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 CAMPUS

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Abstract: The aims 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 at least 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 students, teachers, administrators and future researchers were provided.

Keywords: Teaching Effectiveness, Students’ Perceptions, American School of Bangkok, High School Music Class.

Introduction

Many researchers and educators have investigated the topic of teaching effectiveness in their unique professional fields, most of them agreeing that there are three important factors regarded to be beneficial in increasing students’ learning achievement: effective use of instructional strategies (IS), students-teacher relationship (STR), and students’ learning assessment (SLA) (e.g., Pianta, Hamre, & Allen, 2012; Sutcliff, 2011; Waldrip, Fisher, & Dorman, 2008). These three dimensions of teaching effectiveness are also taking an important part in the high school music class of the American School of Bangkok (ASB), Green Valley (GV) campus. Therefore, teaching effectiveness in the current study is defined as the degree to which teaching actions fulfill their desired

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