

Analysis of the Current Status and Progress of Research on the Teaching Competency of Music Teachers in Higher Education

Qiuyu Yi, Chamil Arkhasa Nikko Mazlan*

Faculty of Music and Performing Arts, Universiti Pendidikan Sultan Idris, Tanjung Malim, Perak, Malaysia.

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Corresponding author: Chamil Arkhasa Nikko Mazlan, Faculty of Music and Performing Arts, Universiti Pendidikan Sultan Idris, Tanjung Malim, Perak, Malaysia.

Abstract

The teaching competency of higher education music teachers is a crucial aspect of the professional growth of music educators. It plays an important role in the lifelong development and effective music teaching of higher education music teachers. At the same time, it is also an indispensable part of the development of music education. The main purpose of this research is to investigate and analyze the factors that affect the teaching competency of higher education music teachers and the relationships between them in the three dimensions of literature, documents, and teachers. Therefore, this research utilizes the iceberg model and the competency model as the theoretical framework. The literature analysis method was used to collect statistics and analyze 254 documents on research regarding the teaching competency of higher education music teachers from 2018 to 2023. Through text analysis, 19 documents related to the teaching competency of higher education music teachers in China from 2019 to 2023 were summarized and organized. Behavioral Event Interviewing (BEI) was used to investigate 21 Chinese music teachers from various types of higher education institutions. This paper conducts an investigation and analysis from an empirical perspective, examining both the objective dimension (literature) and the subjective dimension (teachers) to summarize the constituent elements of the teacher competence system, ensuring the scientific and effective nature of the research. The results show that the teaching competency of higher education music teachers includes six dimensions: personality, values, motives, professional knowledge, professional skills, and social ability.

Keywords

Higher Education, Music Teacher, Teaching Competency, Competency Model, Competency Factors

Introduction

In recent years, competency theory has begun to receive widespread attention in higher education, and educators and researchers have been interested in identifying and understanding the variables that contribute to teacher-teaching competency (Ibrahim, 2019; Hartini, 2018). The teaching competency of music teachers in higher education is crucial. Because it has a great impact on the quality of education, student development, high-quality talent training, and the professional identity and professional development of teachers in higher education (Pham, 2021; James Jacob, 2015). In many early studies, a common finding is that individual teachers' personality traits, subject knowledge, teaching skills, and

teaching attitudes all influence teachers' teaching competency (Sudargini, 2021; Prasertcharoensu, 2015).

In fact, some empirical studies in the United States, the United Kingdom, and Australia have shown that higher education music teachers' teaching motivation, teaching background, personal traits, and other factors have a strong correlation with teachers' teaching competency, effective teaching, and teaching quality (Ballová Mikušková, 2024; Singh, 2010). For example, Tigelaar (2004) proposed through empirical research that the influencing factors of the teacher competency model are the teacher's personal attitude and personality traits, subject knowledge, teaching skills, and attitudes (Tigelaar, 2004). Fauth (2019): Internal factors such as teachers' teaching motives, attitudes, and personal traits are the core factors that affect teachers' teaching competency (Fauth, 2019). Hammel (2021) showed in research that teachers' professional identity affects all aspects of their work, including how they teach (Hammel, 2021); Mojavezi and Tamiz (2012) proposed that teachers' teaching motivation and self-efficacy affect teachers' personal professional development (Mojavezi & Tamiz, 2012). Antera (2021) believes that teaching competency is a comprehensive personal characteristic that supports the knowledge, skills, and attitudes required to meet effective teaching performance in various teaching environments (Antera, 2021).

In China, research on competency began in the 1990s, while research on higher education began in the early 20th century (Xu, 2013). Research on the music subject in higher education has gradually begun since the policy "Opinions of the Ministry of Education on Effectively Strengthening Aesthetic Education in Colleges and Universities in the New Era" promulgated by the Ministry of Education of China in 2019 (Ministry of Education of China, 2019). Research on the competency of music teachers in higher education has not received attention; the factors affecting the competency of music teachers in higher education still need further research (Conway, 2020; Kobozeva, 2015). Therefore, research that helps investigate the factors that influence the teaching competency of higher education music teachers and the extent to which each factor affects teaching competence is becoming increasingly important (Kosholap, 2023; Conway, 2020).

1. Review of Literature

1.1 Competency

International research on "competency" can be traced back to the exploration of Taylor, the "father of scientific management", in 1920 (Li, 2022). In the 1870s, McClelland (a professor at Harvard University in the United States) pointed out the unreasonableness of abusing intelligence tests to judge personal abilities in his article "Testing for Competency Rather Than for Intelligence" (McClelland, 1973). It further explains that some personality, intelligence, values, and other factors that people subjectively believe can determine work performance do not show the expected effects in reality (McClelland, 1973). The publication of this article set off an upsurge in research on "competency" from all walks of life (Tushman, 1986).

With the introduction of the concept of "Competency", developed countries in Europe and the United States have launched a "competency movement" for a long time (McClelland, 1973) and applied it to education, psychology, management, and other fields (Sedyastuti, 2021). Since the 1980s, European and American countries have successively placed competency research on teachers (Spencer & Spencer, 1993). There have been a large number of benchmarks and milestones in research on teacher teaching competency and higher education teacher teaching student competency, but among them, Competency-Based Education (CBE) has the greatest influence and far-reaching significance" (Burnette, 2016). Internationally, "Competency" is gradually used to replace concepts such as literacy, skills, and abilities (Kowal, 2022).

1.2 Competency Model

Currently, the most representative competency models internationally are the "Iceberg Competency Model" proposed by McClelland (1973) and the "Onion Model" proposed by Byatzis (1981) (Melnikovas, 2018, 1981; McClelland, 1973). The essential content of the two is basically the same.

1.3 Review of literature on teaching competency of higher education music teachers

Set the search terms to "Competency", "Competence", "Music Teacher", "High Education", "Teaching Ability", "Competency Model" and conduct a literature search through authoritative journal collection websites such as Web of Science, Google Scholar, and Scope. A total of 992 articles were obtained. After preliminary judgment, duplicate documents caused by cross-inclusion in databases were screened. Then briefly browse and classify the title, abstract, and keywords of the article. After excluding irrelevant articles, 254 articles related to higher education music teachers' teaching competency, competency development, and higher education music teacher development were obtained. Finally, count the keywords and high-frequency words in the literature.

1.4 Documents review of research on teaching competency of higher education music teachers

Since the 21st century, in order to adapt to the needs of national development and economic transformation, the Chinese government relevant policies and management measures have been successively issued regarding the overall planning of education, the development direction of higher education, the selection and evaluation of higher education teacher talents, the comprehensive quality of higher education and various types of aesthetic education teachers at all levels, and the comprehensive quality of art teachers (Xu, 2013). Since the 1980s, China has promulgated a series of documents aimed at promoting the development of higher education, higher education art education, art teachers, and aesthetic education teachers.

In 2019, the article "China Education Modernization 2035" emphasized: "Build a high-quality higher education teacher team focusing on young and middle-aged teachers and innovative teams. Violently improve the teaching level of higher education teachers" (Ministry of Education of China, 2019). In the same year, "Opinions on Effectively Strengthening Aesthetic Education in Colleges and Universities in the New Era" was promulgated and pointed out "Comprehensively improve the teaching ability and quality of aesthetic education teachers" (Ministry of Education of China, 2019).

In 2020, "Guiding on Strengthening the Construction and Reform of the Higher Education Teacher Team in the New Era" was promulgated and pointed out: "It is necessary to build a development platform for higher education teachers and focus on improving the professional quality and competency of teachers" (Ministry of Education of China, 2020). In the same year, "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era" were issued and pointed out that "gradually improve the teaching model of "basic art knowledge and basic skills + art aesthetic experience + art special expertise" (Ministry of Education of China, 2020).

In 2021, the implementation plan (2021-2025) of the National Education Power Promotion Project during the "14th Five-Year Plan" period states: "Build a high-quality education system a comprehensive teaching team with strong teaching competency" (Ministry of Education of China, 2021). In 2022, according to the Chinese government's "14th Five-Year Plan" long-term plan and the "2035" long-term goal outline, high-quality and high-level development of art disciplines will be promoted (Ministry of Education of China, 2022). Led by 19 art-related higher education institutions, 265 national-level undergraduate courses in the "Arts" series have been launched, such as vocal music and singing art, easy piano learning, etc. (Ministry of Education of China, 2022).

1.5 Review of interview data for research on teaching competency of higher education music teachers

A preliminary competency model was obtained through data analysis and policy analysis. Then conduct interviews with higher education music teachers through critical incident interviews. In order to ensure the persuasiveness and representativeness of the sample, the researchers divided some restrictions, such as type of work unit, sample identity, etc. The research method used at this stage is called the critical incident method. This method was developed in 1954 by American scholars John and Bens after many practical verifications. It is a method to measure employees' abilities based on their multiple main work performances (Xiao, 2021; Becerik-Gerber, 2010).

2. Conclusion

This study started from three dimensions: literature, relevant documents issued by the Ministry of Education of China, and music teachers, to investigate and analyze the factors that affect the teaching competency of higher education music teachers and the relationships between them. Based on the iceberg model and onion model, the data from three dimensions were organized, and finally 6 dimensions (personal traits, personal values, personal motivation, professional knowledge, professional skills, social abilities) and 43 influencing factors (confidence, patience, work motivation, musical expertise, etc.).

During the research process, it was found that: 1. Most of the theoretical research on the development of music teachers in Chinese universities is the introduction and interpretation of foreign experience. Related policies and guidelines did not appear until recent years, so how to carry out localization penetration is the research focus. Second, due to the late start of higher education music education in China, the evaluation system for music teachers' teaching competency is incomplete, and the evaluation standards are too subjective and focus on stage practice. Light theoretical research. Fourth, the research objects are concentrated on primary and secondary school music teachers. The research on the competency of higher education music teachers has not received enough attention. The factors that affect the teaching competency of higher education music teachers still need further research.

In general, research on the teaching competency of higher education music teachers should attract attention because teaching competency is the core of music educators' teaching quality, and having high-quality teachers will greatly affect

students' performance and performance when teaching. Achievement (Plotnek, & Slay, 2021). Teachers can achieve course goals and achieve their teaching goals (Firman, 2020). In fact, higher education is the cradle of cultivating talents from all walks of life and selecting professional talents (Pohl, 2021). The requirements and standards for higher education teachers will be more stringent than those of K12 (Seligman, 2023). Therefore, understanding educators and their personal traits, values, motivations, professional knowledge, professional skills, and social abilities is crucial to understanding educational procedures (Varghese et al., 2020).

3. Implications and Suggestions for Further Research

Most researchers on music education mainly focus on the external factors that affect teachers' teaching competency but ignore the research on internal factors. Continuously improving the teaching competency of college music teachers is the core content of the personal development of higher education music teachers. It is also the fundamental guarantee for improving the quality of music teaching in higher music education.

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