

**THE IMPORTANT FACTORS INFLUENCING
MUSIC TEACHER FOR SELF-DEVELOPING IN
THAILAND'S PRIVATE MUSIC SCHOOLS**



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entitled
**IMPORTANT FACTORS INFLUENCING
MUSIC TEACHER FOR SELF-DEVELOPING IN
THAILAND'S PRIVATE MUSIC SCHOOL**

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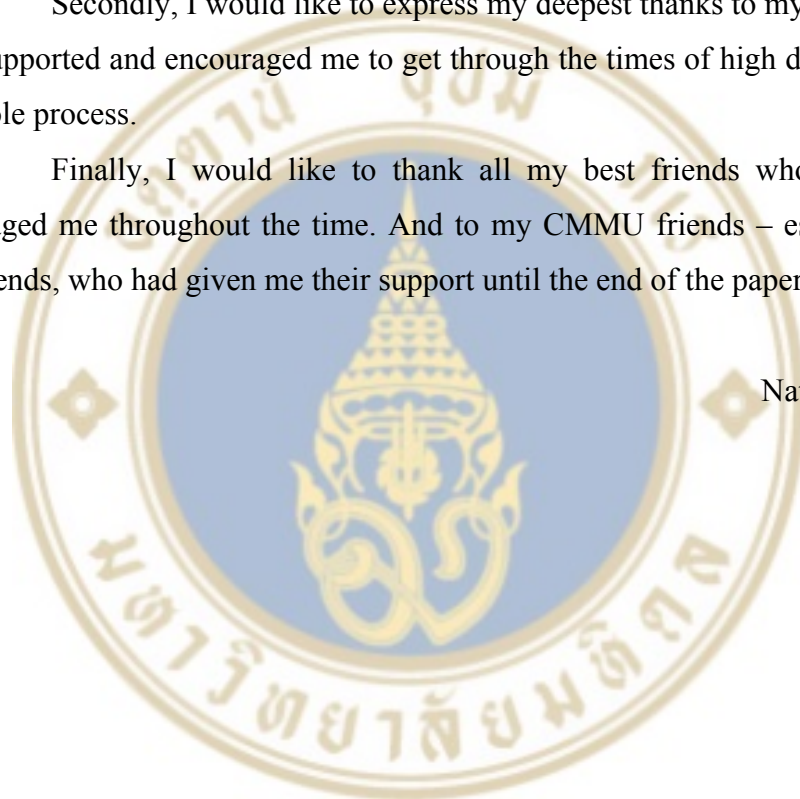
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ABSTRACT

The increasing number of private music school in Thailand is obviously seen. They try to create their strategy to compete with other competitors and increase their standard by hiring high knowledge and experienced music teachers in order to gain trust and attract customers. However, private music schools in Thailand still have a lot of problems that occur from music teachers, even though private music schools try to hire a high knowledge and experienced music teacher.

The purpose of the paper is to discover the important factors that influence music teacher to be an effective music teacher for their self-developing and decreasing problems that emerge from music teacher in Thailand's private music school.

In order to get a deep and effective result, interviews were conducted with ten music teachers from varieties of private music schools who specialized in several music instruments. They are mixed between high and low knowledge and experience.

The result revealed that the attitude toward teaching career are crucial to music teacher. The result is expected to decrease problems that emerge from music teacher. Also, it can improve the recruitment system in private music school. Furthermore, music teachers can develop themselves in order to work happily in this career.

KEY WORD: Music teacher / Private music school / Knowledge and Experience / Attitude toward teaching / Thailand

25 pages

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CHAPTER I

INTRODUCTION

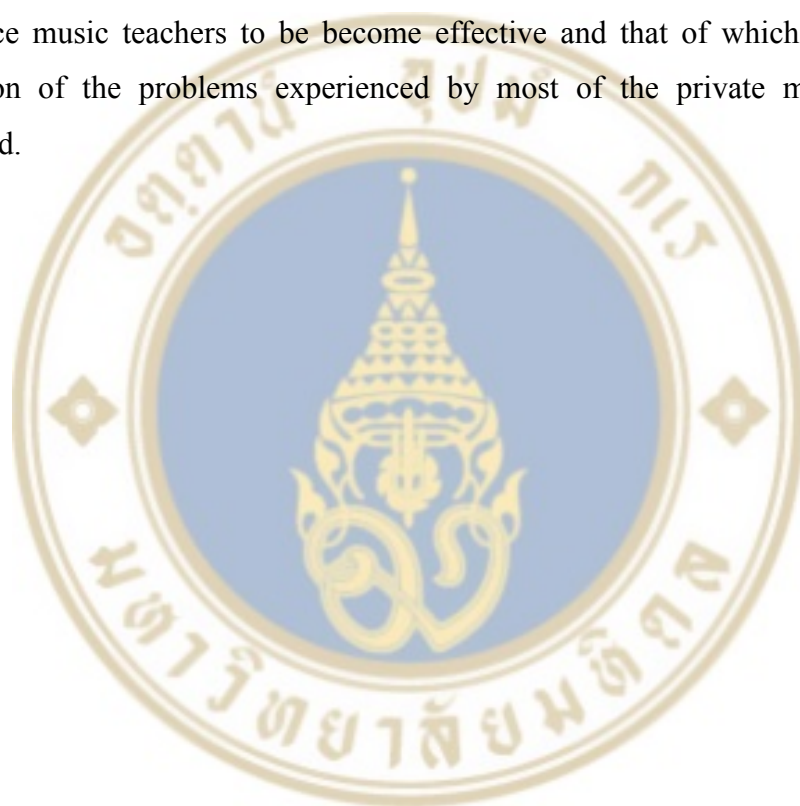
Currently, tutor school is required by students and parents in Thailand, a number of tutor schools rapidly popped up around Bangkok and within its boundaries. Education industry in Thailand increased 6-7 percent each year, according to the management and planning Executive of KUMON (Anantsapree Chiwan, 2009). In this sense, aside from tutor schools that have been numerous increasing in Bangkok and in its surroundings, private music schools continued to grow as well.

Music lessons suddenly became a trend in Thailand. In comparison from the past, this trend has significantly changed the attitude of the Thai people towards music. It turned into a popular lesson that wealthy families and upper class people got involved in. A large number of the new Thai generation started dreaming to become professional singers or musicians because it could help them gain higher income, respect, and acceptance from the society. This can be obviously seen from popular singing competitions such as The Voice Thailand, The Star, and Academy Fantasia (Pongpan Sirisawan, 2013). Such famous competitions have a huge affect in music industry. Private music schools continue to extend and grow up to 4-5 percent per year; and are believed to increase more and more every year (Ratikorn Tanyachaipong, 2014).

Each of these private music schools has their own strengths. For example, the Siam Kolkarn and Yamaha Music School are wellknown due to being the oldest music schools in Thailand. The MIFA Music School on the other hand, is known due to its ownership from the biggest Thai music company – GMM Grammy Public Company Limited. Therefore, in this case other private music schools would have to build their strengths – which would come from the quality of music teachers employed (Ratikorn Tanyachaipong, 2014).

In order to maintain high standards, most of the private music schools in Thailand look into the knowledge and experience of music teachers. Such strategy is

employed because it can gain trust from the customers – parents (Ratikorn Tanyachaipong, 2014). Based on the researcher's experience as a music teacher in one of Thailand's private music school, teachers are one of the important players that drive the business to its success. In reality, teachers of the music industry drive the field's effectiveness and problems such as lack of self-control, problem-solving skill, student analyzing skill, highly sensitive emotions and etc. still occur (Daniel Hellman and Carol McDowell, 2011). Therefore, in order to reduce the problems and issues experienced in private music schools, the researcher would like to find the factors that influence music teachers to be become effective and that of which can lead to the reduction of the problems experienced by most of the private music schools in Thailand.



CHAPTER II

LITERATURE REVIEW

This paper focuses on the factors that influence music teachers in Thailand's private music school to become effective teachers. This chapter is categorized into three main sections and aims to explain theoretical principles used in the previous research: Intrinsic, Extrinsic and Altruistic Motivation (Chong & Low, 2009) and Dewey's theory of experience. The second section reviews selected literatures as reflected of the factors or characteristics from piano teachers. The third section shows the conceptual framework of this research.

2.1 Theoretical Principles

2.1.1 Teacher Motivation

Teacher motivation research has conceptualized the reasons why individuals choose to become teachers as intrinsic and extrinsic factors (Sinclair, 2008), and altruistic factors (Chong & Low, 2009). Intrinsic factors include the desire for personal growth while extrinsic factors include material benefits and job security. Altruistic factors are generally described in terms of desire to work with children and contribution to society (Chong & Low, 2009). Intrinsic and altruistic factors are the most frequently reported reasons for choosing teaching as a career (Chong & Low, 2009) and the 'family friendly' nature of the profession (Williams & Forgasz, 2005) has been attractive to career changers.

2.1.2 Dewey's theory of experience by Margaret Schmidt, 2006

Dewey's theory of experience explains the concept of which the "organic connection between education and personal experience". He identified two principles that determine the quality of educational experiences: continuity and interaction. The

principle of continuity means that every experience “takes up something from those which have gone before and modifies in some way the quality of those which come after”. The principle of interaction, on the other hand, recognizes that, an experience is always an “interplay” between the external environment, whether objects, people, or surroundings, and the individual’s internal state – including knowledge, skills, and attitudes shaped by prior experiences. Dewey proposed that the principles of continuity and interaction be used to evaluate the quality of educational experiences (1938/1963).

2.2 Literature Reviews Selected

Backgrounds, Teaching Responsibilities, and Motivations of Music Education Candidates Enrolled in Alternative Certification Music Education Programs by Daniel Hellman: Missouri State University and Carol McDowell: Southeast Missouri University, 2011. This study aimed to select between music teacher who were considered as traditional and alternative teacher. Researchers have found that music, personal identity, and beliefs about teaching and other people are important factors that motivate people to pursue teaching and music performance. In this study, teaching responsibilities and motivation came from the positive attitude toward teaching career. For example, some people want to come to teach and want to be a teacher because teaching is a good career that allows them to share knowledge to students or the society. Being so, teaching suits with their personalities.

Survey results of both traditional and alternative teacher candidates indicated that candidates pursue music teaching in order to work with young people, with music, and make a difference in order for them to do what they fulfill their purpose. The research of Santi Yimpluem found that some of music teachers in the schools under the Suratthani Educational Service Area Office do not have a degree from music education, yet want to teach in music due to their love of music and playing musical instruments.

Supporting the information from another research is **Choosing Teaching As a Career: Comparing Motivations of Harvard and Urban College Student by Lois Weiner, Judith Swearingen, Alicia Pagano and Roselynn Obi.** This research

has found that the pleasure of working with young people is a very important criterion that both Harvard and Urban College students are mostly concerned about. Moreover, from their survey, it has been found that a student who has decided to become teachers because they want a career that will provide them independence or autonomy and opportunity to be creative, may as well leave teaching shortly after they begin their career or before they start. Examples of the independence and autonomy are having their own classroom and opportunity to teach their interest (Laurie-Ann M. Hellsten and Michelle P. Ptytula, 2011). Meaning to say, teaching career also need independence and autonomy in their job.

Attitude towards Teaching Profession of Undergraduate Student, Faculty of Education and Development Sciences, Kasetsart University, Kampaeng Sean Campus, (Suppawan Vongsrangsap, 2011). This research aimed to build the positive attitude toward teaching career to make new generation people think that teaching is an important career for the Thai society. Also, teaching career require an individual to have high ability, education and maturity. According to Suppawan Vongsrangsap, a teacher who has positive attitude of this field, tend to show higher performance of working as a teacher. Moreover, her research also showed the opinions of undergraduate students, from the faculty of Education and Development Sciences, Kasetsart University, Kampaeng Sean Campus toward teaching. According to her findings, the students believed that teaching is an honorable job. It is accepted from the society that the ability to provide knowledge to students is a job that anyone can be proud of and that teaching makes an individual be a good person, humble and patient. In term of teaching music, Santi Yimpluem's research found that some of the music teachers in schools under Suratthani Educational Service Area Office are not graduate from music education, but want to teach in music for their love of music and to play the instruments.

Job Analysis of the Knowledge Important for Newly Licensed Music Teachers by Scott Wesley, 1996. The combination of knowledge and practical experience is a valuable asset to your professional life, as it makes you a skilled person to carry out your task successfully (Scott Wesley, 1996). This research uses Job Analysis of knowledge to develop the test specification for the subject assessment in music of the Praxis Series: Professional Assessments for beginning music teacher. The

researcher used survey to find what important skills are that the newly licensed music teachers should acquire in order to access further understanding. According to the indicated results, there were six major content areas. These are Music History and Literature, Composition/Theory, Acoustical Theory, Performance Media, Performance and Content-Specific Pedagogy. To support this research that knowledge is important for music teachers, the research of Rohan Nethsinghe (The Influence of Informal Music Education in Teacher Formation: An Autoethnography, 2012) said that music education and experience as a teacher and musician makes an individual more confident. In terms of teaching and performing, when unpredictable problems occur he can immediately handle and solve problems. Also, having strong knowledge and experience would make him easily adjust to different projects and people. Lastly, knowledge can create trust and acceptance from people and student. Therefore, knowledge and experience should come together because some may have a strong music background but lack experience with how to adapt those musical skills for teaching (Daniel Hellman and Carol McDowell, 2011).

2.3 Conceptual Framework

Important Factors of Music Teacher

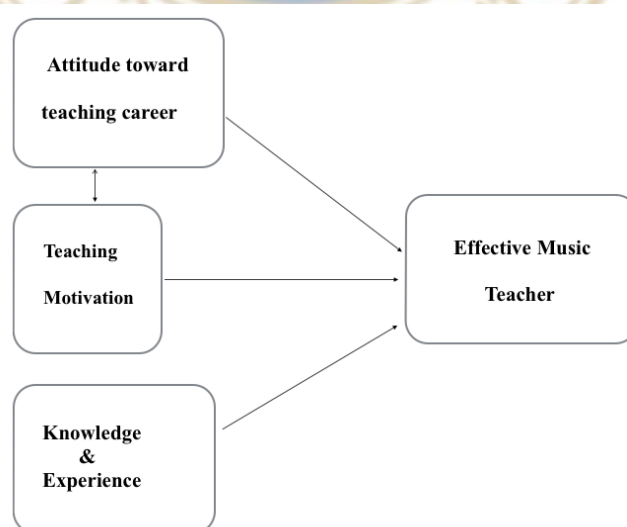


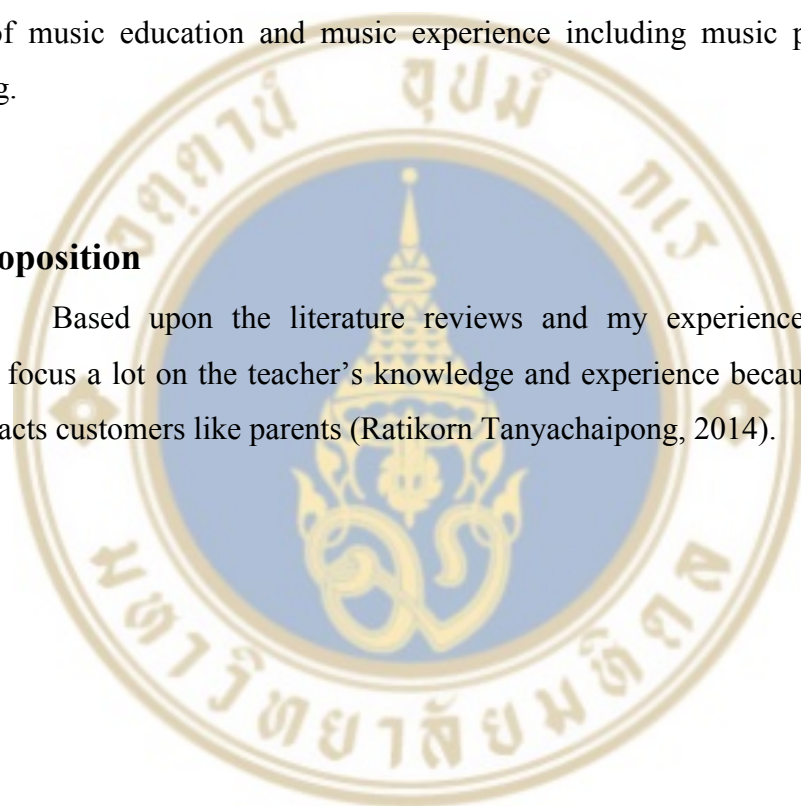
Figure 2.1 Important Factors of Music Teacher

According to the previous research, the framework above applies links among the studies of Suppawan Vongsrangsap (2011), Daniel Hellman and Carol McDowell (2011) and Scott Wesley (1996).

The proposal of this framework is to show three main factors of effective music teacher in private schools in Bangkok. Firstly, Attitude under teaching career factor includes positive attitude toward teaching career and love of music. Secondly, under teaching motivation factor, it includes the enjoyment of working with kids and autonomy. Lastly, Knowledge and Experience factor includes the degree, level or grade of music education and music experience including music performance and teaching.

2.4 Proposition

Based upon the literature reviews and my experience, private music schools focus a lot on the teacher's knowledge and experience because it builds trust and attracts customers like parents (Ratikorn Tanyachaipong, 2014).



CHAPTER IV

RESEARCH FINDINGS

In-person interviews were conducted to extract the viewpoint of music teachers from private music school in Bangkok, Thailand.

4.1 Demographic Profiles of Respondents

To complete the purpose of this study, ten respondents were interviewed. There were seven female and three males, ranging from ages twenty-one to thirty-two. Five are also full-time workers and the remaining five are part-time teachers with four, coming from a non-music education degrees. Respondents who have music education degrees graduated from:

- College of Music, Mahidol University
- Faculty of Music, Silpakorn University
- Faculty of Music, Srinakarin Viroj University
- Faculty of Music, Assumption University of Thailand

Respondents who do not have music education degree are graduates from:

- Hospitality management, Dusit Thani College
- Faculty of Economics, Kasetsart University
- International Business Management, Bangkok University

Other certificates of music include:

- Trinity College London, Piano Grade 3
- Associated Board of the Royal Schools of Music, Piano Grade 6

Private music schools that respondents are currently working are:

- The Echo School of Music
- Vocalize Singing Academy by Kru Fasai
- Opus One
- Superstar Academy
- Beethoven Piano

- Melodious Music
- Siam Central Rama 3 Conservatory

There were three piano teachers, four voice teachers, one dance teacher, one drum set teacher, and one guitar teacher. Their teaching experiences are based on their age category, specifically, from thirty-three years with age ranges between twenty-two to thirty-two. Last, the age groups of their students are mostly three to fifteen years old and with a few number of adults.

4.2 Observation Finding

In developing code and data encoding, I used a pre-defined code from previous researches that is on the topic of Attitude toward teaching career, Teaching Motivation and Knowledge, and Experience. Moreover, I used the code that emerged from raw data, such as Love of music, Love of children, Problem-solving skill, Self-Control skill, Personality and Character fitting and Surrounding people inspiration.

4.2.1 Attitude toward teaching career

Most of respondents had positive affirmation regarding their career in teaching and that they all believed that teaching is a valuable career, in which they all feel proud to be doing so.

“Being a teacher makes me feel proud, trustworthy and it help me build me a leadership skill. I can help children to achieve their goal or can make them be what their want to be”.

Chitchanok Udomsil (Voice teacher)

“Teaching career is a hardworking, sacrificing and valuable job that we proud to be. Even though the return is not much”.

Pimmanat Pimsamsee (Voice teacher)

In relation to being a music teacher, some mentioned that their positive attitude towards teacher is because of their passion with music. Even though some respondents do not have a music degree, they have acquired a certification of music that is incomparable from those who had earned a degree in music first hand. Furthermore, these people who have acquired certificates took the opportunity to teach

music as they saw a chance to be a music teacher. Due to their positive attitude toward teaching and their interest to work with music, they end up teaching as their main career.

“I got an invitation to be a part-time piano teacher at The Echo School of Music from my piano teacher. I said yes without hesitation because I love piano and it is a new opportunity of my working path. Also, currently I passed ABRSM piano grade six, I can improve my performance, find new inspiration and make money from this job”.

Krittaya Tulkijawong (Piano teacher)

Furthermore, I found that Attitude toward teaching career is also an important factor that influences people to become good music teacher. Insofar, two out of ten respondents had negative attitude toward teaching career. According to the first respondent, she came to teach because she wanted to earn income through other means. Due to her love of performing music, she have decided to teach, which made her confident.

“Teacher is a valuable job for Thai society and lay the foundation to children, but why income of Thai teachers are just a little, most of Thai teacher are poor. Their have to find other jobs to do or teach an extra class in order to earn more money”.

Yardtip Tiptarawadee (Voice teacher)

As a result, she was not happy with her teaching career and it really left an impact to the class because this resulted in her lack of self-control. Hence, when there were problems, disregarding it would be her solution.

“When children are over-active, uncontrolled and not give an attention to class I called a staff to solve this problem or call their parents to handle those situation. I think it is not my responsibility to solve those problems. My responsibility is teaching singing”.

For this reason, her long-term goal doe not motivate her due to few number of students in her class, thereby making her want to switch to another full-time job in other field.

The second respondent who had negative attitude toward teaching differs from the first person because he has a bad attitude at first. However, after being

taught for a while, he started to like this career because of his personality and character that fit with this career. Therefore, his attitude has changed after he found that he liked teaching.

“My sister invited me to teach because I have a music education degree. At first, it was torturing me I don't like it. However, because of my personality and character which are friendly, funny and kind. I made students like me and get along with me. For this reason, the hatred turned to be a thing that I cannot live without”.

Bodin Meeboonya (Guitar teacher)

4.2.2 Teaching Motivation

The motivation in teaching began to occur upon the respondents even before and after they began their career. Usually, what drove them to teach is love for children. With that type of personalities and characteristic, they are able to get along with children, thus making it a key factor for them to have a happy and fun atmosphere in their workplace.

“Ordinary, I am an open-minded person, self-confident, and good-tempered. Therefore, my students like me because of my characters. Actually, I like to stay and work with children because they are innocent. There were several types of children; it depends on how their parent raised them up. For this reason, I have to understand their styles and behaviors. I have to used self-control skill and psychology to control them”.

Pimmanat Pimsamsee (Voice teacher)

The most respondents who love children were shown to have self-control and problem solving skills. They found that they cannot control their emotions, it will affect the students and the class would tend to be so serious. The result showed that their love of children made them willing to understand their students, so when problems occur they can control their feeling and situations. It made them work happily with kids and with their job in long run.

“When I have a lot of pressures, sometimes I expressed bad feeling and blame my students. Then, I went home and thought about it that why I did that to my student, class was frustrated and my student would be sad and lack of motivation. For this reason, I promise to myself that I will not do it again”.

Thawanhathai Rujichaitammakul (Piano teacher)

Another teaching motivation is a challenge. Challenges take a physical form through children and several kinds of music. Some of respondents like to have challenge in their job, for their belief that it is what drives them to be satisfied with their job.

“I like to teach, it is fun. There were a lot of types of children that I have to handle and make them complete their song or lesson. It challenged me a lot and when they complete their goals which is perform in concerts, win the competition or pass the test. It encouraged me to teach”.

Poramet Sakulpojworachai (Drum-set teacher)

The last teaching motivation discusses about being in a situation where an impressive experience or moment is felt. Sometimes, their students gave them good and memorable moments, making them proud to be teachers.

“Around the teacher’s day period, one of my student opened the door and gave me a tray with flowers and showed me a respect. I felt Wow! I also have teacher’s day. It was so impressive”.

Krittaya Tulkjjawornng (Piano teacher)

As a result, Teaching Motivation is an important key to support music teacher to work happily and work for a long time. Furthermore, it can positively change their attitude toward teaching career. For instance, one of respondents, at first he does not like to be a music teacher, but when he taught for two months he faced a nice moment in class and children made him happy. Then, his attitude toward teaching career suddenly changed to be positive.

4.2.3 Knowledge and Experience

The result showed that respondents who have specialization in music degree and high experience, tended to have more confidence. However, this factor does not showed that it qualified them to be good teachers. For example, one of respondents holds a bachelor degree in music performance and has high experiences in music industry. However, she was unhappy to teach and was uncomfortable with children. Moreover, due to their inability to properly pass on their knowledge to others, some of them are regarded as unqualified teachers.

“Experience and knowledge are important, especially experience. The more case studies you have, the more you know how to adjust and solve problems”.

Nantaporn Theppasawattana (Voice teacher)

“I have a different perspective about knowledge and experience. Yes, it is important but it is not a necessary factor because someone are good at performance or be a good musician but they do not know how to teach or pass on knowledge to student.

Bodin Meeboonya (Guitar teacher)

As a result, Knowledge and Experience are less important than Attitude toward teaching career and Teaching Motivation because it does not confirm whether having a knowledge and experience will make them good music teachers. However, when knowledge and experience link with positive attitude toward teaching career and having teaching motivation, it will create a harmony thereby resulting good music teachers.

4.3 Discussion: Relationships among Attitude toward teaching career, Teaching Motivation and Knowledge and Experience

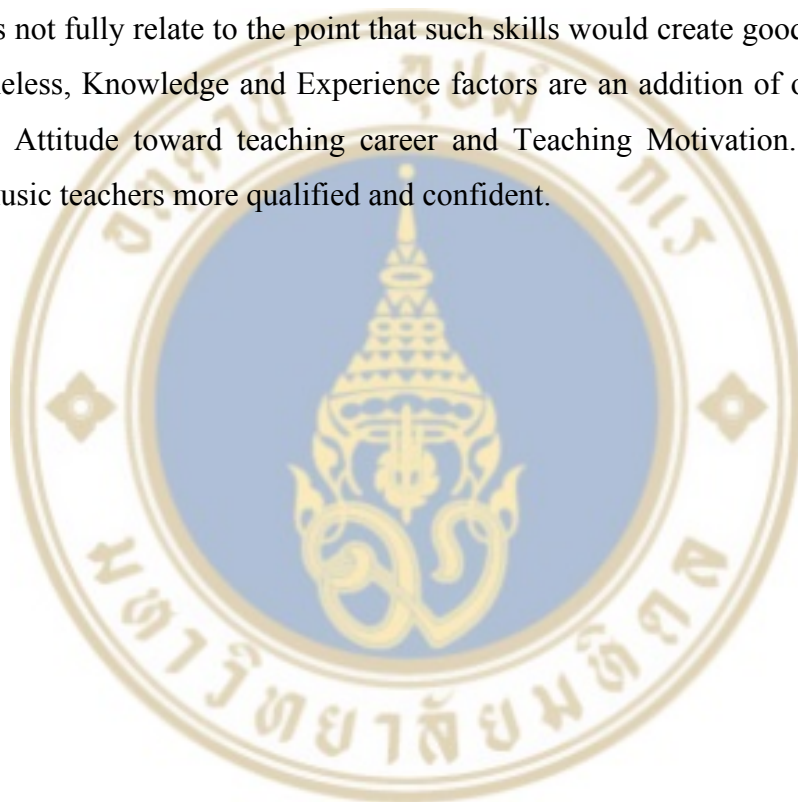
I examined relationships among the Attitude towards teaching, Teaching Motivation and Knowledge and Experience from respondents who are a music teacher. The result showed that Attitude toward teaching career is the most important factor that make people who play music become music teacher, whilst Teaching Motivation factor is a supportive factor of Attitude toward teaching career factor. For example, Mr. Bodin has a music education degree, so his sister pushes him to be a guitar teacher. As based from previous articles, he is supposed to confident in teaching; however, he is not. Also, he had a negative attitude toward teaching due to his lack of confidence in teaching and his belief that he does not like children. After teaching for a while, he found his motivation to teach such as a love of children and his personalities that fit with this job, so his attitude has changed towards the field. On this ground, having direct knowledge and high experience cannot guarantee that they will have a positive attitude toward teaching career.

Additionally, positive attitude toward teaching career and Teaching Motivation can lead them to look for more knowledge and experience.

“I love this job, I think I cannot live without it, so my long-term plan I will complete a highest level of piano exam which is take a Associated Board of the Royal Schools of Music (ABRSM), Piano Grade 8 and open my own music school that have a little cafe inside a school”.

Warangrat Atiwandee (Piano teacher)

As a consequence, Knowledge and Experience factor may be important, but does not fully relate to the point that such skills would create good music teachers. Nevertheless, Knowledge and Experience factors are an addition of other two factors that are Attitude toward teaching career and Teaching Motivation. Such qualities make music teachers more qualified and confident.



CHAPTER V

CONCLUSION

With all respondents, this study aimed to identify the opinions of each respondent about their attitude toward teaching, their motivation, and knowledge and experience. This is to serve that the purpose of this study is to find out the important factors influencing music teacher for self-development in Thailand's private music school.

5.1 Conclusion

This study has found that Knowledge and Experience factor is less important than the Attitude toward teaching and Teaching Motivation factor. The most important factor is Attitude toward teaching career and following by Teaching Motivation factor. To explain their relationship and why Attitude toward teaching career is the most important, I separated into three groups of respondents.

5.1.1 Respondents Group One

According to Group one's respondents, they had high knowledge and experience, making them confident in their performance. However, they have negative attitude toward teaching career, so they will not improve themselves and cannot be effective music teacher because of their lack of interest in teaching music for the long run.

5.1.2 Respondents Group Two

Group two's respondents, had a mixture between high and low knowledge and experience, and had a positive attitude toward teaching career. This showed that their positive attitude toward teaching would influence them to search for more knowledge and

experience in the future because most of them still want to work in this industry. Furthermore, some of them want to have their own private music school in long-term plan.

5.1.3 Respondents Group Three

Group three's respondents, on the other hand were mixed between high and low knowledge and experience teachers who had a 'so-so' attitude toward teaching career. However, when they found their teaching motivation, their attitude toward teaching career changed to be more positive. The examples of teaching motivation include the grateful characteristics portrayed by students to the teachers and the challenges they face in their job. Then, when they have positive attitude toward teaching career and teaching motivation, they will want to seek for more knowledge and experience in order to be a professional music teacher in the future.

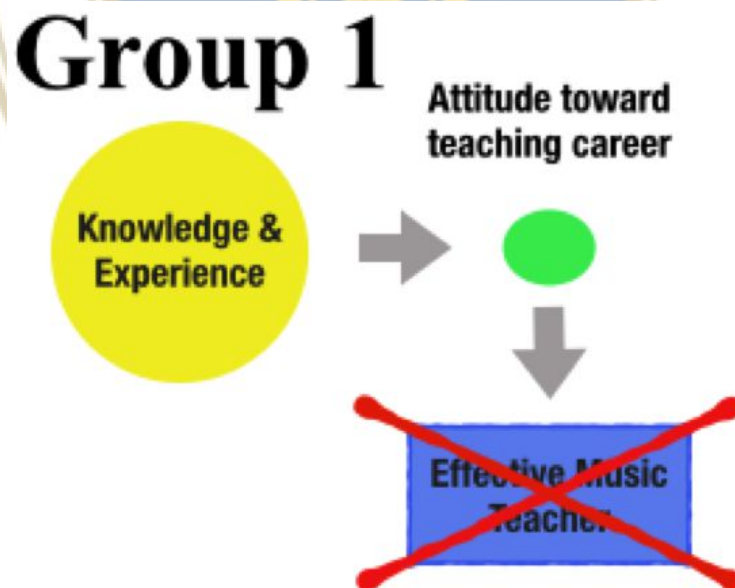


Figure 5.1 Respondents Group One

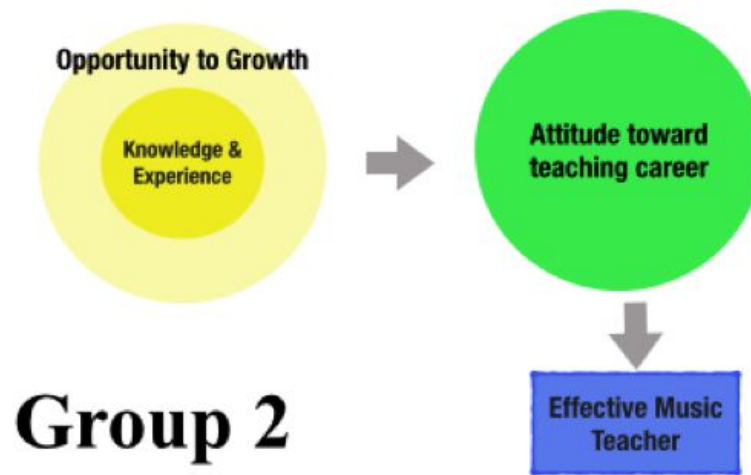


Figure 5.2 Respondents Group Two

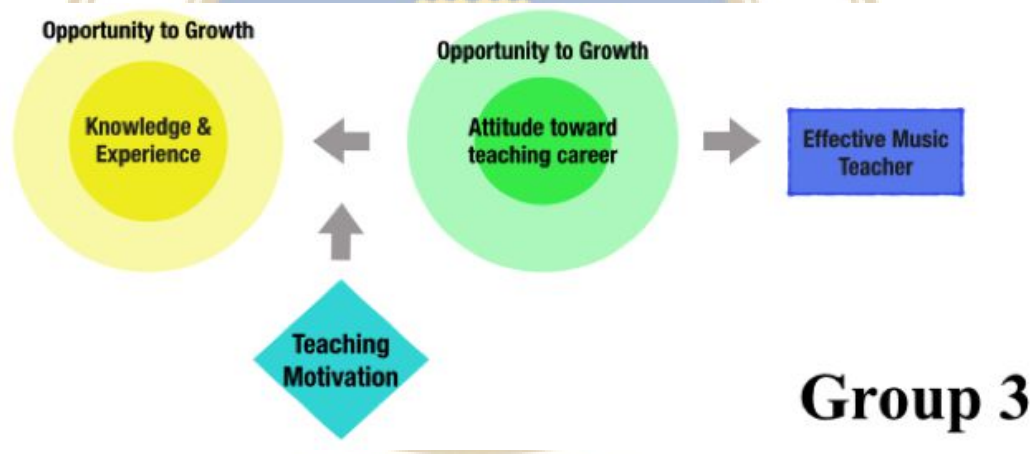


Figure 5.3 Respondents Group Three

5.2 Recommendation

This study further recommends that in order to decrease problems in private music schools, teachers must understand and apply the factors that were mentioned in order to become effective. This study also further recommends the following:

5.2.1 Private Music School's Benefit

This research can help the owner of private music school in Thailand or the human recourse department in the recruitment and training system. This study's result indicated that Attitude toward teaching career is the most important factor that can influence music teacher to become an effective music teacher, which contrast with the previous researches that stated that Knowledge and Experience of teacher are the most important.

5.2.2 Music Teacher's Benefit

In order for music teachers to be effective, it is important for them to be aware of the factors mentioned from this study. By doing so, they can analyze and develop themselves in order to work happily under this career in the long-term.

5.3 Limitation

The limitation of this paper is the small number of interviewed participants, which might have small range of perspectives. In addition, data collection was done only within Bangkok area. As a consequence, the result of this study may not truly represent the viewpoints towards the important factors influencing music teacher to become an effective music teacher of the whole population on a Thailand's private music school industry.

5.4 Suggestions for Further Research

To enhance the relevancy and reliability of the results, further research should be done with larger number of participants across the nation.

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