.

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Last but not least, I would like to thank God who gave me this opportunity to be admitted to Assumption University, this is so that I can be equipped and qualified to become a better teacher. His grace is sufficient.
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LIST OF ABBREVIATIONS

ASB          American School of Bangkok
GV            Green Valley
IS            Instructional Strategies
SLA           Students’ Learning Assessment
SPAQ          Students’ Perceptions of Assessment Questionnaire
SPTEQ         Students’ Perceptions of Teaching Effectiveness Questionnaire
STR           Student-Teacher Relationship
CHAPTER I

INTRODUCTION

In this chapter, the researcher will present the background of the study, the statement of the problem, research questions and objectives, research hypotheses, theoretical framework, conceptual framework, scope of the study, definitions of the terms, and significance of the study.

Background of the Study

There have been many research studies done regarding how learning music and playing musical instruments can contribute to the development of intelligence quotient (IQ), memory, focus, speech, reading ability, creativity, health, and resilience (The Royal Conservatory, 2014). In addition, receiving music education can help students gain social benefits such as connect with others and make friends when participating ensemble rehearsals (Kalivretenos, 2015).

Furthermore, participating in music activities can help improve one’s wellbeing in life such as bettering lung function, breathing, improving mood, and stress reduction (Clift & Hancox, 2001). Playing a musical instrument provides the opportunity to express oneself and help shifting one’s mind from negative thoughts to the music activity, which can result in stress reduction. Therefore, music class can serve as a balancing force in the curriculum, giving students a more rounded learning experience that enriches their high school life.
According to Hattie (2003), among all the exterior factors in a school learning environment, teacher has the most influence on students’ achievement. In other words, teachers who teach effectively can guide and lift up students’ learning achievement. According to Sanders and Rivers (1996), students learning with highly effective teachers three years in a row have achieved significantly higher scores in mathematics assessment than those who learned with ineffective teachers within the same time frame. The effectiveness of teacher thus is crucial to high quality education.

In the realm of music education, an effective music teacher possesses the knowledge and skill to set appropriate goals and expectations, deliver the knowledge and methodology effectively, and guide and monitor the playing of an instrument, for students to progress and learn music properly (Duke & Simmons, 2006).

Based on the teaching experience and observation as a music teacher, the researcher found that an effective music teacher can not only teach students to learn music properly and play an instrument beautifully, but also foster an active learning attitude with an open-minded mindset.

Many researchers and educators have investigated the topic of teaching effectiveness in their unique professional fields and have suggested various factors that could help measuring the effectiveness of a teacher. Among those that are influential, there are three important factors that are commonly regarded in research studies to be beneficial in increasing students’ learning achievement: effective use of instructional strategies (IS), students-teacher relationship (STR), and students’ learning assessment (SLA) (Pianta, Hamre, & Allen, 2012; Sutcliff, 2011; Waldrip, Fisher, & Dorman, 2008).

Therefore, teaching effectiveness in this research study will be defined as the degree to which teaching actions fulfill their desired instructional goals and objectives
regarding the following categories: instructional strategies, students-teacher relationship, and students’ learning assessment, in the high school music class of the American School of Bangkok (ASB), Green Valley (GV) campus.

There are several factors that may influence the perceptions of students of teaching effectiveness in music class. Gender difference is one of them that can appear in classrooms. According to Green (1993), who surveyed 78 music teachers across England, identifying their common sense and unspoken assumptions about gender, music, and education, found that male students tend to be reticent to musical activities which are considered feminine. However, they are considerably more motivated when they have the chance to participate in music activities that seem to be more masculine. Abeles (2009), in her study of examining whether the sex stereotyping of musical instruments has changed in the society, has found that male and female students’ preferences on choosing instruments to play were aligning with the gender stereotyping concept. Male students mostly prefer to play instrument such as drum, saxophone, trumpet, and trombone, while instruments such as flute, violin, and clarinet were chosen mostly by female students.

In addition, Green (1999), also stated that female students in school involve more in music activities such as singing in choir and playing classical music while boys, on the other hand, are more interested in music technology and popular music. These gender differences of students preferring and joining different musical activities are often related to the concept of masculinity and femininity (Green, 1997). Such differences may also affect students’ perceptions towards teaching effectiveness in music class. Therefore, it would then be necessary to find out the difference between male and female students’ perceptions of teaching effectiveness in music class, where further development of the learning environment can base its foundation on.
Another factor that may influence students’ perceptions of teaching effectiveness in music class is students’ years of enrollment. Hamre and Pianta (2001) argued that when teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. However, it is widely accepted that it takes time and commitment in building a classroom culture that teachers and students can trust each other (Random Acts of Kindness Foundation, 2015). Brewster and Railsback (2003) also indicated that building new relationships in whatever circumstances, takes time. As time goes by, not only students’ music skill was enhanced, but also the relationship between students and teacher can be fostered with trust and positivity. Therefore, years of enrollment can help building up in a relationship between student and teacher that can affect students’ perceptions towards the class to react positively in their learning.

Another factor that may influence students’ perceptions of teaching effectiveness in music class is the music instrument played. Playing on different music instruments require specific skill sets that can be very different from one another. (Krenz, 2006; Wessels & Moore, 2012). The skill of playing patterns on a drum set is different from the skill of changing chord fingerings when playing a guitar. Doing both instruments demand a different set of muscle movements, thus when learning, one will need to have specific learning activities designed and implemented with suitable instructional techniques.

Identifying students’ perceptions of teaching effectiveness in high school music class of ASB, GV campus could be one way to evaluate teaching effectiveness. Seldin (1997) pointed out that students are the ones who observe their teacher’s teaching practice daily, and this source of information can help to evaluate and improve teaching effectiveness. Furthermore, according to the research of Chua and
Kho (2014), which took place in the Teacher Education Institute at Batu Lintang, Malaysia, surveyed over 800 students who pursued in a teacher education program, found out that students’ evaluation of lecturers’ teaching effectiveness served to benefit every participating member of the education community including education institution policy makers, and teachers. Therefore, in order to lay a good foundation in developing teaching practice of the high school music class of ASB, GV campus, the research on students’ perceptions seems to be appropriate.

**Statement of the Problem**

According to Felder (2005), students are different according to motivation, attitudes about teaching and learning, and responses to specific classroom environments and instructional practices. Such differences are present in individuals’ learning as diverse learning needs. In a classroom learning environment, these learning needs can be a challenge that needs to be overcome. From the researcher’s observation and teaching experience in the high school music class of ASB, GV campus, this challenge exists and awaits to be overcome.

Based in Thailand, the American School of Bangkok follows the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS, WASC) curriculum from United States of America. The student body of ASB is a mixture of students from 15 countries over different continents around the world such as Eastern, Southern, and Southeast Asia, Western Europe, Northern America, and Oceania. Different from Thai public schools, ASB, with the curriculum accredited by the ACS, WASC, fosters students under a full English learning environment, preparing and training them with the ability to become a leader (The American School of Bangkok, 2016) in the more and more competitive global society.
The high school music class studied in current study has been set up according to the curriculum of the American school of Bangkok (The American School of Bangkok, 2016). This class focuses on teaching band performance with popular music repertoire with instruments such as guitar, electric bass, drum set, keyboard, piano, and singing. There are currently two teachers taking care of four groups of students with a mixture of Grades 9 to 12, with six to 36 students in each class.

In high school music class of ASB, GV campus, Grades 9-12 students learn music with activities such as group learning, one-on-one lecturing, self-practicing, and band rehearsal. From the teaching experience and observation of the researcher, male and female students show different approaches towards the learning activities under the same environment. Therefore, examining and identifying students’ perceptions according to gender of teaching effectiveness may help collect useful data to improve teaching practice and enhance students’ learning achievement.

In ASB high school music class, teachers not only implement instructional strategies, but also foster positive student-teacher relationship in teaching practice in order to better students’ learning achievement. High school students of ASB, GV campus, can enroll high school music class up to four years in their high school study, which allows the researcher to examine whether if the relationship between music teachers and students affect students’ perceptions towards teaching effectiveness. Therefore, years of enrollment of high school students in music class of ASB, GV campus will be included as a demographical variable in the present study.

One of the important learning activities implemented in ASB’s high school music class is small group learning based on different musical instruments. The teachers will separate class time into segments, bringing students with same instrument together and offer support to their learning including notation
identification, demonstration on instrument playing techniques, and trouble shoot when mistakes occurred. Therefore, identifying students’ perceptions towards teaching effectiveness on their music instruments played may bring useful information for further analysis and interpretation. The way students perceive the teaching can be a direct reflection of how the teacher teach, which may help teachers and administrators evaluating the class, and base on that, do further development to the course.

Through teaching and observing the high school music class in ASB, GV campus, the researcher found that students have diverse needs while learning music, and every student may perceive teaching differently. Although students receive music education in the same learning environment, the learning outcomes resulted differently. Some of them achieved highly and learned well, but there are some who achieved low learning outcome. Therefore, in order to set up a good foundation of developing music class to becoming a better learning environment, based on previous research studies, the researcher will set out a study to identify students’ perceptions on three dimensions of teaching effectiveness including instructional strategies, student-teacher relationship and students’ learning assessment. Comparisons will be made to find out whether students’ perceptions of these three dimensions of teaching effectiveness (instructional strategies, student-teacher relationship, and students’ learning assessment) are significantly different according to students’ gender, years of enrollment, and music instrument played.
Research Questions

The following are the research questions developed for this study.

1. What are the Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus?

2. Is there any difference of Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus, according to their gender?

3. Is there any difference of Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus, according to their years of enrollment?

4. Is there any difference of Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus, according to their music instrument played?

Research Objectives

The following are the research objectives developed for this study.

1. To identify the perceptions of teaching effectiveness in music class held by Grades 9-12 students at the American School of Bangkok, Green Valley campus.

2. To determine if there is a significant difference in Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus according to their gender.

3. To determine if there is a significant difference in Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American
School of Bangkok, Green Valley campus according to their years of enrollment.

4. To determine if there is a significant difference in Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus according to their music instrument played.

**Research Hypotheses**

The following are the research hypotheses developed for this study.

1. There is a significant difference of Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus, according to their gender at the level of .05.

2. There is a significant difference of Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus, according to their years of enrollment at the level of .05.

3. There is a significant difference of Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus, according to their music instrument played at the level of .05.

**Theoretical Framework**

Two criteria of major educational theories will be included in this research study, which are teaching effectiveness and perceptual learning theory.
Teaching Effectiveness

Studies by many previous researchers (e.g., Barry, 2010; Duke & Simmons, 2006; Felder, 2015; Shankman, 2005; Sutcliff, 2011; Walker, 2008) referred to the degree to which teaching actions fulfill their desired instructional goals and objectives regarding various dimensions. Barry (2010) identified five dimensions to evaluate teaching effectiveness, including understanding knowledge of the teaching field and students, planning and executing instructional strategies, conducting students’ learning assessment, incorporating and reflecting with colleagues, and developing professional competency. Research from the Panorama Education (2015), also categorized teaching effectiveness in seven dimensions including subject knowledge, pedagogical knowledge, instructional strategies, assessment of students’ learning, interpersonal relationship with students, classroom management, and students’ learning achievement.

According to different research studies (e.g., Barry, 2010; Duke & Simmons, 2006; Felder, 2015; Shankman, 2005; Sutcliff, 2011; Waldrip, Fisher, & Dorman, 2008; Walker, 2008), the number of dimensions comprising teaching effectiveness may vary from one another. However, some dimensions are common to most studies. According to those common dimensions presented by those studies and the learning environment of high school music class in the American School of Bangkok, Green Valley campus, three dimensions of teaching effectiveness that will be the focus in this study are:

1. instructional strategies;
2. student-teacher relationship; and
3. students’ learning assessment.
The degree that teaching actions fulfill their desired instructional goals and objectives in high school music class at ASB, GV campus according to these three dimensions will be identified and analyzed in this study, information collected will then be the base of further discussion and development for this learning environment.

**Theory of Perceptual Learning**

Developed by psychologist Eleanor J. Gibson (1969, as cited in Adolph & Kretch, 2015), this theory points out that processes such as problem solving, reasoning, conceptualizing, and remembering begin with and depend on knowledge that is obtained through perception. This theory describes perception as extracting meaningful information from the environment to guide actions adaptively. Under the music-learning environment in high school music class at ASB, Green Valley campus, students receive instruction, aural and visual teaching, extract useful information and adapt to their instrument playing. Therefore, students’ perceptions in this thesis study refer to students’ understanding towards teaching effectiveness in terms of instructional strategies, student-teacher relationship and students’ learning assessment.

**Conceptual Framework**

Figure 1 shows the conceptual framework for the current study.

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<td>Students’ perceptions towards teaching effectiveness: • Instructional strategies • Student-teacher relationship • Students’ learning assessment</td>
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**Scope of the Study**

The research was conducted among high school students in the American School of Bangkok, Green Valley campus in the second semester of academic year...
2016 to 2017. This research study focused on students’ perceptions of teaching effectiveness in three categories: instructional strategies, students-teacher relationship, and students’ learning assessment, which were three important aspects of teaching effectiveness. However, other aspects of teaching effectiveness found in the literature such as organization of class works, classroom management skill, enthusiasm towards teaching career, holding high expectation towards students, teachers’ preferences on teaching, and incorporate with colleagues and professional development (Barry, 2010; Chit & Ye, 2017; Duke & Simmons, 2006; Felder, 2015; Green, 1999; Shankman, 2005; Sutcliff, 2011; Waldrip et al., 2008; Walker, 2008), were not discussed in the current study. In addition, besides gender, years of enrollment, and music instrument played, there are other students’ demographic factors that can influence students’ perceptions on teaching effectiveness in music learning such as music aptitude, personality, and family income (Schellenberg, 2016), which hopefully future researchers will further the study and with the contributions of all, bring up a set of well-rounded concept in music education within Thailand’s international schools.

**Definitions of Terms**

The definitions of terms describe the meaning of important vocabularies that possess a specific definition and context related to this study.

**Grades 9 to 12 students:** Grades 9 to 12 students in this study refer to Grade 9 to Grade 12 students that enrolled in Band and Choir course of ASB, GV campus in academic year 2016-2017.

**High school music class:** High school music class in this study refers to the Band and Choir course at ASB, GV campus.

**Music teacher:** Music teacher refers to the two teachers of high school music class in ASB, GV campus.
Students’ demographic information: Students’ demographic information in this study refers to the three dimensions of students’ status while study in the high school music class of ASB, GV campus, including gender, years of enrollment, and music instrument played.

Gender: Gender in this study refers to male or female.

Years of Enrollment: Years of enrollment in this study refers to the number of years that each student has been enrolled in the music and band class at ASB, GV campus.

Music instrument played: Music instrument played in this study refers to which group of instruments, such as string (guitar and electric bass), percussion (drum, piano/keyboard), or voice is the student learning in music class of ASB, GV campus.

Students’ perceptions: Students’ perceptions in this study refer to students’ understanding towards teaching effectiveness in terms of instructional strategies, student-teacher relationship, and students’ learning assessment in high school music class of ASB, GV campus.

Teaching effectiveness: Teaching effectiveness refers to the degree to which teaching actions fulfill their desired instructional goals and objectives regarding the following categories: instructional strategies, teacher-students’ relationship, and students’ learning assessment, in the high school music class of ASB, GV campus.

Instructional strategies: Instructional strategy refers to the process or manner by which the ASB high school music curriculum is delivered by the music teacher.
**Student-teacher relationship:** Student-teacher relationship refers to the relationship between teachers and students of high school music class of ASB, GV campus, in which the teacher reaches out to the student through actions of caring such as coaching, sharing, and listening in reacting to students’ needs and initiates students’ openness in learning music.

**Students’ learning assessment:** Students’ learning assessment refers to the formative and summative assessment conducted by teachers in evaluating and grading students’ performance on chosen instruments in high school music class at ASB, GV campus.

**The American School of Bangkok (ASB), Green Valley (GV) campus:**

The American School of Bangkok, Green Valley campus refers to the international school located in Bangna-Trad 14km, Green Valley community, Samutprakarn, Thailand.

**Significance of the Study**

The present study will mainly benefit teachers that do the planning and teaching of high school music class at ASB, GV campus. The data collected in this study will offer a good basis of students’ perceptions towards the teaching effectiveness of music class in ASB, GV campus, which helps teachers to assess their teaching and develop future lesson plans. This study may also benefit future researchers, who would like to set up further studies on music education with the popular music band setting in Thailand’s international schools. In addition, the study can contribute to the curriculum planning of the school by providing the data of students’ perception towards teaching effectiveness in music class. Last but not least,
students in music class of ASB can receive the benefit from teachers modifying their lesson plans and instructional techniques according to the research findings.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. In order to form a clear foundation for the current study, the researcher will focus the discussion on previous research studies and related literature under the following headings: teaching effectiveness (instructional strategies, student-teacher relationship, and students’ learning assessment), perceptual learning, Students’ demographics of the current study, the American School of Bangkok, and the high school music class in ASB, GV campus.

Teaching Effectiveness

Based on previous researchers (e.g., Barry, 2010; Gallangher, 2013; Panorama Education, 2015; Sutcliff, 2011; Waldrip et al., 2008), the number of dimensions of teaching effectiveness may be different from one study to another. The reason could be due to many factors among the learning environment such as class size, cultural background, classroom setting, curriculum, and the difference of students’ learning needs. However, some dimensions are common to most studies, and can be induced under different categories. According to previous research studies, three categories of teaching effectiveness that are influential to students’ learning achievement are the following:

1. instructional strategies (IS);
2. student-teacher relationship (STR); and
3. student’ learning assessment (SLA).
The following paragraphs will discuss the research studies that support the three categories of teaching effectiveness that will be considered in this study.

Firstly, Barry (2010) of Marylhurst University, Oregon, pointed out eight characteristics that effective teacher possesses in their teaching practice.

1. Having high expectations for student learning.
2. Providing clear and focused instruction.
3. Closely monitoring student learning progress.
4. Retaught using alternative strategies when children didn’t learn.
5. Using incentives and rewards to promote learning.
6. Highly efficient in their classroom routines.
7. Set and enforcing high standard for classroom behavior.
8. Maintaining excellent personal interactions with their students.

According to Barry (2010), three characteristics (i.e., providing clear and focused instruction, retaught using alternative strategies when children did not learn, and using incentives and rewards to promote learning) are directly related to the skill of a teacher using instructional strategies in their teaching practice. For student-teacher relationship, Barry mentioned teachers’ characteristic of maintaining excellent personal interactions with their students. The third category of teaching effectiveness to be considered in this study, students’ learning assessment, was also included in Barry’s study since closely monitor students’ learning progress was regarded as a characteristic of an effective teacher.

Panorama Education (2015), developed a survey questionnaire to research Grades 3-12 students’ perceptions of teaching effectiveness for in the United States and English oriented countries, included 30 items using several Likert scales, with score ranges from one to five (1 = not at all agree; 2 = slightly agree; 3 = somewhat
agree; 4 = quite agree; and 5 = extremely agree) and one to seven (1 = very disagree; 2 = somewhat disagree; 3 = slightly disagree; 4 = neither disagree nor agree; 5 = slightly agree; 6 = somewhat agree; 7 = very agree), measuring teaching effectiveness in their questionnaire in the following dimensions.

1. Pedagogical effectiveness.
2. Classroom climate.
3. Classroom rigorous expectations.
5. Classroom teacher-student relationship.
6. Classroom belonging.
7. Valuing of subject.

As listed above, pedagogical effectiveness and classroom student-teacher relationship are two categories included in identifying perceptions of students of teaching effectiveness. In the present study, pedagogical effectiveness is referred to teaching effectiveness of instructional strategies, and classroom students-teacher relationship is referred to teaching effectiveness of student-teacher relationship. Items such as “How clearly does this teacher present the information that need to learn?” was used to collect data to identify students’ perception of the teaching effectiveness of instructional strategies.

Additionally, student-teacher relationship item such as “When your teacher asks how you are doing, how often do you feel that your teacher is really interested in your answer” was included to identify students’ perception of the teaching effectiveness of student-teacher relationship.

The third category students’ learning assessment was not included in the survey as an independent dimension, yet items such as “How often does this teacher
give you feedback that helps you learn?” and “How well can this teacher tell whether or not you understand a topic” are related to students’ learning assessment.

On the other hand, there are also characteristics discussed to be essential in the teaching practice of effective music teachers. Duke and Simmons (2006), researched and found that 19 elements induced under three categories were shown in the teaching practice of expert music teachers, including goals and expectations, effective change, and conveying information. According to this study of Duke and Simmons, there are seven elements found common in professional music teaching under the effective change category:

1. pieces are performed from beginning to end; nearly all playing is judged by a high standard, “as if we are performing”;
2. in general, the course of the music directs the lesson; errors in student performance elicit stops;
3. the teachers are tenacious in working to accomplish lesson targets, having students repeat target passages until performance is accurate;
4. any flaws in fundamental technique are immediately addressed; no performance trials with incorrect techniques are allowed to continue;
5. lessons proceed at an intense, rapid pace;
6. the pace of the lessons is interrupted from time to time with what seem to be “intuitively timed” breaks, during which the teachers give an extended demonstration or tell a story; and
7. the teachers permit students to make interpretive choices in the performance of repertoire, but only among a limited range of options that are circumscribed by the teacher; students are permitted no choices regarding technique.
The execution of these seven elements in professional music teaching mentioned above relate directly or indirectly to the ability of instructor in assessing students’ learning. In order to discern areas requiring improvement in students’ music playing, the instructor must possess strong knowledge in related fields. In other words, the high effectiveness of the instructor in helping students making effective change in music playing is crucial in professional music teaching practices.

Another category of elements in professional music teaching is conveying information, which six elements were found common in the research of Duke and Simmons (2006):

1. teachers make very fine discriminations about student performances; these are consistently articulated to the student until they can make the same discriminations independently;
2. performance technique is described in terms of the effect that physical motion creates in the sound produced;
3. technical feedback is given in terms of creating an interpretive effect;
4. negative feedback is clear, pointed, frequent, and directed at very specific aspects of students’ performances, especially the musical effects created;
5. there are infrequent, intermittent, unexpected instances of positive feedback, but these are most often of high magnitude and extended duration; and
6. the teachers play examples from the students’ repertoire to demonstrate important points; the teachers’ modeling is exquisite in every respect.

This category of conveying information in professional music teaching practices reflects the importance of implementing instructional strategies during instructions. An instructor must be able to effectively convey information to students
in order to make expected changes in students’ playing. In other words, the ability of explaining concepts and demonstrating key techniques is crucial to professional music teaching. Therefore, the highly effective implementation of instructional strategies in conveying information is necessary for professional music instructions.

From previous research studies mentioned above, the three dimensions of teaching effectiveness to be considered in this study (i.e., including instructional strategies, student-teacher relationship, and students’ learning assessment) are crucial to professional teaching practices. The following paragraphs will be set out to discuss these three dimensions in detail.

**Instructional Strategies**

According to Business Dictionary (2017), instructional strategy refers to the process or manner by which an instruction module, instruction phase, or an entire course is delivered. Though may be appearing in different forms and be developed to meet different education needs, but the ultimate purpose of implementing an instructional strategy is to enhance students’ learning.

Pointed out by Barry (2010), effective teachers practice their teaching in providing clear and focused instruction, using alternative strategies when children did not learn, and using incentives and rewards to promote learning.

On the other hand, music teachers also implement instructional strategies in their specific manner. According to the research of Duke and Simmons (2006), effective music teachers make fine discriminations about student performances, describe performance technique in terms of the effect that physical motion creates in the sound produced, give out clear, frequent and directed negative feedback towards specific aspects of students’ performance, especially on musical effects created to improve students’ auditory discriminations and performance, give out possible
feedback to appreciating students’ critical accomplishment, and play examples from students’ repertoire exquisitely to demonstrate important points.

**Student-Teacher Relationship**

According to Brand (2009), who studied fifteen music teachers teaching in nine countries of Southeast Asia and China, effective music teachers possess a constellation of values, music teaching skills, musicianship, charisma, personality, style, flexibility, tolerance, sincerity, and responsiveness. However, there is an ability underlying all these values, transforming them into actions that enhance students’ learning. It is the ability of connecting to students that makes a music teacher effective.

According to Newman (1992), this connection is referred as school membership, which is a bonding that develops when students established affective, cognitive, and behavioral connections in the school environment. It is more likely to cultivate a sense of membership in students if teachers, those that interact with students the most, integrate educational features such as clarity of purpose, equity, and personal support, provide frequent occasions for all students to experience educational success into a climate of caring. In other words, caring actions done by teachers are crucial to create the connection between teachers and students among the school environment.

The connection bridged between teachers and students can help enhance students learning. Indicated by Pianta, Hamre, and Allen, (2012), adolescents reported that they would learn better if their teachers cared about them personally. Klem and Connell (2004) also suggested that students are more engaging in school when they perceive teachers as ones creating a caring, fair, and high expecting learning environment. A caring and fair environment in which students-teacher relationship is
fostered can help students to be more open-minded towards learning, whilst a high expecting environment in which teachers, through implementing suitable instructional strategies, can help students achieving the extent level of their potential. In turn, high levels of engagement are associated with higher test scores and attendance, two variables that strongly predict students’ later achievement on education and economic pursuit.

Therefore, the connection between teacher and students can help a teacher reaching out to his students, doing actions that support and help to enhance their learning. This connection between teacher and students in which teacher reaches out to initiate positive interaction can be seen as students-teacher relationship (Hamre & Pianta, 2006).

Research studies support the importance of student-teacher relationship and its positive effect towards students’ development. According to Muller (2001), students sourced social capital from feeling of being cared for and being expected to succeed. For high school students, this student-teacher relationship can manifest itself in a way that helps reducing the dropping out rate by nearly fifty percent, exploring options for college, and supporting for further academic and vocational aspirations.

Furthermore, Ladd, Birch, Buhs, Hamre and Pianta (1999, 2006), suggested that strong and supportive relationships between teachers and students are fundamental to the healthy development of all students in schools. On the other hand, Crosnoe, Johnson, and Elder (2004), stated that although the nature of these relationships may change along the way as students mature, the needs for connection between students and adults in the school setting remains strong from preschool to 12th grade.
In high school music class of ASB, GV campus, teachers do not teach music only, caring actions happen in daily teaching practices, as teacher approach to individual student, coaching, sharing, and listening to students’ ideas. Through the actions of caring, music teachers built and develop positive student-teacher relationship and receive positive reaction as students open their minds to receive music lessons. Therefore, student-teacher relationship in this study should be referred as a relationship between a teacher and student in which the teacher reaches out to the student through actions of caring such as coaching, sharing, and listening in reacting to students’ needs and initiates students’ openness in learning music.

**Students’ Learning Assessment**

Another important dimension to consider in measuring teaching effectiveness is students’ learning assessment. Based on the research of Barksdale-Ladd and Thomas (2000), learning assessment can provide feedback to help students improve their learning and can inform instruction to help teachers improve their teaching and thereby ensuring students’ learning.

Both formative and summative assessments are commonly used in music class. Formative assessment according to Eberly Center (2015) is conducted to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. While summative assessment serves to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. Formative assessment in music class can be students’ performance adjudicated using a performance rubric or feedback given by the instructor during any rehearsal or lesson (Adams, 2015). Fundamentally, formative assessment can be conducted during any lesson of the
school year. On the other hand, Summative assessment can be implemented as graded performance in a recital at the end of the semester or academic year.

To conduct students’ learning assessment in a music class focusing on music instruments learning, regardless of the instrument being used, music teachers will listen to the sound produced by students and give feedbacks according to it. Assessments on students’ performance can be formative or summative, yet effective music teachers share common characteristics when conducting assessments during lessons. Indicated by Duke and Simmons (2006), effective music teachers base their assessment on the following characteristics: Assign proper repertoire to students according to their capabilities, have a clear auditory image of the piece that guides their judgments about the music, demand a consistent standard of sound quality from their students, select lesson targets that are technically or musically important, position lesson targets at a level of difficulty that can be reached by students in a short term and change is audible to them in the moment, and remember students’ work in past lessons and frequently draw comparisons between past and presence to give positive and negative feedbacks.

The previous paragraphs discussed about the three dimensions of teaching effectiveness, and how does it relate to music education. The next topic will focus on the discussion of perceptual learning.

**Perceptual Learning**

Besides the topic of teaching effectiveness, the concept of perceptual learning is also crucial to this research study. The researcher of the current study will base the discussion of students’ perceptions under the research of Gibson’s theory of perceptual learning (Gibson, 2000, as cited in Adolph & Kretch, 2015).
Over 70 years of research and exploration, the influential psychologist Eleanor J. Gibson developed a theory of perceptual learning, which referred perception as a process of extracting meaningful information from the environment to guide actions adaptively. Based on Gibson, perceptual learning describes the improvement of perception through experience, the acquisition of new means of exploration, and the development of new perception-action systems (Gibson, 1969, as cited in Adolph & Kretch, 2015). In other words, through improving these three factors, human beings learned to better adapt themselves to the environment through hallmarks of human behaviors.

In the traditional view of perceptual learning dating back to 1700s, people and animals are learning to perceive; Information at sensory receptors is meaningless, which requires learning to complete the percept. However, in Gibson’s view, the information at receptors is sufficient to support complete percept from the beginning, therefore, instead of learning to perceive, one actually perceive to learn. In other words, perceptual learning is the key to knowledge and where it all begins (Gibson, 1989, as cited in Adolph & Kretch, 2015).

Perceptual information in Gibson’s view referred to the ambient arrays of energy surrounding the observer such as light, sound waves, patterns of pressure on tactile receptors. These arrays of energy are structured specifically to objects and surfaces in the environment. Perception occurred when these specifically structured arrays of energy arrived to receptors of the observer. Different from the traditional view, the task of the observer is to detect the structure already exist on the object instead of adding structure to impoverished sensory stimulation. In other words, by detecting information in ambient arrays, one perceives the things in the world that
structured information and specified by that information (Gibson, 1970, as cited in Adolph & Kretch, 2015).

According to Gibson’s theory of perceptual learning, perceiving is an active process (Gibson, 1988, as cited in Adolph & Kretch, 2015). It requires active participation of the perceiver in gathering perceptual information. In the case of looking for a lost object, one will do certain actions such as turning the head and rotating the eye balls to scan over the space, looking for information relating to that object. These actions of gathering perceptual information needs to be learnt and is important in perceptual learning.

Additionally, perception and action operates as a continuous cycle. Perceptual information gathered by the perceiver serves as guidance for actions, and the consequences of the actions generates new perceptual information. Referred to the process of instrument practicing in music class, one will adjust his instrument playing by both looking and listening, identify by visual patterns and audio sounds whether the playing is producing the expected sound. The visual and audio information gathered by the perceiver guides his action, to adjust his instrument playing method, aiming to produce certain sounds. The perception and action reciprocity is a critical part of perceptual learning.

One important aspect of Gibson’s perceptual learning is that one will perceive to learn the affordances of their actions (Gibson, 2000, as cited in Adolph & Kretch, 2015). The affordance is the action possibility of a species according to the environment and its physical possibility. A bird can reach a 20 meters tall building by flying, which a human could not. However, a human can lift a certain weight of object which a bird could not afford to. Gibson based her theory of perceptual learning on behaviors of animals and humans, and indicated that since perception guides actions,
and actions are implicit in affordances, the information one will perceive is based on the possibility of their actions. Therefore, a human seeing a rock in front of him does not just see the object, but also seeing the possibility of what he can do with it.

During the perceptual development process, one will learn to better detecting appropriate supports and resources and discover new affordances as action capabilities change (Gibson, 1992, as cited in Adolph & Kretch, 2015). The potential of manipulating tools unveiled along the way of learning, allowing the user to produce products with more possibility and neatness. That is, a person learning musical instrument must begin with easy techniques, playing simple songs. Along the way of learning, as one accumulates enough physical and mental readiness on operating the instrument, simple techniques will combine with each other, becoming more complicated techniques, in which the player can utilize to discover playing the instrument with more variability.

Students’ Demographics of the Current Study

Among the factors that may influence students’ perceptions on teaching effectiveness, the researcher chose three factors that match with the learning environment of high school music class at ASB, GV campus, to be the independent variables of the current research study including:

1. gender;
2. years of enrollment; and
3. music instrument played.

These three factors were selected for the current study to fulfill the following purposes. Firstly, to divide students into groups according to these demographic categories allow teachers to collect data on students’ perceptions of teaching
effectiveness, which is the foundation of future development of the high school music curriculum of ASB, GV campus. Hence, the students group divided according to these categories make sufficient numbers of samples, which allows the researcher to conduct further analysis such as comparisons among the student groups.

**Gender**

Based on previous researchers, students perceived music education differently according to their gender in school learning environments. According to Green, (1993), who surveyed 78 music teachers in England, identifying their common sense and assumptions about gender, music, and education, found that male students tend to be reticent to musical activities which are considered feminine. However, they are considerably more motivated when they have the chance to participate in music activities that seem to be more masculine.

Abeles (2009), in her study of examining gender associations across three decades (1970s, 1990s, & 2000s) in the U.S.A, male and female students’ preferences on choosing instruments to play were aligning with the gender stereotyping concept of the society. Male students mostly prefer to play instrument such as drum, saxophone, trumpet, and trombone, while instruments such as flute, violin, and clarinet were chosen mostly by female students.

In addition, Green (1999), stated that female students in school involve more in music activities such as singing in choir and playing classical music while boys, on the other hand, are more interested in music technology and popular music.

These gender differences of students preferring and joining different musical activities are often related to the concept of masculinity and femininity (Green, 1997). The possible reason of students having this tendency to choose and join music activities is because of the practices of these music activities. Playing classical music
or related musical instruments often delivers a feminine image, makes a lot of boys feel uncomfortable because of its effeminacy. By the same token, playing music or instruments that delineates masculinity, and beyond that, machismo, often makes female students reticent on approaching to these music activities.

However, the image of masculinity and femininity is changing through times (Gauntlett, 2002). Comparing to the society in the past, the representations of gender in the 21st century are more complex and less stereotyped. Hence, the media is a rapid changing tool that shape and represent the gender images (Scott, 2008), male and female perceptions towards music activities in school learning environment can change in the present society. Therefore, it would be necessary to identify whether male and female students’ perceptions of teaching effectiveness in high school music class are different from each other, where further development of the learning environment can base its foundation on.

**Years of Enrollment**

According to Hamre and Pianta (2001), who argued that when teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. However, it is widely accepted that it takes time and commitment in building a classroom culture that teachers and students can trust each other (Random Acts of Kindness Foundation, 2015). Brewster and Railsback (2003) also indicated that building new relationships in whatever circumstances, takes time.

In the learning environment of high school music class of ASB, GV campus, teachers have occasions to work with students closely towards musical performances such as the school wide musical production, school fair, Christmas celebration, Father’s day, Mothers’ day, and other celebrations. These events give the teacher
opportunities to work with students as a team, supporting them in music techniques and in emotion to face and overcome challenges. Through the observation as a music teacher, a bond was built between teachers and students, who have gone through many occasions. Compared to students who never gone through those challenging moments with the music teachers, those who has gone through challenges with the music teacher seemed to be more open-minded in accepting the teacher’s suggestions and teachings.

In other words, when time goes by, not only students’ music skill was enhanced, but also the relationship between students and the music teachers were being fostered with trust and positivity. Therefore, the longer years students enrolled in high school music class, the more occasions they will have to let music teachers build up a trustful student-teacher relationship that can possibly affect students’ perceptions towards teaching practice and music activities to react positively in their music learning.

**Music Instrument Played**

Playing on different music instruments requires specific skill sets that can be very different from one another. (Krenz, 2006; Wessels & Moore, 2012). The skill of playing patterns on a drum set is different from the skill of changing chord fingerings when playing a guitar. Doing both instruments demand a different set of muscle movements, thus music teachers need to have specific learning activities designed and implemented with suitable instructional techniques while teaching different instruments.

In order to conduct effective teaching practice for multiple instruments, music teachers must possess the skill to play those instruments, the knowledge of the related music theory, and the ability of implementing suitable instructional strategies and
modifying the lesson plans according to the needs of students. Music teachers of high
school music class at ASB, GV are expert on playing and teaching certain
instruments, while their skills and abilities of teaching other instruments are relatively
weaker. The current research study thus included the identification and comparison of
students’ perceptions on teaching effectiveness in according to their music instrument
played.

**Previous Research Findings on Students’ Perceptions of Teaching Effectiveness**

Previous researchers developed survey questionnaire to identify students’
perception of teaching effectiveness. This section will be introducing two of them
including the studies of Sutcliff (2011), and Waldrip et al. (2008).

Sutcliff developed and delivered a quantitative survey questionnaire over 663
secondary students in eight public high schools in a Southeastern region of Georgia,
U.S.A, on examining students’ perception of teacher quality. Sutcliff (2011), sought
to find out and compare secondary students’ perceptions on genders and different
ethnic groups. The teacher quality being assessed in this study was student-teacher
relationship, instructional strategies, and justice and fairness. The result of the survey
showed that there was no significant difference among genders and ethnicities for
student-teacher relationship and justice and fairness. However, for instructional
methods, statistic test result showed that there were significant differences among the
four tested ethnic groups. The findings led Sutcliff to conclude that “students want to
know the expectations for success in the classroom and value the teachers that provide
them with concrete details” (Sutcliff, 2011, p.3).

On the other hand, Australian educators Waldrip et al. developed and
validated an instrument to assess middle school students’ perceptions of assessment in
science class. They developed the Students’ Perceptions of Assessment Questionnaire
(SPAQ), with 30 items on a 4-point Likert-type scale (1 = *almost never*, 2 = *sometimes*, 3 = *often*, 4 = *almost always*) to identify students’ perceptions towards assessment tasks.

The research of Waldrip et al. (2008) was aimed to develop and validate the SPAQ for science class. However, the instrument was also adopted in other subjects such as high school mathematics. Gao (2012) conducted a study with a sample of 396 students in 25 schools around northeast Arkansas, U.S.A, examining high school students’ perceptions of mathematics classroom assessments. Findings of the study suggested that, from the sample students’ point of view, high school mathematics assessments demonstrated congruence with planned learning and transparency. However, there are areas need to be improved for assessment tasks in high school mathematics class such as accommodating students’ special learning, involving students in the assessment decision process, and increasing authenticity (Gao, 2012).

The researcher of the current study adopted items from both studies of Sutcliff (2011), and Waldrip et al. (2008), and developed the Students’ Perceptions of Teaching Effectiveness Questionnaire.

**The American School of Bangkok**

The American School of Bangkok was founded in 1983. After 30 years of development, the school is currently running two campuses, one in Green Valley, Samutprakarn province, and the other one in Sukhumvit area, Bangkok. Both campuses are offering a K-12 curriculum. In the academic year 2016-2017, ASB Green Valley campus has 432 students enrolled while the Sukhumvit campus has 385 students.
The learning environment of ASB is unique with its diversity of student body. Students of ASB are originated from 15 different countries over Eastern, Southern, and Southeast Asia, Western Europe, Northern America, and Oceania. The approximate rate of Thai students enrolling in ASB is about 40 percent, which means more than half of ASB students were born and raised as foreigners. That is, students with diverse cultural background may present in the same classroom, learning and getting along with each other. This feature increased the diversity of the school society, but also increased the complexity of classroom instruction.

Another factor that makes the learning environment of ASB unique is that, although based in Thailand, the school received the accreditation from the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) since the year 2000. While implementing the full English curriculum into the school’s education system, ASB promotes four center values to be fostered and developed among students learning including effective communicator, global citizen, independent learner, and critical thinker. With the education received, many graduates of ASB further their pursuit of higher education around the world, such as universities in U.S.A, West Europe, Taiwan, Australia, China, Thailand, Korea, Japan, and other countries.

Compared to public schools in Thailand in average, which try to implement reforming educational approaches to better the learning environment, but often failed to achieve the expected outcome because of the lack of support and skills to implement those approaches (OECD/UNESCO, 2016), the learning environment of ASB helped training students not only to achieve high scores academically, but to be able to form the future of one’s own life through learning and utilizing the skills of the four center values, not only in Thailand, but among the international world.
The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) is one of the six regional accrediting agencies in the United States, works closely with the Office of Overseas Schools under the U.S. Department of State (Accrediting Commission for Schools, 2016). The organization provides assistance to schools worldwide including the U.S., Asia, the Pacific region, the Middle East, Africa, and Europe.

ACS WASC centers three beliefs of its educational philosophy including: A school’s goal is successful student learning, each school has a clear purpose and schoolwide student goals, and a school engages in external and internal evaluations as part of continued school improvement to support student learning.

Accreditation of ACS WASC is integral to a school’s perpetual cycle of assessment, planning, implementation, monitoring, and reassessment based upon student achievement. It encourages school improvement in elementary, secondary, adult, and postsecondary education through process of continuing evaluation and to recognize accredited schools that meet the level of quality according with established criteria.

The accreditation process of ACS WASC will be divided into three steps including the initial visiting process, the self-study process and full visiting, and the annual follow-up process. The association will send a team to visit the school applied for accreditation in understanding its purpose, program, and operations in detail. School granted for accreditation will need to complete a full self-study based on the visiting committee in end of the third year. The self-study process involves all stakeholders of the school, clarifying its purpose and assessing education program and its impact on students’ learning with respect to ACS WASC criteria. Visiting committee will do full visit to the school after the self-study process, addressing areas
needed to be improved. The school will then submit the schoolwide action plans and progress report back to the association to do further review and accreditation. The improvement of the school will be carried on in a systematic cycle with the follow-up visit of the association.

**High School Music Class in ASB, GV Campus**

The high school music classes offered by the American School of Bangkok are Music Appreciation, Choir Band I, and Choir Band II (The American School of Bangkok, 2016). All these classes are elective courses, and will be opened when there are sufficient numbers of students enrolling the course. Students will receive one credit when achieving D or above in the GPA system at the end of both semesters. Students studying in the American School of Bangkok are required to take at least one music class during the four years of their high school study. Choir Band II can only be enrolled after Choir Band I was completed.

Students enrolled in Choir Band I will be put together according to their course schedule. Grade 9 students and Grade 12 students may study in the same music class because they all enrolled Choir Band I class and have the same periods available for music class in their weekly course schedule. Same system applies to students who enrolled Band Choir II. Occasionally, students enrolled in Choir Band I and Choir Band II will be mixed together, this situation only happened when students’ schedule couldn’t fit to the band classes with the same course level.

In the academic year 2016-2017, there were four band classes opened, with totally 81 students enrolled in two music courses, Choir Band I and Choir Band II, with six to 36 students in each band class.
Among all of the high school music electives of the American School of Bangkok, GV campus, the Choir and Band class is the main focus of this research study. It is set up in a learning environment of a music teaching room with the size of 60 square meters, and a band rehearsal room, which is twice of the size of music teaching room.

According to the curriculum of ASB, GV campus in the academic year 2016-2017 (The American School of Bangkok, 2016), high school music class focused on teaching and improving students’ ability on performing a musical instrument and the ability to understand music theory and notation system. Instruments of a standard popular music band such as the acoustic guitar, electric guitar, electric bass, piano, keyboard, drum set, and voice are being taught in the band class. Learning activities were designed and implemented so students can experience and learn to play an instrument alone and in an ensemble.

In high school music class of ASB, GV, students are learning to play instruments through two major methods, listening and reading. One will learn to comprehend the language of music notation and how to apply it into instrument playing. When operating on an instrument, student will identify the correct playing pattern which the teacher demonstrates, and copy it with his own manipulation. Correlates with Gibson’s perceptual learning theory mentioned above, all these actions required active participations (Adolph & Kretch, 2015).

In high school music class of ASB, GV, students learn to play musical instruments step by step, from easy to difficult. One important role of the teacher is to offer proper support by giving out instruction and demonstrating techniques according to the level of students’ knowledge in music and skills of instrument playing so that students can learn smoothly. Relating to teaching effectiveness, therefore, detecting
students’ need, selecting and disseminating appropriate materials is crucial to
determine the effectiveness of a teacher.

In the study of Sutcliff (2011), some items of the questionnaire under the
subscales of instructional strategies match with the classroom learning practice of
high school music class at ASB, GV campus. Items such as “when a tough part of the
content to be learned comes up, my teachers have the technical “know how” to help
me learn in that class”, and “my teachers come to class prepared to teach everyday”
are suitable to identify students’ perceptions on teaching effectiveness under this
learning environment for these items stated practical situations that happened
frequently along the learning process of high school music class. Therefore, these
items of Sutcliff (2011) under the instructional strategies subscale were adopted to the
current study, and became one of the subscales of the Students’ Perceptions of
Teaching Effectiveness Questionnaire (SPTEQ).

In facing the variety of students’ capabilities on playing musical instruments,
teachers will need to do more planning and differentiation in class to help motivating
students in progressing to achieve higher learning outcomes. Another challenging
issue about teaching high school music is the different techniques and skill sets to
acquire in order to play different music instruments. As an example, although there
are similarities, but the skill sets of playing a guitar has big difference comparing to
those of playing drum (Krenz, 2006; Wessels & Moore, 2012). Therefore, there are
always challenges to handle students with different skill levels, and playing with
different instruments. The goal of the teaching is regardless of the differences among
students, teachers are still able to help them to progress well and learn music properly.

There are always beginners in the classroom, who have never learnt music
privately before. Therefore, music teacher will set up beginner learning session in the
first semester of an academic year in the music teaching room, helping students to pick up instrument playing skills so they can join the band performance. Meanwhile, for learners who are able to play under a band setting, there will be regular band class in the band rehearsal room run by another music teacher.

Run by two music teachers, students will learn songs from the English oriented popular music genre on different instruments in the classroom. There are three periods of band class in a week, one short period with forty minutes of class time, and another two long periods with eighty minutes of class time.

The weekly routine runs in the following format, teacher will introduce a new song on the first period of class, which all band classes have it scheduled on Monday. Teachers will bring students together, listening to the song of the week, introducing notes of different instruments to students, and help them to learn the form and paragraphs of that song. The expected result that every student should reach on playing an instrument will be announced according to the song of the week in this first period. Teachers will help every student to be clear on what to do and how to reach their expected result.

The second period will be the time of students learning to play the song. Teachers will teach and assist students to learn the notes and play their instruments alone and in a band, answering questions and help fixing problems when students are stuck in the challenges.

The third period will be the time of assessing students' learning outcome. Students will perform on stage in a popular band setting, and be graded on their performance. Based on the differences of students’ capability on playing an instrument, the expected result for each student may vary from one to another. It takes more preparation for teachers to set proper goals for students with different levels of
capability on playing an instrument. Therefore, a possible way to identify whether teaching practice is effective in high school music class at ASB, GV campus, is to identify students’ perceptions on the assessment task given in the classroom of high school music class.

According to the study of Waldrip et al., (2008), the Students’ Perceptions of Assessment Questionnaire (SPAQ) was developed to identify students’ perceptions on assessment. Some items of SPAQ match with the learning practice of high school music class at ASB, GV campus. Items such as “I am assessed on what the teachers has taught me”, and “I am given assessment tasks that suit my ability” are suitable to identify students’ perceptions on teaching effectiveness under the students’ learning assessment subscale, and thus were adopted to the current study and became one of the subscales of the SPTEQ.

In high school music class of ASB, GV campus, music skill is not the only thing being fostered, caring actions happen in daily teaching practices. Through the action of coaching, sharing, and listening to students’ ideas, music teachers approach to individual student and develop a trustful student-teacher relationship. Based on the teaching experience of the researcher as a music teacher in ASB, GV campus, this student-teacher relationship built in the classroom helped students to be more open minded to the lessons taught in the classroom of high school music class at ASB, GV campus.

In the study of Sutcliff (2011), some items of the questionnaire under the subscales of student-teacher relationship match with the classroom learning practice of high school music class at ASB, GV campus. Items such as “I have a good relationship with my teachers”, “my teachers care how I feel”, and “I trust my teachers” are suitable to identify students’ perceptions on teaching effectiveness of
how well a trustful student-teacher relationship was developed in the classroom of high school music class. Therefore, these items were adopted to the current study and became one of the subscales of the SPTEQ.
CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the literature review of topics related to this research study were discussed. This chapter focuses on the research methodology that was conducted to carry out the actual research process. The topics of this chapter include research design, population, sample, research instrument, collection of data, and data analysis. Afterwards, a table of summary of the research process was displayed to conclude this chapter.

Research Design

The purpose of this research study was to determine whether there was a significant difference in Grades 9-12 students’ perceptions of teaching effectiveness in music class at ASB, GV campus, according to three demographic parameters: gender, years of enrollment, and music instrument played. To accomplish this purpose, the researcher developed a comparative research design, using quantitative approach, to firstly identify Grades 9-12 music students’ perceptions of teaching effectiveness, and secondly, to determine whether there are significant differences in such perceptions based on demographics (gender, years of enrollment, and music instrument played). A survey questionnaire was delivered to collect data from 81 high school music students from ASB, GV campus in April 2017, during the second semester of academic year 2016-2017, and the data collection process was done in two weeks of time.
The questionnaire helped the researcher to identify Grades 9-12 music students’ perceptions towards teaching effectiveness. Based on the collected data, the comparative study among the demographics helped the researcher to find out whether there was a significant difference in students’ perceptions of teaching effectiveness among the aforementioned demographics. Therefore, the researcher can base on the research findings from the analysis of the collected data to do further development of high school music class of ASB, GV campus.

Population

The target population of this research study was all the current Grades 9-12 students in music class at ASB, GV campus. There were a total 81 students distributed as follows: Grade 9, 8 students; Grade 10, 22 students; Grade 11, 26 students, and Grade 12, 25 students. Current students from the population group enrolled in the high school Band and Choir I and Band and Choir II courses in the academic year 2016-2017.

Sample

In this study, a population sample comprised of all the 81 students enrolled in the high school music class in the academic year 2016-2017 at the ASB, GV campus, was taken as the sample group. The questionnaire was delivered to them to identify their perceptions of teaching effectiveness in the music class. This information is displayed in Table 1.
Table 1

_Sample Numbers of High School Music Students in Grades 9-12_

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
</tr>
</tbody>
</table>

According to the three demographic variables included in the current study: gender; years of enrollment; and music instrument played, 81 sample students enrolled in high school music class of ASB, GV campus, in the academic year 2016 – 2017, were divided into groups for data analysis process. Under the category of gender, there were 42 male students and 39 female students. Under the category of years of enrollment, there were 41 students who enrolled high school music class of ASB, GV campus, for their first year, 29 students enrolled the course for their second year, and 11 students enrolled the course for more than two years. Under the music instrument played category, there were 61 students who learned to play a string instrument, 18 students leaned to play a percussion instrument, and two students learned to train their voice.

**Research Instrument**

The Students’ Perceptions of Teaching Effectiveness Questionnaire (SPTEQ) was used to collect data from sample students to identify their perceptions of teaching effectiveness in high school music class at ASB, GV campus. The SPTEQ was
comprised with three demographic items and 26 items covering three subscales in evaluating teaching effectiveness as shown below:

1. instructional Strategies (IS);
2. student-Teacher Relationship (STR); and
3. student Learning Assessment (SLA).

The first section of SPTEQ was comprised with three demographic items to acquire students' information of gender, years of enrollment, and music instrument played. The second section of the questionnaire consisted of 26 items of teaching effectiveness, with eight items under the IS subscale, nine items under STR subscale, and nine items under the SLA subscale. All 17 items of the first two subscales were adopted from the study on secondary students’ perceptions of teacher quality, originally developed by Sutcliff (2011), to identify secondary students’ perceptions of teacher quality in eight public schools in southern Georgia, U.S.A. The questionnaire in the study used a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = unsure, 4 = agree, 5 = strongly agree). Among the three subscales of Sutcliff’s research questionnaire (instructional methods, student-teacher relationship, and justice and fairness), 18 items were developed to find out students’ perceptions of instructional methods employed by teachers, 10 items were developed on student-teacher relationship, and six items were developed on justice and fairness.

Items of the first two dimensions of Sutcliff’s (2011) questionnaire matched with the objectives of the current study, therefore, the researcher adopted these items to become part of the questionnaire of this research study. According to the learning environment of ASB, GV campus, the researcher chose eight items from the instructional strategies scale and nine items from the student-teacher relationship scale of Sutcliff’s (2011) survey of students’ perceptions of teacher quality. These items
matched with the current teaching practice of high school music class of ASB, GV campus, and can reflect students’ perceptions of teaching effectiveness.

The third subscale of SPTEQ consisted of nine items under the third dimension of teaching effectiveness, the students’ learning assessment. These nine items were adopted from the study of students’ perceptions of assessment process, originally developed by Waldrip et al., (2008). Australian educators Waldrip et al., composed an instrument to assess middle school students’ perceptions of assessment. They developed the Students’ Perceptions of Assessment Questionnaire (SPAQ), with 30 items on a 4-point Likert-type scale (1 = almost never, 2 = sometimes, 3 = often, 4 = almost always) to identify students’ perceptions towards assessment tasks. The SPAQ divided the questionnaire into five scales, six items each. These scales are congruence with planned learning (CPL), authenticity (A), student consultation (SC), transparency (T), and diversity (D).

Among the 30 items of SPAQ, the researcher picked nine items from three different scales, including CPL, T, and D, with three items under each scale, placing them for the questionnaire of the current study under the subscale of SLA. A total of 26 items of three subscales; IS, STR, and SLA were adopted for the current study and became the Students’ Perceptions of Teaching Effectiveness Questionnaire (SPTEQ).

The 26 items of the SPTEQ were designed using two types of psychometric scales. The first two subscales, IS and STR were using a 5-point Likert scale, while the last subscale, SLA was using a 4-point Likert-type scale. Participants of the survey circled the answer that best reflect their perceptions towards these three subscales of teaching effectiveness in their classroom learning experience of high school music class in ASB, GV campus, regarding their two music teachers.
Each of the three subscales reflect students’ perceptions towards a related area of teaching effectiveness in high school music class of ASB, GV campus. Individual score in each subscale were summed up to determine how effective was the teaching practice perceived by students. The items with negative wording (Item 2, Item 16) were coded reversely, and the higher the scores the more effective students perceive teaching practices to be. Table 2 shows the number of items of SPTEQ for its three subscales, IS, STR, and SLA.

Table 2

*Aspect and Number of Items of SPTEQ for the IS, STR, and SLA subscales.*

<table>
<thead>
<tr>
<th>SPTEQ subscale</th>
<th>Aspect of the item statement</th>
<th>Item numbers</th>
<th>Number of items for each component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies (IS)</td>
<td>Positive worded</td>
<td>1,3-8</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Negative worded</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student-Teacher Relationship (STR)</td>
<td>Positive worded</td>
<td>9-15, 17</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Negative worded</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Students’ Learning Assessment (SLA)</td>
<td>Positive worded</td>
<td>18-26</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>26</td>
<td>26</td>
</tr>
</tbody>
</table>

A summary of the interpretation of teaching effectiveness for individual items were shown in two tables. Table 3 shows the interpretation for Item 1 to Item 17, under the subscale of IS and STR. Table 4 shows the interpretation for items Item 18 to Item 26, under the subscale of SLA.
For the subscales of IS and TSR, the effectiveness score ranges from a low nine points to a high of 45 points. In interpreting scores in each subscale, the researcher suggests the cut off points for each agreement level as in Table 5.
Table 5

Score Range for Interpretation of 5-Point Likert Scale (IS and STR Subscales)

<table>
<thead>
<tr>
<th>Score range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>38-45</td>
<td>Very effective</td>
</tr>
<tr>
<td>31-37</td>
<td>Effective</td>
</tr>
<tr>
<td>23-30</td>
<td>Somewhat effective</td>
</tr>
<tr>
<td>16-22</td>
<td>Ineffective</td>
</tr>
<tr>
<td>9-15</td>
<td>Very ineffective</td>
</tr>
</tbody>
</table>

In the case of subscale of SLA, the effectiveness score ranges from a low nine points to a high of 36 points. Scores between 30 points and 36 points indicate “very effective;” scores between 23 points and 30 points “effective;” scores between 16 points and 22 points “ineffective;” and scores between nine points to 15 points “very ineffective.” The researcher suggests the following cut off points to interpret the score summarized in Table 6.

Table 6

Score Range for Interpretation of 4-Point Likert-Type scale (SLA Subscale)

<table>
<thead>
<tr>
<th>Score range</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-36</td>
<td>Very effective</td>
</tr>
<tr>
<td>23-30</td>
<td>Effective</td>
</tr>
<tr>
<td>16-22</td>
<td>Ineffective</td>
</tr>
<tr>
<td>9-15</td>
<td>Very ineffective</td>
</tr>
</tbody>
</table>

Validity and Reliability of SPTEQ

The items of SPTEQ were adopted from two different studies, the first two subscales of the questionnaire were adopted from the study of Sutcliff (2011), 17
items were adopted and became the subscales of IS and STR. The last subscale of SPTEQ was adopted from the study of Waldrip et al. (2008), nine items were adopted and became the subscale of SLA.

All 26 items matched with the learning practices of ASB’s high school music class and were suitable in reflecting students’ perceptions of teaching effectiveness among this learning environment. According to the curriculum of high school music class at ASB, GV campus (The American School of Bangkok, 2016), learning activities were designed to improve students’ ability of playing a musical instrument, and to improve their understanding of music theory. In relation to that, items of SPTEQ were adopted to identify students’ perceptions on teaching effectiveness, towards their classroom learning experience of high school music class of ASB, GV campus. Therefore, questionnaire’s content validity was established through a careful process of item analysis and selection carried out by the researcher, as well as via evaluation by a senior music class teacher working at ASB, GV campus (See Appendix B).

Regarding to the reliability of the items of the instrument, all 26 items were adopted from previous research studies. For the first two subscales of SPTEQ, Sutcliff (2011) conducted a reliability test over these items, showing a .83 Cronbach’s alpha on items of IS and a .76 alpha on STR. On the other hand, Waldrip et al. (2008) also ran an analysis of internal consistency of the SPAQ, which nine items under three subscales; CPL, T, and D were adopted to the SPTEQ. The Cronbach’s alphas for the items were .77 for CPL scale, .86 for T scale, and .74 for D scale. The average Cronbach’s alpha value of the SPAQ for these three subscales was .79.

For the current study, the Cronbach’s alpha of the IS subscale of SPTEQ showed a .53 alpha value, which was interpreted as a poor value. For the STR
The subscale, the reliability test showed a .74 Cronbach’s alpha, which was interpreted as an acceptable value. The SLA subscale showed a .81 Cronbach’s alpha from the reliability test, which was interpreted as a good value. The Cronbach’s alpha value of SPTEQ is summarized in Table 7.

Table 7

**The Cronbach’s Alpha Value of Students’ Perceptions of Teaching Effectiveness Questionnaire (SPTEQ)**

<table>
<thead>
<tr>
<th>SPTEQ subscale</th>
<th>Cronbach’s alpha value from previous researchers</th>
<th>Cronbach’s alpha value from the current study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Strategies (IS)</td>
<td>.83</td>
<td>.53</td>
</tr>
<tr>
<td>Student-Teacher Relationship (STR)</td>
<td>.76</td>
<td>.74</td>
</tr>
<tr>
<td>Students’ Learning Assessment (SLA)</td>
<td>.79</td>
<td>.81</td>
</tr>
<tr>
<td>Total</td>
<td>.79</td>
<td>.81</td>
</tr>
</tbody>
</table>

**Collection of Data**

After securing permission to conduct the research from the principal of ASB, GV campus, the questionnaire was delivered to sample students by the researcher on 10th of April, 2017, in the second semester of academic year 2016-2017. Out of 81 students who did the SPTEQ survey, all of them returned the questionnaire. All the data collected were usable for the data analysis. The data collection process was completed two weeks after the questionnaire was delivered, and is summarized in Table 8.
Table 8

Data Collection Process

<table>
<thead>
<tr>
<th>Dates</th>
<th>Data collection process</th>
</tr>
</thead>
<tbody>
<tr>
<td>March, 1\textsuperscript{st}, 2017</td>
<td>Request permission from the principal of ASB, GV campus</td>
</tr>
<tr>
<td>March, 22\textsuperscript{nd}, 2017</td>
<td>Proposal defense</td>
</tr>
<tr>
<td>April, 10\textsuperscript{th}, 2017</td>
<td>Distribute questionnaires</td>
</tr>
<tr>
<td>April, 21\textsuperscript{st}, 2017</td>
<td>Data collection end</td>
</tr>
</tbody>
</table>

After the data collection process was done, the researcher found that, regarding music instrument played, the sample size of the students in the voice group was too small to detect any significant difference (only two students), and then these group was ultimately excluded from data analysis.

Data Analysis

Based on the research objectives, the following statistical methods was used to carry out the data analysis:

1. To identify the perceptions of teaching effectiveness in music class held by Grades 9-12 students at the American School of Bangkok, Green Valley campus.

Method: means, and standard deviations were used to show the level of Grades 9-12 students’ preferences of teaching effectiveness in high school music class of ASB, GV campus.
2. To determine if there is a significant difference in high school students’
   perceptions towards teaching effectiveness in music class at the American
   School of Bangkok, Green Valley campus according to their gender.
   Method: the two-tailed independent samples t-test was used to determine
   whether there is a significant difference of Grade 9-12 students’
   perceptions of teaching effectiveness in high school music class of ASB,
   GV campus, between genders.

3. To determine if there is a significant difference in high school students’
   perceptions towards teaching effectiveness in music class at the American
   School of Bangkok, Green Valley campus according to their years of
   enrollment.
   Method: the one-way ANOVA test was used to determine whether there is
   a significant difference of Grades 9-12 students’ perceptions of teaching
   effectiveness in high school music class of ASB, GV campus, according to
   their years of enrollment. The post hoc analysis was conducted if the result
   of the one-way ANOVA test was revealed to be having a significant
   difference.

4. To determine if there is a significant difference in high school students’
   perceptions towards teaching effectiveness in music class at the American
   School of Bangkok, Green Valley campus according to their instrument
   played.
   Method: the two-tailed independent samples t-test was used to determine
   whether there is a significant difference of Grades 9-12 students’
   perceptions of teaching effectiveness in high school music class of ASB,
   GV campus, according to their music instrument played.
Summary of the Research Process

The summary of the research process is presented in Table 9.

<table>
<thead>
<tr>
<th>Research objective</th>
<th>Source of data or sample</th>
<th>Data collection method or research instrument</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To identify the perceptions of teaching effectiveness in music class held by Grades 9-12 students at the American School of Bangkok, Green Valley campus.</td>
<td>81 high school music students of ASB, GV campus</td>
<td>Students’ perceptions of teaching effectiveness questionnaire (SPTEQ)</td>
<td>Frequencies, mean, and standard deviations</td>
</tr>
<tr>
<td>2. To determine if there is a significant difference in Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus according to their gender.</td>
<td></td>
<td></td>
<td>Two-tailed independent samples $t$-test</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>Research objective</th>
<th>Source of data or sample</th>
<th>Data collection method or research instrument</th>
<th>Data analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. To determine if there is a significant difference in Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus according to their years of enrollment.</td>
<td>81 high school music students of ASB, GV campus</td>
<td>Students’ perceptions of teaching effectiveness questionnaire (SPTEQ)</td>
<td>One-way ANOVA</td>
</tr>
<tr>
<td>4. To determine if there is a significant difference in Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus according to their music instrument played.</td>
<td></td>
<td>Two-tailed independent samples t-test</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter reports the findings from the quantitative survey questionnaire SPTEQ collected in high school music class of ASB, GV campus in the second half of the academic year 2016-2017. A total of 81 students participated in the survey and the findings are displayed into tables and sections, reported separately for overall responses and are broken down into results by students’ gender, years of enrollment, and music instrument played.

Research Objective 1

Research Objective 1 was to identify the perceptions of teaching effectiveness in music class held by Grades 9-12 students at the American School of Bangkok, Green Valley campus. In order to address Research Objective 1, the SPTEQ was used to collect data of students’ perceptions on three subscales of teaching effectiveness, IS, STR, and SLA. Items from the first two subscales, IS, and STR used a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = unsure, 4 = agree, 5 = strongly agree). The third subscale, SLA, used a 4-point Likert-type scale (1 = almost never, 2 = sometimes, 3 = often, 4 = almost always).

In the following sections, the findings regarding Research Objective 1 will be presented by subscales, gender, by years of enrollment, and by music instrument played.

Instructional Strategies (IS)

The mean score, standard deviation, and the interpretation for all the 26 SPTEQ items are displayed separately in Table 10, Table 11, and Table 12, according to the three subscales. Table 10 displays the mean score, standard deviation, and interpretation of the IS subscale.
### Table 10

**Mean Score, Standard Deviation, and Interpretation of the IS subscale**

<table>
<thead>
<tr>
<th>Item</th>
<th>Item statement of IS subscale</th>
<th>$M$</th>
<th>$SD$</th>
<th>Interpretation on teaching effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers possess technical know-how of content</td>
<td>4.60</td>
<td>.49</td>
<td>Very effective</td>
</tr>
<tr>
<td>2</td>
<td>Content is not relevant to future</td>
<td>2.88</td>
<td>1.08</td>
<td>Somewhat effective</td>
</tr>
<tr>
<td>3</td>
<td>Teachers are prepared to teach every day</td>
<td>4.60</td>
<td>.54</td>
<td>Very effective</td>
</tr>
<tr>
<td>4</td>
<td>Tests reflect material taught in class</td>
<td>4.26</td>
<td>.83</td>
<td>Very effective</td>
</tr>
<tr>
<td>6</td>
<td>Adequate time for taking notes</td>
<td>4.30</td>
<td>.64</td>
<td>Very effective</td>
</tr>
<tr>
<td>7</td>
<td>Students make class presentation</td>
<td>3.95</td>
<td>1.02</td>
<td>Effective</td>
</tr>
<tr>
<td>8</td>
<td>Students enjoy tasks that require mental effort</td>
<td>3.84</td>
<td>.92</td>
<td>Effective</td>
</tr>
<tr>
<td>9</td>
<td>Students use hands-on materials or objects</td>
<td>4.22</td>
<td>.73</td>
<td>Very effective</td>
</tr>
<tr>
<td></td>
<td><strong>IS subscale overall</strong></td>
<td><strong>4.11</strong></td>
<td><strong>.78</strong></td>
<td>Effective</td>
</tr>
</tbody>
</table>

Among those items with strong agreement in the IS subscale, students, on average, strongly agreed that teachers possess technical know-how of teaching music (Item 1), teachers are prepared to teach every day (Item 3), tests reflect material taught in class (Item 4), students have adequate time for taking notes (Item 6), and students use hands-on materials or objects (Item 9), while learning in high school music class of ASB, GV campus. In addition, students showed the unsureness regarding the statement “What I do in class has no relevance to what I’m going to be in the future” (Item 2).

In an overall look, the mean score of the final eight items of the IS subscale was 4.11 points, which is interpreted as effective. In other words, students, on average, perceived the music teachers’ teaching effectiveness regarding instructional strategies as effective in high school music class of ASB, GV campus.
Student-teacher relationship (STR)

Table 11 displays the mean score, standard deviation, and interpretation of the STR subscale.

Table 11

<table>
<thead>
<tr>
<th>Item</th>
<th>Item statement of STR subscale</th>
<th>M</th>
<th>SD</th>
<th>Interpretation on teaching effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Good relationships exist between students and teachers</td>
<td>4.65</td>
<td>.48</td>
<td>Very effective</td>
</tr>
<tr>
<td>11</td>
<td>Teachers care about students’ feeling</td>
<td>4.53</td>
<td>.59</td>
<td>Very effective</td>
</tr>
<tr>
<td>12</td>
<td>Teachers treat students politely</td>
<td>4.64</td>
<td>.56</td>
<td>Very effective</td>
</tr>
<tr>
<td>13</td>
<td>Students work hard to please their teachers so they will be liked</td>
<td>3.98</td>
<td>.91</td>
<td>Effective</td>
</tr>
<tr>
<td>14</td>
<td>Friendly teachers</td>
<td>4.69</td>
<td>.56</td>
<td>Very effective</td>
</tr>
<tr>
<td>15</td>
<td>Teachers and students get along well in class</td>
<td>4.56</td>
<td>.59</td>
<td>Very effective</td>
</tr>
<tr>
<td>16</td>
<td>Students trust their teachers</td>
<td>4.53</td>
<td>.65</td>
<td>Very effective</td>
</tr>
<tr>
<td>17</td>
<td>Students do not enjoy working with their teachers</td>
<td>1.81</td>
<td>1.14</td>
<td>Effective</td>
</tr>
<tr>
<td>18</td>
<td>Students discuss with teachers ways to improve</td>
<td>4.23</td>
<td>.88</td>
<td>Very effective</td>
</tr>
</tbody>
</table>

According to the mean scores of the items comprising the STR subscale, seven items had a mean score larger than 4.21, which is interpreted as very effective in terms of students’ perceptions on teaching effectiveness regarding the category of student-teacher relationship. Students, on average, strongly agreed that good relationships exist between teachers and students (Item 10), teachers care about students’ feeling (Item 11), teachers treat students politely (Item 12), teachers are friendly (Item 14), teachers and students get along well in
class (Item 15), students trust their teachers (Item 16), and students discuss with teachers ways to improve (Item 18). On the other hand, students disagreed with the statement “students do not enjoy working with their teachers” (Item 17), making obvious that students perceived teachers as those that they enjoy working with, which students’ perception on this item was interpreted as effective.

In an overall look, the mean score of the STR subscale was 4.33, which is interpreted as very effective. In other words, students, on average, perceived the music teachers’ teaching effectiveness regarding student-teacher relationship in the high school music class of ASB, GV campus, was interpreted as very effective.

**Students’ Learning Assessment (SLA)**

Table 12 displays the mean score, standard deviation, and interpretation of the SLA subscale.

<table>
<thead>
<tr>
<th>Item</th>
<th>Item statement of SLA subscale</th>
<th>M</th>
<th>SD</th>
<th>Interpretation on teaching effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Assignments/ tests reflect classroom learning activities</td>
<td>3.68</td>
<td>.57</td>
<td>Very effective</td>
</tr>
<tr>
<td>20</td>
<td>Way of assessments reflect classroom learning activities</td>
<td>3.56</td>
<td>.52</td>
<td>Very effective</td>
</tr>
<tr>
<td>21</td>
<td>Assessments reflect content taught by teachers</td>
<td>3.52</td>
<td>.64</td>
<td>Very effective</td>
</tr>
<tr>
<td>22</td>
<td>Students are clear in the requirement of successfully completing an assessment task</td>
<td>3.47</td>
<td>.57</td>
<td>Very Effective</td>
</tr>
<tr>
<td>23</td>
<td>Assessments are announced in advance</td>
<td>3.36</td>
<td>.73</td>
<td>Very effective</td>
</tr>
</tbody>
</table>

(continued)
According to the mean score of each item of this subscale, every item received a positive score, and all of them were interpreted as very effective in terms of students’ perceptions on teaching effectiveness of students’ learning assessment.

In an overall look, the mean score of the SLA subscale was 3.48, which was interpreted as very effective. In other words, students, on average, strongly agreed that the assessment practice of high school music class of ASB, GV campus, was very effective.

**Gender**

In the present study, male and female are the two variables for the gender category. The researcher thus separated the descriptive statistics findings of SPTEQ according to students’ gender. In the sample group of the current study, there were 42 male students and 39 female students. Table 13, displayed the mean, standard deviation, and interpretation according to the category of gender.
### Table 13

*Mean, Standard Deviation, and Interpretation of SPTEQ According to Gender*

<table>
<thead>
<tr>
<th>Item</th>
<th>SPTEQ item statement</th>
<th>Male</th>
<th></th>
<th></th>
<th>Female</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
<td>I</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>1</td>
<td>Teachers possess technical know-how of content (IS)</td>
<td>4.64</td>
<td>.49</td>
<td>Very</td>
<td>4.56</td>
<td>.50</td>
</tr>
<tr>
<td>2</td>
<td>Content is relevant to future (IS)</td>
<td>3.07</td>
<td>1.05</td>
<td>Somewhat</td>
<td>3.18</td>
<td>1.12</td>
</tr>
<tr>
<td>3</td>
<td>Teachers are prepared to teach every day (IS)</td>
<td>4.55</td>
<td>.59</td>
<td>Very</td>
<td>4.67</td>
<td>.48</td>
</tr>
<tr>
<td>4</td>
<td>Tests reflect material taught in class (IS)</td>
<td>4.21</td>
<td>.87</td>
<td>Very</td>
<td>4.31</td>
<td>.80</td>
</tr>
<tr>
<td>5</td>
<td>Adequate time for taking notes (IS)</td>
<td>4.36</td>
<td>.62</td>
<td>Very</td>
<td>4.23</td>
<td>.67</td>
</tr>
<tr>
<td>6</td>
<td>Students make class Presentation (IS)</td>
<td>4.05</td>
<td>1.04</td>
<td>Effective</td>
<td>3.85</td>
<td>1.01</td>
</tr>
<tr>
<td>7</td>
<td>Students enjoy tasks that require mental effort (IS)</td>
<td>4.00</td>
<td>.99</td>
<td>Effective</td>
<td>3.67</td>
<td>.81</td>
</tr>
<tr>
<td>8</td>
<td>Students use hands-on materials or objects (IS)</td>
<td>4.40</td>
<td>.63</td>
<td>Very</td>
<td>4.03</td>
<td>.78</td>
</tr>
<tr>
<td>9</td>
<td>Good relationships exist between students and teachers (STR)</td>
<td>4.64</td>
<td>.49</td>
<td>Very</td>
<td>4.67</td>
<td>.48</td>
</tr>
<tr>
<td>10</td>
<td>Teachers care about students’ feeling (STR)</td>
<td>4.48</td>
<td>.67</td>
<td>Very</td>
<td>4.59</td>
<td>.50</td>
</tr>
<tr>
<td>11</td>
<td>Teachers treat students politely (STR)</td>
<td>4.60</td>
<td>.54</td>
<td>Very</td>
<td>4.69</td>
<td>.57</td>
</tr>
<tr>
<td>12</td>
<td>Students work hard to please their teachers so they will be liked (STR)</td>
<td>4.00</td>
<td>.99</td>
<td>Effective</td>
<td>3.95</td>
<td>.83</td>
</tr>
<tr>
<td>Item</td>
<td>Statement</td>
<td>Male $M$</td>
<td>SD</td>
<td>Female $M$</td>
<td>SD</td>
<td>Effectiveness</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>---------</td>
<td>----</td>
<td>------------</td>
<td>----</td>
<td>---------------</td>
</tr>
<tr>
<td>14</td>
<td>Friendly teachers (STR)</td>
<td>4.64</td>
<td>.62</td>
<td>Very effective</td>
<td>4.74</td>
<td>.50</td>
</tr>
<tr>
<td>15</td>
<td>Teachers and students get along well in class (STR)</td>
<td>4.62</td>
<td>.49</td>
<td>Very effective</td>
<td>4.49</td>
<td>.68</td>
</tr>
<tr>
<td>16</td>
<td>Students trust their teachers (STR)</td>
<td>4.62</td>
<td>.54</td>
<td>Very effective</td>
<td>4.44</td>
<td>.75</td>
</tr>
<tr>
<td>17</td>
<td>Students do not enjoy working with their teachers (STR)</td>
<td>1.71</td>
<td>1.09</td>
<td>Very effective</td>
<td>1.92</td>
<td>1.20</td>
</tr>
<tr>
<td>18</td>
<td>Students discuss with teachers ways to improve (STR)</td>
<td>4.36</td>
<td>.91</td>
<td>Very effective</td>
<td>4.10</td>
<td>.85</td>
</tr>
<tr>
<td>19</td>
<td>Assignments/tests reflect classroom learning activities (SLA)</td>
<td>3.69</td>
<td>.47</td>
<td>Very effective</td>
<td>3.67</td>
<td>.66</td>
</tr>
<tr>
<td>20</td>
<td>Way of assessments reflect classroom learning activities (SLA)</td>
<td>3.55</td>
<td>.50</td>
<td>Very effective</td>
<td>3.56</td>
<td>.55</td>
</tr>
<tr>
<td>21</td>
<td>Assessments reflect content taught by teachers (SLA)</td>
<td>3.45</td>
<td>.71</td>
<td>Very effective</td>
<td>3.59</td>
<td>.55</td>
</tr>
<tr>
<td>22</td>
<td>Students are clear in the requirement of successfully completing an assessment task (SLA)</td>
<td>3.45</td>
<td>.63</td>
<td>Very effective</td>
<td>3.49</td>
<td>.51</td>
</tr>
<tr>
<td>23</td>
<td>Assessments are announced in advance (SLA)</td>
<td>3.40</td>
<td>.63</td>
<td>Very effective</td>
<td>3.31</td>
<td>.83</td>
</tr>
</tbody>
</table>

(continued)
Based on the data collected from 26 items of SPTEQ, the mean score of male students was 4.29, and was 4.25 for female students, which were both interpreted as very effective. In addition, out of 26 items of SPTEQ, only three items (Item 9, Item 17 & Item 18) were interpreted differently between male and female students’ perceptions of teaching effectiveness.

In an overall look, the mean score of male \((M = 4.29)\) and female \((M = 4.25)\) students were both interpreted as very effective. In other words, students, both male and female, on average, agreed that teaching practice of high school music class of ASB, GV campus, under the three dimensions, IS, STR, and SLA on average, were very effective.

### Years of Enrollment

For the category of years of enrollment in the present study, students were divided into three groups, one year, two years, and more than two years, which included year number three and four. The reason of this division was due to the low sample size of both year three and four students. Through the combination of years three and four students, sample numbers

<table>
<thead>
<tr>
<th>Item</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
<th>M</th>
<th>SD</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Students are clear in teachers’ demand in assessment tasks (SLA)</td>
<td>3.60</td>
<td>.67</td>
<td>Very effective</td>
<td>3.64</td>
<td>.54</td>
<td>Very effective</td>
</tr>
<tr>
<td>25 Chance for each student at completing assessment tasks are equal (SLA)</td>
<td>3.45</td>
<td>.71</td>
<td>Very effective</td>
<td>3.59</td>
<td>.64</td>
<td>Very effective</td>
</tr>
<tr>
<td>26 Students complete assessment tasks at their own speed (SLA)</td>
<td>3.26</td>
<td>.80</td>
<td>Very effective</td>
<td>3.33</td>
<td>.70</td>
<td>Very effective</td>
</tr>
<tr>
<td>27 Assessment tasks suit the ability of students (SLA)</td>
<td>3.26</td>
<td>.83</td>
<td>Very effective</td>
<td>3.33</td>
<td>.84</td>
<td>Very effective</td>
</tr>
<tr>
<td><strong>SPTEQ overall</strong></td>
<td>4.29</td>
<td>.71</td>
<td>Very effective</td>
<td>4.25</td>
<td>.71</td>
<td>Very effective</td>
</tr>
</tbody>
</table>

*Note. I stands for interpretation.*
were ensured to make more reliable comparisons. In the sample group of the current study, there were 41 students who enrolled high school music class for their first year, 29 students enrolled for their second year, and 11 students enrolled more than two years. The mean, standard deviation, and interpretation of SPTEQ according to students’ years of enrollment are displayed in Table 14.

Table 14

Mean, Standard Deviation, and Interpretation of SPTEQ According to Years of Enrollment

<table>
<thead>
<tr>
<th>Item</th>
<th>SPTEQ item statement</th>
<th>First year</th>
<th>Second years</th>
<th>More than two years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>1</td>
<td>Teachers possess technical know-how of content (IS)</td>
<td>4.66</td>
<td>.48</td>
<td>VE</td>
</tr>
<tr>
<td>2</td>
<td>Content is relevant to future (IS)</td>
<td>3.15</td>
<td>1.26</td>
<td>SE</td>
</tr>
<tr>
<td>3</td>
<td>Teachers are prepared to teach every day (IS)</td>
<td>4.54</td>
<td>.60</td>
<td>VE</td>
</tr>
<tr>
<td>4</td>
<td>Tests reflect material taught in class (IS)</td>
<td>4.10</td>
<td>1.02</td>
<td>E</td>
</tr>
<tr>
<td>6</td>
<td>Adequate time for taking notes (IS)</td>
<td>4.22</td>
<td>.65</td>
<td>VE</td>
</tr>
<tr>
<td>7</td>
<td>Students make class Presentation (IS)</td>
<td>3.93</td>
<td>1.03</td>
<td>E</td>
</tr>
<tr>
<td>8</td>
<td>Students enjoy tasks that require mental effort (IS)</td>
<td>3.95</td>
<td>1.00</td>
<td>E</td>
</tr>
<tr>
<td>9</td>
<td>Students use hands-on materials or objects (IS)</td>
<td>4.24</td>
<td>.66</td>
<td>VE</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th>Item</th>
<th>SPTEQ item statement</th>
<th>First year</th>
<th>Second years</th>
<th>More than two years</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Good relationships exist between students and teachers (STR)</td>
<td>4.68 .47 VE 4.62 .49 VE 4.64 .50 VE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Teachers care about students’ feeling (STR)</td>
<td>4.51 .64 VE 4.59 .50 VE 4.45 .69 VE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Teachers treat students politely (STR)</td>
<td>4.63 .58 VE 4.62 .56 VE 4.73 .47 VE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Students work hard to please their teachers so they will be liked (STR)</td>
<td>3.88 .90 E 4.17 .89 E 3.82 .98 E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Friendly teachers (STR)</td>
<td>4.68 .61 VE 4.69 .54 VE 4.73 .47 VE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Teachers and students get along well in class (STR)</td>
<td>4.51 .64 VE 4.62 .56 VE 4.55 .52 VE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Students trust their teachers (STR)</td>
<td>4.59 .55 VE 4.41 .82 VE 4.64 .50 VE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Students do not enjoy working with their teachers (STR)</td>
<td>1.88 1.14 E 1.86 1.30 E 1.45 .52 VE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Students discuss with teachers ways to improve (STR)</td>
<td>4.34 .88 VE 4.10 .94 E 4.18 .75 E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Assignments/ tests reflect classroom learning activities (SLA)</td>
<td>3.59 .67 VE 3.76 .44 VE 3.82 .41 VE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Way of assessments reflect classroom learning activities (SLA)</td>
<td>3.49 .51 VE 3.55 .57 VE 3.82 .41 VE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Assessments reflect content taught by teachers (SLA)</td>
<td>3.41 .63 VE 3.52 .69 VE 3.91 .30 VE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Mean</th>
<th>SE</th>
<th>VE</th>
<th>Mean</th>
<th>SE</th>
<th>VE</th>
<th>Mean</th>
<th>SE</th>
<th>VE</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Students are clear in the requirement of successfully completing an assessment task (SLA)</td>
<td>3.37</td>
<td>.58</td>
<td>VE</td>
<td>3.55</td>
<td>.57</td>
<td>VE</td>
<td>3.64</td>
<td>.51</td>
<td>VE</td>
</tr>
<tr>
<td>23</td>
<td>Assessments are announced in advance (SLA)</td>
<td>3.27</td>
<td>.84</td>
<td>VE</td>
<td>3.45</td>
<td>.57</td>
<td>VE</td>
<td>3.45</td>
<td>.69</td>
<td>VE</td>
</tr>
<tr>
<td>24</td>
<td>Students are clear in teachers’ demand in assessment tasks (SLA)</td>
<td>3.56</td>
<td>.59</td>
<td>VE</td>
<td>3.72</td>
<td>.45</td>
<td>VE</td>
<td>3.55</td>
<td>.93</td>
<td>VE</td>
</tr>
<tr>
<td>25</td>
<td>Chance for each student at completing assessment tasks are equal (SLA)</td>
<td>3.44</td>
<td>.74</td>
<td>VE</td>
<td>3.55</td>
<td>.63</td>
<td>VE</td>
<td>3.73</td>
<td>.47</td>
<td>VE</td>
</tr>
<tr>
<td>26</td>
<td>Students complete assessment tasks at their own speed (SLA)</td>
<td>3.12</td>
<td>.84</td>
<td>E</td>
<td>3.55</td>
<td>.57</td>
<td>VE</td>
<td>3.27</td>
<td>.65</td>
<td>VE</td>
</tr>
<tr>
<td>27</td>
<td>Assessment tasks suit the ability of students (SLA)</td>
<td>3.15</td>
<td>.88</td>
<td>E</td>
<td>3.48</td>
<td>.74</td>
<td>VE</td>
<td>3.36</td>
<td>.81</td>
<td>VE</td>
</tr>
<tr>
<td></td>
<td>SPTEQ overall</td>
<td>4.26</td>
<td>.75</td>
<td>VE</td>
<td>4.33</td>
<td>.65</td>
<td>VE</td>
<td>4.39</td>
<td>.62</td>
<td>VE</td>
</tr>
</tbody>
</table>

*Note. I stands for Interpretation, VE stands for very effective, SE stands for somewhat effective, and E stands for effective.*

Based on the data collected from 26 items of SPTEQ, the mean score of students’ perceptions on teaching effectiveness for those who enrolled one year was 4.26, was 4.33 for students who enrolled two years, and was 4.39 for students who enrolled more than two years. The mean score for all three groups of students were interpreted as very effective.

In an overall look, the mean score of students’ perceptions for the three groups under the category of years of enrollment were 4.26, 4.33, and 4.39, respectively, and were all interpreted as very effective. In other words, students, for the three groups of years of enrollment, on average, agreed that teaching practice of high school music class of ASB, GV campus, under the three dimensions, IS, STR, and SLA, on average, were very effective.
Music Instrument Played

For the category of music instrument played, students were divided into three groups, string, percussion, and vocal. String instruments refer to guitars and electric bass, and percussion instruments refer to drum, piano and keyboard. The reason of combining students into different instrument families due also to the low sample numbers of participating students. Through combining students into groups for the category of music instrument played, sample numbers in each group were ensured to be sufficient to make reliable comparisons. However, the group of vocal has only two samples, which was too low to be put to make reliable comparisons. Therefore, two vocal samples were not included in the inferential statistics process. In the sample group of the current study, 61 students learned to play a string instrument, 18 students learned to play a percussion instrument, and two students learned to sing. In Table 15, mean, standard deviation, and interpretation of SPTEQ was displayed separately according to students’ music instrument played.

Table 15
Mean, Standard Deviation, and Interpretation of SPTEQ According to Music Instrument Played

<table>
<thead>
<tr>
<th>Item</th>
<th>SPTEQ item statement</th>
<th>String M</th>
<th>SD</th>
<th>I</th>
<th>Percussion M</th>
<th>SD</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers possess technical know-how of content (IS)</td>
<td>4.57 .50</td>
<td>Very effective</td>
<td>4.67 .49</td>
<td>Very effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Content is relevant to future (IS)</td>
<td>3.20 1.03</td>
<td>Somewhat effective</td>
<td>3.00 1.24</td>
<td>Somewhat effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teachers are prepared to teach every day (IS)</td>
<td>4.59 .53</td>
<td>Very effective</td>
<td>4.67 .59</td>
<td>Very effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(continued)</td>
<td></td>
<td>(continued)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tests reflect material</td>
<td>4.21 .90</td>
<td>Very effective</td>
<td>4.39 .61</td>
<td>Very effective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Item Statement</td>
<td>SPTEQ</td>
<td>I</td>
<td>M</td>
<td>SD</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>-------</td>
<td>---</td>
<td>---</td>
<td>----</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>Adequate time for taking notes (IS)</td>
<td>effective</td>
<td>Very</td>
<td>4.30</td>
<td>.64</td>
<td>Very</td>
<td>4.28</td>
</tr>
<tr>
<td>7</td>
<td>Students make class Presentation (IS)</td>
<td>Effective</td>
<td>3.85</td>
<td>1.03</td>
<td>Effective</td>
<td>4.22</td>
<td>1.00</td>
</tr>
<tr>
<td>8</td>
<td>Students enjoy tasks that require mental effort (IS)</td>
<td>Effective</td>
<td>3.85</td>
<td>.87</td>
<td>Effective</td>
<td>3.83</td>
<td>1.10</td>
</tr>
<tr>
<td>9</td>
<td>Students use hands-on materials or objects (IS)</td>
<td>Effective</td>
<td>4.13</td>
<td>.76</td>
<td>Very effective</td>
<td>4.50</td>
<td>.51</td>
</tr>
<tr>
<td>10</td>
<td>Good relationships exist between students and teachers (STR)</td>
<td>Very effective</td>
<td>4.67</td>
<td>.47</td>
<td>Very effective</td>
<td>4.61</td>
<td>.50</td>
</tr>
<tr>
<td>11</td>
<td>Teachers care about students’ feeling (STR)</td>
<td>Very effective</td>
<td>4.57</td>
<td>.56</td>
<td>Very effective</td>
<td>4.39</td>
<td>.70</td>
</tr>
<tr>
<td>12</td>
<td>Teachers treat students politely (STR)</td>
<td>Very effective</td>
<td>4.66</td>
<td>.54</td>
<td>Very effective</td>
<td>4.56</td>
<td>.62</td>
</tr>
<tr>
<td>13</td>
<td>Students work hard to please their teachers so they will be liked (STR)</td>
<td>Effective</td>
<td>3.97</td>
<td>.89</td>
<td>Effective</td>
<td>3.94</td>
<td>1.00</td>
</tr>
<tr>
<td>14</td>
<td>Friendly teachers (STR)</td>
<td>Very effective</td>
<td>4.67</td>
<td>.60</td>
<td>Very effective</td>
<td>4.72</td>
<td>.46</td>
</tr>
<tr>
<td>15</td>
<td>Teachers and students get along well in class (STR)</td>
<td>Very effective</td>
<td>4.57</td>
<td>.62</td>
<td>Very effective</td>
<td>4.50</td>
<td>.51</td>
</tr>
<tr>
<td>16</td>
<td>Students trust their teachers (STR)</td>
<td>Very effective</td>
<td>4.49</td>
<td>.70</td>
<td>Very effective</td>
<td>4.67</td>
<td>.49</td>
</tr>
<tr>
<td>17</td>
<td>Students do not enjoy working with their teachers (STR)</td>
<td>Effective</td>
<td>1.93</td>
<td>1.25</td>
<td>Effective</td>
<td>1.50</td>
<td>.62</td>
</tr>
</tbody>
</table>

(continued)
<table>
<thead>
<tr>
<th></th>
<th>ways to improve (STR)</th>
<th></th>
<th></th>
<th></th>
<th>effective</th>
<th>effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Assignments/ tests reflect classroom learning activities (SLA)</td>
<td>3.67</td>
<td>.60</td>
<td>Very</td>
<td>3.72</td>
<td>.46</td>
</tr>
<tr>
<td>20</td>
<td>Way of assessments reflect classroom learning activities (SLA)</td>
<td>3.51</td>
<td>.54</td>
<td>Very</td>
<td>3.72</td>
<td>.46</td>
</tr>
<tr>
<td>21</td>
<td>Assessments reflect content taught by teachers (SLA)</td>
<td>3.46</td>
<td>.67</td>
<td>Very</td>
<td>3.72</td>
<td>.46</td>
</tr>
<tr>
<td>22</td>
<td>Students are clear in the requirement of successfully completing an assessment task (SLA)</td>
<td>3.44</td>
<td>.59</td>
<td>Very</td>
<td>3.50</td>
<td>.51</td>
</tr>
<tr>
<td>23</td>
<td>Assessments are announced in advance (SLA)</td>
<td>3.30</td>
<td>.78</td>
<td>Very</td>
<td>3.56</td>
<td>.51</td>
</tr>
<tr>
<td>24</td>
<td>Students are clear in teachers’ demand in assessment tasks (SLA)</td>
<td>3.52</td>
<td>.65</td>
<td>Very</td>
<td>3.89</td>
<td>.32</td>
</tr>
<tr>
<td>25</td>
<td>Chance for each student at completing assessment tasks are equal (SLA)</td>
<td>3.52</td>
<td>.67</td>
<td>Very</td>
<td>3.50</td>
<td>.71</td>
</tr>
<tr>
<td>26</td>
<td>Students complete assessment tasks at their own speed (SLA)</td>
<td>3.31</td>
<td>.77</td>
<td>Very</td>
<td>3.28</td>
<td>.70</td>
</tr>
<tr>
<td>27</td>
<td>Assessment tasks suit the ability of students (SLA)</td>
<td>3.34</td>
<td>.77</td>
<td>Very</td>
<td>3.17</td>
<td>1.04</td>
</tr>
<tr>
<td>SPTEQ overall</td>
<td>4.25</td>
<td>.73</td>
<td>Very</td>
<td>4.39</td>
<td>.65</td>
<td>Very</td>
</tr>
</tbody>
</table>

*Note. I stands for Interpretation.*

Based on the data collected from 26 items of SPTEQ, the mean score of students’ perceptions on teaching effectiveness for string instrument learners was 4.25, and was 4.39 for percussion instrument learners, which were both interpreted as very effective. In addition,
out of 26 items of SPTEQ, only four items (Item 7, Item 9, Item 17 and Item 18) were interpreted differently between students’ perceptions on teaching effectiveness according to music instrument played.

In an overall look, the mean score of both groups of students who learned to play string instrument and percussion instruments were large, and were both interpreted as very effective. In other words, students, for string instrument learner, and percussion instrument learner, on average, agreed that teaching effectiveness of high school music class of ASB, GV campus, under the three dimensions, IS, STR, and SLA, on average, were very effective.

**Research Objective 2**

Research Objective 2 was to determine if there was a significant difference in Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus according to their gender.

In order to address Research Objective 2, a two-tailed independent samples \( t \)-test was applied to make comparisons between male and female students. The result of the inferential statistics for the gender category was displayed in Table 16.

**Table 16**

*Result of the Independent Samples \( t \)-Test of Students’ Perceptions on Teaching Effectiveness According to Gender*

<table>
<thead>
<tr>
<th>Gender</th>
<th>( N )</th>
<th>( M )</th>
<th>( SD )</th>
<th>( t )</th>
<th>( df )</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>42</td>
<td>108.64</td>
<td>7.68</td>
<td></td>
<td>79</td>
<td>.77</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>107.23</td>
<td>8.79</td>
<td></td>
<td></td>
<td>.44</td>
</tr>
</tbody>
</table>

Table 16 shows the analysis results from a two-tailed independent samples \( t \)-test of the difference in students’ perceptions on teaching effectiveness according to gender. The analysis of data revealed no significant difference between male (\( M = 108.64, SD = 7.68 \)) and
female ($M = 107.23, SD = 8.79$) students’ perceptions of teaching effectiveness, $t(79) = .77, p = .44$.

**Research Objective 3**

Research Objective 3 was to determine if there was a significant difference in Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus according to their years of enrollment.

In order to address the Research Objective 3, a one-way ANOVA test was applied to make comparisons among students who enrolled music class for one year, two years, and more than two years. The result of the inferential statistics for the years of enrollment category was displayed in Table 17.

<table>
<thead>
<tr>
<th>Group categories</th>
<th>$M$</th>
<th>$SD$</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year</td>
<td>4.26</td>
<td>.75</td>
<td>Very effective</td>
</tr>
<tr>
<td>Two years</td>
<td>4.33</td>
<td>.65</td>
<td>Very effective</td>
</tr>
<tr>
<td>More than two years</td>
<td>4.39</td>
<td>.62</td>
<td>Very effective</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4.33</td>
<td>.67</td>
<td>Very effective</td>
</tr>
</tbody>
</table>

*Note. There was no significant difference between the groups, $F(2, 78) = .86, p = .43$. A one-way analysis of variance showed that there was no significant difference of students’ perceptions on teaching effectiveness of high school music class of ASB, GV campus, according to their years of enrollment, $F(2, 78) = .86, p = .43$. 

**Research Objective 4**
Research Objective 4 was to determine if there was a significant difference in Grades 9-12 students’ perceptions of teaching effectiveness in music class at the American School of Bangkok, Green Valley campus according to their music instrument played.

In order to address Research Objective 4, a two-tailed independent samples t-test was applied to make comparisons among students who played string instruments and percussion instruments. The result of the inferential statistics for the category of music instrument played was displayed in Table 18.

Table 18

<table>
<thead>
<tr>
<th>Music instrument played</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>String instruments</td>
<td>61</td>
<td>107.28</td>
<td>8.22</td>
<td>-1.25</td>
<td>77</td>
<td>.22</td>
</tr>
<tr>
<td>Percussion instruments</td>
<td>18</td>
<td>110.06</td>
<td>8.48</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 18 shows the analysis results from a two-tailed independent samples t-test of the difference in students’ perceptions on teaching effectiveness according to music instrument played. The analysis of data revealed no significant difference in perceptions on teaching effectiveness between students playing string instruments \( (M = 107.28, SD = 8.22) \) and percussion instruments \( (M = 110.06, SD = 8.48) \), \( t(77) = -1.25, p = .22 \).

Summary of Chapter IV

Through the implementation of the SPTEQ, it was found that Grades 9-12 students, regardless of their demographic differences, perceived their high school music teachers’ teaching effectiveness as very effective. In addition, the inferential statistics methods applied
to the data revealed that there was no significant difference among students’ perceptions of teacher effectiveness, regardless of their demographic information. The next chapter will be focusing on the conclusion, discussion, and recommendations based on these research findings.
CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

In the previous chapter, the findings of the current study about Grades 9-12 students’ perceptions on teaching effectiveness in music class at ASB, GV campus, according to gender, years of enrollment, and music instrument played, were reported. This chapter will present the summary of the current research, including summary of the study, summary of the findings, conclusions, discussion, and recommendations for related educational stakeholders.

Summary of the Study

The current study was designed to determine if there was a significant difference among Grades 9-12 students’ perceptions on teaching effectiveness in music class of ASB, GV campus, according to gender, years of enrollment, and music instrument played.

The study was conducted with 81 Grades 9-12 students of high school music class of ASB, GV campus, in the academic year 2016-2017. A quantitative survey questionnaire SPTEQ was delivered to students to identify their perceptions on three categories of teaching effectiveness, instructional strategies, student-teacher relationship, and students’ learning assessment. The data collected from the SPTEQ were divided into groups according to their gender, years of enrollment, and music instrument played, and compared through inferential statistics methods, such as the independent samples t-test and the one-way ANOVA test, to determine if there was a significant difference among Grades 9-12 students’ perceptions on teaching effectiveness of music class. The SPTEQ was delivered and collected in April 2017, during the second semester of the academic year 2016-2017.
Summary of the Findings

This section describes the findings obtained from the data collection and analysis. Findings are organized by research objective.

Research Objective 1

Regarding to this research objective, the following findings were obtained.

- Students, on average, agreed that teaching practice of high school music class under the category of instructional strategies as effective.

- Students, on average, agreed that teaching practice of high school music class under the category of student-teacher relationship as very effective.

- Students, on average, agreed that teaching practice of high school music class under the category of students’ learning assessment as very effective.

According to the students’ demographic information, the following findings were also obtained.

- Students, for both male and females, agreed that teaching practice of high school music class of ASB, GV campus, under the three dimensions of teaching effectiveness, IS, STR, and SLA, with an overall look, was very effective.

- Students, who enrolled high school music class for one year, two years, and more than two years, agreed that teaching practice of high school music class of ASB, GV campus, under the three dimensions of teaching effectiveness, IS, STR, and SLA, with an overall look, was very effective.

- Students, who learned to play an string instrument or a percussion instrument, agreed that teaching practice of high school music class of ASB, GV campus, under the three dimensions of teaching effectiveness, IS, STR, and SLA, with an overall look, was very effective.
Research Objective 2

Regarding to this research objective, it was found that, through the comparison of the two-tailed independent samples $t$-test, there was no significant difference in Grades 9-12 students’ perceptions on teaching effectiveness in music class at ASB, GV campus, according to their gender.

Research Objective 3

Regarding to this research objective, it was found that, through the comparison of the one-way ANOVA test, there was no significant difference in Grades 9-12 students’ perceptions on teaching effectiveness in music class at ASB, GV campus, according to their years of enrollment.

Research Objective 4

Regarding to this research objective, it was found that, through the comparison of the two-tailed independent samples $t$-test, there was no significant difference in Grades 9-12 students’ perceptions on teaching effectiveness in music class at ASB, GV campus, according to their music instrument played.

Conclusions

According to the findings, the following conclusions were drawn.

Research Objective 1

The finding from Research Objective 1 revealed that the overall Grades 9-12 students’ perceptions on teaching effectiveness of music class at ASB, GV campus, were interpreted as effective for the instructional strategies dimension, as very effective for the student-teacher relationship dimension, and as very effective for the students’ learning assessment dimension. This finding suggests that Grades 9-12 students, on average, seem to perceive that:
1. the instructional strategies in music class at ASB, GV campus, was implemented effectively;
2. the student-teacher relationship in music class at ASB, GV camps, was fostered very effectively; and
3. the assessment tasks of students’ learning progress in music class was conducted very effectively.

Research Objective 2

The finding from Research Objective 2 revealed that there was no significant difference between Grades 9-12 male and female students’ perceptions on teaching effectiveness in music class of ASB, GV campus. The result suggests that regardless of gender difference, students perceived teaching practice similarly, as very effective, under the three dimensions of teaching effectiveness, IS, STR, and SLA. In other words, teaching practice in high school music class at ASB, GV campus, was conducted effectively regardless of gender differences.

Research Objective 3

The finding from Research Objective 3 revealed that there was no significant difference among Grades 9-12 students’ perceptions on teaching effectiveness in music class of ASB, GV campus, according to their years of enrollment. The result suggests that regardless of enrolling for one year, two years, or more than two years in high school music class of ASB, GV campus, students perceived teaching practice similarly under the three dimensions of teaching effectiveness, IS, STR, and SLA. In other words, the student-teacher relationship of high school music class at ASB, GV campus, was fostered in a very effective way no matter if students enrolled the course for one, two, or more than two years.
Research Objective 4

The finding from Research Objective 4 revealed that there was no significant difference among Grades 9-12 students’ perceptions on teaching effectiveness in music class of ASB, GV campus, according to their music instrument played. The result suggests that regardless of playing a string instrument or a percussion instrument in high school music class of ASB, GV campus, students perceived teaching practice similarly under the three dimensions of teaching effectiveness, IS, STR, and SLA. In other words, teaching practice in high school music class was conducted very effectively for helping students to learn string and percussion instruments.

Summary of Conclusion

In an overall look, the findings of the current study suggest that Grades 9-12 students, on average, seem to perceive that the lessons in music class were effectively taught under these three dimensions of teaching effectiveness, IS, STR, and SLA. Hence, the result of the inferential statistics applied to compare students’ perceptions on teaching effectiveness, showed that there is no significant difference according to students’ gender, years of enrollment, and music instrument played. In other words, teachers of high school music class of ASB, GV campus, were teaching effectively regardless of students’ differences according to the three demographic categories, under the three dimensions of teaching effectiveness, IS, STR, and SLA.

The current research focused on determining whether there were significant differences among perceptions of different student groups, motivated by the researcher’s experience that some students studied in high school music class at ASB, GV campus, resulted in a low learning outcome. This study was then conducted in the purpose of finding out the possible reason of this poor learning result. Although the findings failed to reveal a significant difference among the three categories of students’ demographic information,
gender, years of enrollment, and music instrument played, these findings suggest that factors that caused students’ low learning outcome may not be due to the teaching effectiveness of teachers in high school music class at ASB, GV campus, especially under the three dimensions, instructional strategies, student-teacher relationship, and students’ learning assessment.

**Discussion**

The findings of the current study showed that Grades 9-12 students, on average, regardless of their demographic differences, perceived teaching practice in music class at ASB, GV campus, as effective in the three dimensions of teaching effectiveness, IS, STR, and SLA. Based on that, this section discusses about the relation between the findings of the current study and of the previous research studies.

**Gender**

Based on the SPTEQ findings and the inferential statistics applied to compare students’ perceptions according to gender, showed that there was no significant difference between the perceptions of male female students on teaching effectiveness of high school music class of ASB, GV campus. According to Sutcliff (2011), who conducted a study to examine secondary students’ perception of teacher quality, has found that there was no significant difference between male and female students in the dimension of instructional strategies and student-teacher relationship. The findings of Sutcliff (2011) aligned with the findings of the current study, suggested that male and female students perceived teaching practice similarly in the dimension of instructional strategies and student-teacher relationship.

The result of the current study seemed to contradict what Abeles (2009) has found, which male and female students, according to gender stereotype, perceived the practice of playing music differently by choosing different instruments to play. Green (1993), also stated
that students perceive music activities differently according to their gender. Male students tend to be more interested in participating music activities that are considered masculine, whereas female students may be more interested in participating music activities that are considered feminine.

However, the image of masculinity and femininity is changing through times (Gauntlett, 2002). Comparing to the society in the past, the representations of gender in the 21st century are more complex and less stereotyped. Hence, the media is a rapid changing tool that shape and represent the gender images (Scott, 2008). The changing of these factors of the present society can possibly influence students’ perceptions towards music activities to a level that, according to the current study, there is no significant difference of male and female students’ perceptions on teaching effectiveness of high school music class at ASB, GV.

On the other hand, Green (1999), stated that teacher’s preference of music can also influence students’ perceptions towards music activities. In general, students in school are seeking for meaning on what they do and learn, for music activities there are no exception. A music teacher has his influence on students in giving meaning to music learning, and this can be different according to the preference of the teacher. If a music teacher is passionate on playing a drum kit, then students will be influenced by his behaviors and attitudes. Students may also like drum kit, but on the other side, because of the lack of referencing to other music instruments, students’ interest on learning other instruments could not be fostered.

In the high school music class at ASB, GV, music teachers set up a learning environment that includes a variety of instruments such as keyboard, drum, different types of guitars, electric bass, and voice, which teachers teach with professional skills of instructions passionately. This environment fulfilled the different needs of students regardless of gender and thus, received a positive feedback that no matter male or female students, on average, perceived teaching effectiveness of high school music class as very effective.
Years of Enrollment

Based on the SPTEQ findings, students enrolled for one year, two years, and more than two years scored a similar mean score in the STR subscale, which, according to the interpretation, all three groups of students perceived teaching effectiveness under the STR subscale as very effective. The inferential statistics applied to compare the perceptions of these three student groups showed that there is no significant difference among students’ perceptions regardless of their years of enrollment.

On the other hand, according to the Random Acts of Kindness Foundation (2015), who stated that it takes time and commitment to build a classroom culture that teachers and students can trust each other. This statement might seem to contradict the findings of the current study, however, the period of building a trustful relationship may vary from one condition to another. According to the current study, students of high school music class at ASB, GV campus, perceived similarly that music teachers have taught very effectively in terms of fostering trustful student-teacher relationship regardless of students’ years of enrollment. This finding suggested that the period to foster a trustful student-teacher relationship in the learning environment of music class at ASB, GV campus, can be less than nine months.

Music Instrument Played

It is widely accepted that there are different skill sets and techniques to play different instruments (Krenz, 2006; Wessels & Moore, 2012). According to the teaching experience of the researcher as a music teacher, the skill sets and techniques are different in learning string and percussion instruments. Teachers need to deliver knowledge in specific ways that students could understand and apply certain techniques and skills on playing a string instrument or a percussion, so that through self-practice and ensemble rehearsing, one can learn to play an instrument on his own. Therefore, in order to teach multiple instruments,
teachers have to apply various instructional strategies to deliver knowledge appropriately to students.

Based on the inferential statistics applied to SPTEQ findings, there was no significant difference of students’ perceptions on teaching effectiveness whether they choose to play a percussion instrument or a string instrument. In addition, the SPTEQ finding also revealed that students in general perceived teaching practice of high school music class as effective for the IS subscale, and very effective for both STR, and SLA subscales.

Indicated by both results of the SPTEQ finding and the inferential statistics, Grades 9-12 students of music class of ASB, GV campus, agreed on the fact that teachers were teaching effectively in the classroom on these three dimensions of teaching effectiveness, no matter which instrument they were teaching. In other words, the way teachers deliver knowledge, techniques, and skills of playing and performing a string instrument or percussion instrument, interact with students, and conduct learning assessments were perceived by students as effective, regardless of which instrument they were teaching during the academic year 2016-2017.

Therefore, the non-significant difference of students’ perceptions on teaching effectiveness of high school music class of ASB, GV campus, according to music instrument played did not contradict with the fact that there are differences in learning various instruments, but indicated that teachers have to be capable to convey knowledge in ways that meets those needs of learning a different instrument. According to the teaching experience of the researcher, as long as a teacher is skillful and knowledgeable enough to fulfill those needs, students can perceive the teaching practice as an effective teaching, regardless the differences of playing and learning different instruments.
Recommendations

Based on the findings of the current study, there are some recommendations made for students, teachers, administrators, and for future researchers.

Recommendations for Students

This research study revealed that teaching practice of high school music class at ASB, GV campus, was effective regardless of students’ demographic differences. In other words, teachers were able to modify their teaching to meet the needs of students, no matter if they are male or female, enrolling for the first time or not, or choose to play string or percussion instrument. Therefore, students in order to have the best learning outcome from high school music class of ASB, GV campus, should consider how to reflect and react to the lesson taught, so the effective teaching can transform to one’s own skill and techniques of playing an instrument.

Recommendations for Teachers

Although teaching practice of high school music class at ASB, GV campus was perceived by students’ as effective in general, there were still students who resulted in low learning outcomes. Teachers therefore need to consider what was the possible cause of why the effective teaching was not transformed to students’ skill and technique of playing an instrument. Initiatives should be taken to help students, especially those who were not learning well, to better their capability of absorbing the delivered knowledge, and transforming the knowledge to their own skills.

Recommendations for Administrators

The research of the current study revealed that teachers were teaching effectively in the classroom of high school music class at ASB, GV campus, administrators could do support outside of classroom such as, helping and encouraging students that were struggling
in class to better their classroom learning strategies, or giving council to students prior selecting the course, so students can get to choose the suitable course to learn.

**Recommendations for Future Researchers**

The current study focused on students’ perceptions on three teaching effectiveness dimensions (instructional strategies, student-teacher relationship, and students’ learning assessment), according to gender, years of enrollment, and music instrument played. In order to find out the possible cause of students’ difference in learning outcome of high school music class at ASB, GV campus, and develop the curriculum so students’ can receive better education, there are few directions that future researchers can follow to investigate such as

- other dimensions of teaching effectiveness (e.g., organization of class work, holding high expectation towards students, and enthusiasm towards teaching career);
- other demographic information of students (e.g., interest level towards music learning, and family support condition); and
- perception of different stakeholders (e.g., administrators, teachers, parents).

On the other hand, based on the SPTEQ findings of students’ perceptions of teaching effectiveness and the result of one-way ANOVA test, the researcher suggested that the period to build up a student-teacher relationship in high school music class of ASB, GV campus, which can enhance students’ learning (Brand, 2009; Pianta et al., 2012), can be less than an academic year, in the current study, less than nine months. Therefore, in order to find out the period of building a trustful student-teacher relationship, future researcher may consider examining and collecting data of students’ perceptions in a shorter period of time.

According to Gibson (1988, as cited in Adolph & Kretch, 2015), learning occurs when someone actively participate the learning activities, the result of learning music in high school music of ASB, GV campus does not depend only on teachers, students play an
important role also. In order to help students to be more active in learning, teacher is the one who can guide them and support them the most in school, since teacher is the most influential factor besides students themselves in a school environment (Hattie, 2003). Therefore, it is the responsibility of a teacher to guide, train, and support students by all means so their discipline of moving forward along the path of learning can be built up, which prepare them to be competent in the society to fulfill their dreams and pursue their own happiness.
REFERENCES


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APPENDIX A

Students’ Perceptions of Teaching Effectiveness Questionnaire
The purpose of this questionnaire is to evaluate student perceptions of teachers’ effectiveness. This survey is completely anonymous – please do NOT put your name on this survey. Completion and return of the questionnaire implies that you agree to participate and your data may be used in this research.

This survey contains statements about activities that you have done in the classroom, your interactions with your teachers and how you were being assessed in your high school music classes of ASB, GV campus. The questionnaire is being divided up into three parts with eight items in the instructional strategies subscale, and nine items for both student-teacher relationship subscale, and students’ learning assessment subscale. You should answer each question according to your learning practice in the classroom. Thank you for your thoughtful responses. Please circle the best response for each question.

Demographical Information

What is your gender?  Female  Male

How many years you have enrolled in high school music class?

1 Year  2 Years  3 Years  4 Years

Which musical instrument you have been learning in the high school music class? (Circle only one instrument)

Guitar  Drum  Electric Bass  Piano/Keyboard  Vocal
Part I. 9 Items of Instructional Strategies

1. When a tough part of the content to be learned comes up, my teachers have the technical “know how” to help me learn in that class.  
   SD  D  U  A  SA

2. What I do in class has no relevance to what I’m going to be in the future.  
   SD  D  U  A  SA

3. My teachers come to class prepared to teach every day.  
   SD  D  U  A  SA

4. My tests reflect the material taught in class.  
   SD  D  U  A  SA

5. My teachers provide enough time to record class notes during instruction.  
   SD  D  U  A  SA

6. I often make class presentation  
   SD  D  U  A  SA

7. I enjoy completing a task that requires a lot of thinking and mental effort.  
   SD  D  U  A  SA

8. I often use hands-on materials or subjects  
   SD  D  U  A  SA
Part II. 9 Items of Teacher-Student Relationship

9. I have a good relationship with my teachers

10. My teachers care how I feel

11. My teachers treat me in a polite manner

12. I want to keep my teachers pleased with my work because I want them to like me

13. My teachers are friendly to me.

14. My teachers and I get along well together in class.

15. I trust my teachers.

16. My teachers are not the kind of people I enjoy working with.

17. I feel comfortable talking to my teachers about how I can improve in class.
Part III. 9 Items of Students’ learning assessment.

<table>
<thead>
<tr>
<th></th>
<th>Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. My assignments/ tests are about what I have done in class.</td>
<td>AN</td>
<td>S</td>
<td>O</td>
<td>AA</td>
</tr>
<tr>
<td>19. How I am assessed is like what I do in class.</td>
<td>AN</td>
<td>S</td>
<td>O</td>
<td>AA</td>
</tr>
<tr>
<td>20. I am assessed on what the teachers has taught me.</td>
<td>AN</td>
<td>S</td>
<td>O</td>
<td>AA</td>
</tr>
<tr>
<td>21. I know what is needed to successfully complete a music assessment task.</td>
<td>AN</td>
<td>S</td>
<td>O</td>
<td>AA</td>
</tr>
<tr>
<td>22. I am told in advance when I am being assessed.</td>
<td>AN</td>
<td>S</td>
<td>O</td>
<td>AA</td>
</tr>
<tr>
<td>23. I am clear about what my teachers want in my assessment tasks.</td>
<td>AN</td>
<td>S</td>
<td>O</td>
<td>AA</td>
</tr>
<tr>
<td>24. I have as much chance as any other student at completing assessment tasks.</td>
<td>AN</td>
<td>S</td>
<td>O</td>
<td>AA</td>
</tr>
<tr>
<td>25. I complete assessment tasks at my own speed.</td>
<td>AN</td>
<td>S</td>
<td>O</td>
<td>AA</td>
</tr>
<tr>
<td>26. I am given assessment tasks that suit my ability.</td>
<td>AN</td>
<td>S</td>
<td>O</td>
<td>AA</td>
</tr>
</tbody>
</table>
APPENDIX B

Expert Content Validation Form
**BIOGRAPHY**

Name: En-Chia, Yang (Sean)

Date of Birth: June 22, 1986

Nationality: Taiwan

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**Education Background**

Bachelor of Music, College of Music, Mahidol University, Nakhonpathom, Thailand

**Work Experience**

Music Teacher at American School of Bangkok, Green Valley campus since 2016