

A Study on the Factors and Management Countermeasures of Beginning Middle School Music Teachers' Vision

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Abstract: This study is to explore the influencing factors and management strategies of new middle school music teachers' vision, using questionnaire surveys and interviews to conduct research. Conclusions are as follows:

(1). The vision of the new middle school music teacher is to be versatile, gentle and serious, at the same time, to be a students' learning initiator. The vision focuses on student participation in the classroom, stimulating interests in learning, achieving teaching goals and improving teaching methods.(2).Influencing factors of music teacher's vision: teacher's personal characteristics, educational philosophy, career planning, student situation, home-school communication and school culture.(3).The strategies of building a good vision for middle school music teachers: improving personal cognition, adaptation and the ability of self-education and self-stimulation, strengthening humanistic care, enhancing teachers' sense of belonging, improving teacher evaluation and training system, promoting teacher professional growth, establishing reward and punishment mechanism encouraging Teachers' motivation for work, reducing teachers' pressure, establishing good home-school communication, and parents' support.

Keywords: new middle school music teacher, vision, influencing factors

1. Introduction

Since teaching was proposed to be a specialized profession in *Recommendations on the Status of Teachers* from UNESCO, teachers' development has become the core issue of contemporary world's education reform. And how to help teachers develop effectively and sustainably is even more important in the field of teacher education at present.

Researches have pointed out that, to help students prepare for life in an increasingly complex world, the professional development of school teachers and vital organizational changes are necessary. Teachers' development is not only the development of teachers' knowledge and skills in the professional dimensions, but also the processes of personal development and social development. For example, the "growth" model emphasizes the subjectivity in teachers' development and regards it as a process of teachers' subject participation and active learning. This means that it is vital to examine what kind of vision the teacher has in terms of work and self-development. Because certain vision/visions can affect teacher's work and the exertion of the subjectivity in development, these visions can provide direction for teacher development, provide guidance for teacher's practice, and serve as a kind of motivation which stimulates the development of teachers, so the vision that teachers want to achieve is the source of motivation in teachers' practice and development.

Research questions:

- i. What are the characteristics of the visions of the new middle school music teachers?
- ii. What are the focus of the new middle school music teacher's visions?
- iii. What are the factors influencing the visions of new middle school music teachers?
- iv. What are the feasible strategies for a good vision for new middle school music teachers?

2. LITERATURE REVIEW

2.1 Beginning teachers

MZeichner defines Beginning teachers as teachers who have completed all pre-service education and training courses, participated in student-stage educational internships, have been awarded certificates, and are employed by a certain school district. Their responsibilities are the same as those of experienced teachers, and it is the first year in this profession or service. Xueming Z. (2015) believes that new teachers refer to teachers with short work experience (less than three years) or insufficient teaching experience¹. Yingfang M. (2007) believes that new teachers are new teachers who have just graduated from school and started teaching or graduates of the fourth grade of normal university (already participated in educational internships)². Daochun F. (2001) defined "beginning teacher" as "lack of a good sense of teaching efficacy and teaching monitoring ability, and there are many invalid, inefficient or irrelevant behaviors in teaching³. Teachers who can not flexibly adopt appropriate teaching behaviors according to changes in the teaching situation" in *Teachers' Growth and Development*. Derui Z. (2003) pointed out that from a longitudinal point of view, the changes in the beginning teachers' attitudes towards teaching in the first year of teaching can be divided into six stages: "expectation", "survival", "disillusionment", "rebirth", "reflection" and anticipation"⁴. In addition to difficult tasks, Gordon (1991)⁵ also put forward five dilemmas for beginners: (1)Unclear expectations: In addition to being ignorant of the school's formal rules and procedures, beginning teachers are also difficult to grasp the informal customs and ways of working. (2) Insufficient resources: Beginning teachers often find teaching resources and equipment have been looted when first take over a new class. (3) Professional isolation: On the one hand, beginning teachers are unwilling to show their incompetence by seeking for assistance, on the other hand, senior teachers do not want to take the initiative to intervene in the teaching of beginning teachers. (4)Role conflict: In addition to assuming the role of teacher, beginning teachers may also play a role in family. These will lead to the dilemma that the role of teacher and family are incompatible. (5) Reality shocking: the beginning teacher is full of educational ideas. But after entering the school, he/she finds there is a big gap between reality and his/her ideas. As a result, some teachers succumb to reality and gain excessive socialization of reality. some others have a serious sense of powerlessness due to the disillusionment of ideas. While others can integrate theory and practice at a high level to construct personal practical wisdom. In the view of the fact that the success or failure of a new teacher in the first one or two years of teaching will profoundly affect his/her teaching career for the next thirty to forty years, the professional development of a new teacher is an important part of the teacher's professional development.

2.2 Teachers' Vision

The definition of vision in Webster's Dictionary: (1) a thought, concept, or object formed by the imagination; (2) mode of seeing or conceiving; (3) unusual discernment or foresight. Teachers' visions is different from teachers' goals, teachers' career plannings and teachers' dreams. For example, Shulman (1987) described the teacher's vision as the teacher's picture of future learning activities, which represents how they will teach in the future⁶; Hammerness (2001) believes that the teachers' vision is the "image of ideal classroom practice"⁷; Kennedy (2006) advocates teachers' vision is "the direction and goal of effort"⁸; Duffy (2002) put forward that the teacher's vision is "a sense of self-awareness, mission and independence"⁹. Davies (2008) pointed out that experienced teachers have more complex insights into teaching than intern teachers, and these insights will lead to more connections and more analysis on classroom events.¹⁰ She also proposed developing professional vision is important for effective teaching. Adam L., Julia S., Mirit I. (2015) emphasized the influence of policies on teacher vision, discussed the relationship between researchers and teachers, academics and practice, and paid attention to the issue of teaching and teachers' education bonuses¹¹. Fang L. (2011) emphasized that the functions and meanings of vision management include "stimulating teachers' potential, promoting the formation of teachers' professional sense of belonging and cultural identity, building a learning community to achieve common development of teachers, and promoting the transformation of school organizations from bureaucratic organizations to professional organizations"¹². Jingwen H. and Congman R. (2013) advocated the definition of teacher professional vision¹³. From the content, teacher's vision is a teacher's vision or idea about ideal work and the content involves self, teaching, students' development, etc, which are closely related to the teacher's daily work thing. Secondly, from the quality, teacher's vision is rooted in the ideas and beliefs in the teacher's heart, and it is a more valuable future promise that the teacher seeks and exceeds the general curriculum requirements. From the above discussion, we can see that for all teachers, the vision can be the source of personal strength and professional ethics, and because of this, the teacher can adhere to the image of his ideal classroom practice better.

2.3 Theoretical Basis

2.3.1 Teacher Professional Development Theory

The professional development of teachers is a continuous and life-long process. It is the process of teachers' professional life from immaturity to maturity. It is also the process of teachers constantly discovering and solving problems. In this process, teachers at different stages of development have different needs and have different ideological, psychological and behavioral problems. These needs and problems often show phased characteristics. The so-called development is the process of changing things from low-level to high-level. Human development is also a process from childishness to maturity. Teachers are social professionals. They need to go through a series of development processes, from students receiving teacher education to beginning teachers, and then gradually grow into an experienced teacher. This process is a process of professional growth, as well as a process of life-long learning. It requires teachers to improve their professional ideals, professional ethics, and professional emotions, and achieve self-improvement and innovation.

2.3.2 Education equity theory

Educational equity is a topic that is often raised. In the field of education, because traditional education systems often benefit social classes that enjoy certain privileges, equality of educational opportunities, as the basic concept of modern education, is particularly meaningful. Teachers are an important subject in the development of school education. Improving their overall quality through management is conducive to the realization of education equity. For a long time, due to factors such as the unreasonable allocation of educational resources and the inadequate institutional mechanism and the school-running conditions vary from school to school. For example, teachers in remote areas and rural areas are relatively weak and can not meet rural children's demand for good education. Therefore, education equity is difficult to achieve in rural areas. Therefore, to manage teachers, promote teachers to establish a good vision, to gradually narrow the gap between regional, urban and rural education, and to ensure their equal right to enjoy basic public educational resources is the primary task of achieving education equity.

3. RESEARCH METHODS

3.1 Research structure

1. After the questionnaire is collected, use Excel data statistical software for statistical analysis.
2. Transcribing and coding the verbatim draft of the interview based on the interview data obtained according to the interview outline.

3.2 Research object

This research takes beginning middle school music teachers from three schools in a certain area as the research object.

3.3 Research tools

1. Questionnaire
2. Teacher interview outline.

3. 4 Data processing

3.4.1 Document analysis

Reading, analyzing, summarizing the collected data, and draw reference materials.

3.4.2 Questionnaire survey

1. Design the questionnaire items, ask scholars and experts to refine and delete the words, sentences and semantics of the questionnaire items, and finally complete the formal questionnaire.
2. Determine the number of questionnaires, issue questionnaires and return the questionnaires, count the number of valid questionnaires recovered, analyze and summarize the questionnaire data.

3.4.3 Interview method

Design the interview outline based on the research questions and conduct one-on-one interviews with teachers and conduct the entire interview recording. Secondly, the recording content is transcribed and coded verbatim, and finally the transcribed and coded verbatim data is triangulated to check the correctness of the interview content .

4. RESULT ANALYSIS AND DISCUSSION

4.1 Self-vision characteristics of new middle school music teachers

The self-vision of new middle school music teachers refers to what kind of teacher they want to be as a new middle school music teacher. Vision is some expectations of teachers about self-development, which is an important prerequisite for new middle school music teachers to pursue a sense of self-worth.

In this study, the teachers' self-vision interview topics include: (1) What is the image of an ideal teacher in your mind? (2) What kind of teacher do you want to be? Why do you want to be such a teacher? (3) In order to become your ideal teacher, what measures have you taken? What is the effect of these? (4) Does the ideal teacher image have an impact on your own specific work?

Through interviews with new middle school music teachers, we find that the ideal teacher they most want to be is the one that is almighty, gentle, serious, and can enlighten children.

Secondly, through interviews with beginning music teachers, it can be seen that they have already imagined their own vision and are working hard along their own vision. In addition, beginning middle school music teachers also hope to promote the development of the school and society through their work. The survey results are as follows:

Beginning middle school music teachers hope to promote the school's environmental creation, education and teaching reforms through their own work, accounting for 41.28%, while 40.37% of them hope to improve the national quality through their work, and 45.87% of them hopes to realize the scientific development of education through his own work. According to survey data, most of beginning middle school music teachers have a good vision for their work and hope to play a certain role in school development and social development.

4.2 Beginning middle school music teachers' teaching visions' focuses

4.2.1 Teaching effects: students' participation in class, stimulation of learning interest and realization of teaching goals

According to the survey in Table 1, the most important item for new middle school music teachers is "teaching effect", such as students' classroom participation, whether students' interest in learning is stimulated, and whether teaching goals are successfully achieved. Only by presenting a good teaching effect, can teachers find a sense of job accomplishment.

Table 1 The focuses of new middle school music teachers' teaching vision

Option	Subtotal	Proportion
Teaching Methods	55	50.46%

Teaching Effects	65	59.63%
Teaching Significance	36	33.03%
Teachers' Role	28	25.69%
Students' Role	12	11.01%
Study Methods	21	19.27%
Class Atmosphere	18	16.51%

4.2.2 Teaching methods: paying attention to the improvement of personal teaching methods

The second highest focus of teachers' teaching vision is "teaching methods." Teaching methods are related to whether teachers can attract students' attention and whether students participate in class. Teachers believe that only by adopting reasonable teaching methods can teaching effects be improved. Therefore, teachers also pay attention to the improvement of teaching methods.

4.3 Factors affecting the visions of beginning middle school music teachers

The vision of beginning middle school music teachers have certain characteristics. This survey conducted interviews with beginning middle school music teachers. Based on the data of the interviews, we learned that the factors that affect teachers' visions are as follows:

4.3.1 Internal factors

(1) Personal characteristics of teachers

Through interviews, we learned that beginning middle school music teachers have full enthusiasm for education and believe that they can make a positive contribution to education. They will work hard along their established goals, formulate self-improvement plans, and strive to become their ideal teachers. If beginning middle school music teachers just use their current work as a tool for making a living, they will naturally not be motivated to work hard to realize their ideals, and it is not conducive to the construction of their visions.

(2) Educational concept

Teachers are responsible for teaching and educating students, and they must have a good educational concept before they can continue to contribute to the cause of education. If a beginning middle school music teacher has a firm educational concept, loves students, and loves his own work, he will continue to strive to become an excellent teacher, become an ideal teacher, and is willing to develop in an all-round way to achieve his/her goals.

(3) Practice reference object

The beginning middle school music teachers who choose the teaching model of personal worship will work hard to learn the spirit of these role models, work hard to contribute to the school education, help oneself strive to become an ideal teacher image, strive to be close to the practical reference object, and then build a suitable vision for themselves.

4.3.2 External factors

(1) Student Characteristics

Modern students are spoiled, active thinking, active, and full of imagination. These are the challenges that new middle school music teachers have to face. For example, junior high school students make repeated mistakes

and do not change after repeated teaching. This will undermine the self-confidence of new middle school music teachers and affect their vision building.

(2) Home-school communication

Nowadays, every parent has high expectations for their children. If parents find that their children's performance cannot be improved under teacher education, they will have doubts about the teacher's ability, especially for new middle school music teachers. They think that young teachers have insufficient teaching experience, so they question teachers. On the other hand, if beginning middle school music teacher does not communicate well with the parents of the students, nor strive for the support and cooperation of the parents, it will affect the vision of him/her.

(3) School culture

An effective teacher management system can encourage new middle school music teachers to build their personal vision and make positive contributions to education. From the current point of view, the school provides teachers with a management system for performance appraisal, which aims to examine the teaching achievements of teachers, and then grade and score teachers, and combine the assessment results with the promotion of teachers' professional titles and salary. "Examination leadership teaching" is restricted by the assessment system. Teachers only focus on improving student performance to highlight their own teaching effectiveness, so they will not be able to devote themselves to the realization of the vision.

(4) Social requirements

For a long time, society has placed high expectations on the teacher group, but too high expectations will also put teachers under a lot of pressure, especially for new middle school music teachers, too high expectations will lead to a greater burden of their thoughts and affect their vision-building.

4.4 Strategies of the beginning middle school music teachers vision-building

4.4.1 Teachers' level

(1) Teachers should improve their cognitive ability

In the context of quality education, beginning middle school music teachers must first locate their own roles and realize that their responsibilities in education are: (1) impart professional knowledge to students (2) pay attention to ideological education for middle school students and conquer them with personal charm, and guide the healthy growth of students (3) communicate with students, understand their working performance from students' feedback, and correct themselves in due course.

(2) Teachers should improve their adaptability

Beginning middle school music teachers will face conflicts within and between roles. The former refers to the conflicts faced by teachers in teaching activities; the latter is a variety of conflicts caused by different social subjects putting forward different requirements for beginning middle school music teachers. If they can not properly handle these role conflicts, it will directly affect their professional growth. Therefore, they should carefully prepare lessons before class, study the specific situation of students, preset various emergencies that may occur in class, and can smoothly resolve them. Secondly, teachers should learn more about pedagogy, psychology, and other professional knowledge, better handle things at work, improve overall quality, and strive to get closer to their goals.

(3) Teachers should improve their self-education ability

Self-education ability refers to the process of transforming the subjective world with a correct world view. To strengthen self-education, beginning middle school music teachers must correctly understand the nature, characteristics, functions, values, and essence of the teacher's profession in daily life in order to establish a correct professional outlook.

(4) Teachers should improve their self-motivation ability

Self-motivation refers to the psychological characteristics of beginning middle school music teachers who are not affected by external stimuli to achieve their goals. Beginning middle school music teachers should strengthen self-motivation, strive to become an excellent teacher, strengthen their self-cultivation, establish a long-term vision, and then achieve short-term goals down-to-earth. In addition, new middle school music teachers must keep pace with the times, not stick to conventions, pay attention to reality, and strive to apply the knowledge they have learned to practical activities.

4.4.2 School level

(1) Strengthen humanistic care for teachers and cultivate teachers' sense of belonging

Schools should adopt flexible management of teachers, care about beginning middle school music teachers, and create a good teaching atmosphere and working environment for teachers. They should care about every teacher, and solve the problems they encounter in real life and work in a timely manner, so that teachers can feel the warmth brought by the group, which can stimulate teachers' enthusiasm for work. Listen to teachers' opinions and suggestions, narrow the distance with teachers, enhance cohesion, and meet the needs of teachers' physical and mental development.

(2) Reform the teacher evaluation system and establish a developing evaluation system

The content of performance evaluation for beginning middle school music teachers should include morality, ability, diligence, performance, and integrity. The specific assessment content should be consistent with the job position and responsibilities. Secondly, it is necessary to evaluate the comprehensive quality of beginning middle school music teachers. The content of this performance appraisal includes examining their working attitude, working emotion, values, sense of responsibility, and team spirit. Schools should carefully examine the comprehensive qualities of beginning middle school music teachers, especially their loyalty and sense of responsibility.

(3) Reform the teacher-training system and promote the professional growth of teachers

The training should start from the needs of beginning middle school music teachers and choose the appropriate training methods. For example, online video training is used to allow them to receive training anytime and anywhere to improve their overall quality. In addition, in the context of the "Internet", schools should be able to make full use of big data, mobile Internet and other technologies to establish a comprehensive training evaluation system, and form a linkage mechanism between training and teachers' performance evaluation and development, so that teacher-training can achieve practical results.

(4) Establish a reward and punishment mechanism to motivate teachers to work

The reason why teachers do not pay attention to their own vision building is that they are not constrained by a good reward and punishment mechanism. Therefore, schools must build a good incentive mechanism, apply good examples, and encourage teachers to continue to set new heights. If a teacher is found to be misbehaving, the school must severely punish it. In addition, schools should also establish a complaint mechanism, implement an anonymous system, and establish a supervision network to use supervision to regulate the development of teachers' educational behavior.

4.4.3 Society level

(1) Reasonably adjust teachers' expectations and reduce teachers' personal pressure

In view of this, there are two ways to help teachers rationally adjust and relieve their role pressure (1) In terms of Cognition, let teachers understand their role as a student's instructor, guide, cooperater and organizer (2) In terms of role adjustment, it is necessary to pay attention to the needs of teachers for their own roles and the role of a member of society, to enhance teachers' social status, salary structure and title promotion system, to help teachers in career planning, and to enhance teachers' role self-esteem and sense of security.

(2) Strengthen home-school communication and strive for the cooperation of parents

New middle school music teachers should communicate more and more with the outside society, especially with parents of students, to provide parents with opportunities to get to know teachers, so that parents of students can see the responsibilities of teachers and form education synergy through home-school cooperation to promote the growth of students.

(3) Create a social atmosphere that cares about teachers

The quality of beginning middle school music teachers is directly related to the development of the school. Therefore, the entire society must pay attention to the growth of beginning middle school music teachers, respect their labor achievements, create a good social atmosphere for the development of them, and encourage them to love their profession and establish a correct outlook on life and morals.

5.CONCLUSION

1. Characteristics of beginning middle school music teachers' visions: all-round, gentle, serious, student learning enlightenment.
2. Focus of beginning middle school music teachers' visions
 - (1) Teaching effects: students' classroom participation, learning interest inspires, and teaching goals' achieving.
 - (2) Teaching methods: paying attention to the improvement of personal teaching methods.
3. Factors affecting the visions of beginning middle school music teachers:
 - (1) Internal factors: teacher's personal characteristics, educational philosophy, and practical reference objects.
 - (2) External factors: students' situation, home-school communication, school culture, social requirements.
4. Feasible strategies for middle school music teachers to construct a good vision
 - (1) Personal aspect: improve teachers' cognition, high adaptability, self-education and self-motivation ability.
 - (2) School aspect: reform the teacher evaluation system, establish a developmental evaluation system, reform the teacher management system, create a harmonious and democratic teaching environment, and establish a reward and punishment mechanism.
 - (3) Social aspect: reasonably adjust teachers' expectations, reduce teachers' personal pressure, strengthen home-school communication, strive for parental cooperation, and create a social atmosphere that cares about music teachers

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