



# Music Teachers' Perspectives on the Organization of the Teaching-Learning Process during the Covid-19 Pandemic

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## Abstract

*Music teachers faced different challenges in arranging the educational process amid the covid-19 pandemic. The aim of the study was to determine the music teachers' perspectives on the organization of the teaching-learning process during the Covid-19 pandemic. The study addressed the following research questions. RQ1: At what level do music teachers assess each of the study scales describing the organization of the teaching-learning process during the COVID-19 pandemic? RQ2: Whether music teachers' opinions about the organization of the teaching-learning process during the Covid-19 pandemic depend on age? RQ3: Are music teachers' perspectives on the organization of the teaching-learning process during the pandemic influenced by work experience? RQ4: Do music teachers' views on the organization of the teaching-learning process during the Covid-19 pandemic depend on whether they work in a comprehensive school or another music-related educational institution? A questionnaire was created for data collection. This study involved 74 (n=74) music teachers from all over Latvia. The findings were reflected in three study scales: (1) Interpersonal relationships, (2) Material-technical provision, and (3) Adaptation of the teaching-learning process. The study found that music teachers rated the interpersonal relationships with colleagues, school leaders and parents during the pandemic at a high level but with students at a medium level. The music teachers rated all statements regarding the material-technical provision at a medium level. Music teachers believe that class times only were adapted at a high level, but the adaptation of the teaching-learning process to the new epidemiological requirements to meet the students' and teachers' needs was at a medium level. The study revealed that music teachers' perspectives on the organization of the teaching-learning process during the pandemic are not related to the educational institution they work in but depend on their work experience. The results obtained in the study can be used to make the organization of the teaching-learning process more successful for music teachers in similar situations.*

**Keywords:** *Organization of the teaching-learning process, interpersonal relationships, material-technical provision, adaptation of the teaching-learning process, music teachers, Covid-19 pandemic.*

## 1. Introduction

Music teachers faced various problems with the organization of the teaching-learning process during the Covid-19 pandemic. They had to adjust the educational process by changing class times and observing the epidemiological and student needs. Music teachers were expected to be flexible in organizing the learning process. Teaching music depends on the teacher's digital skills and the material-technical provision. The teacher's interpersonal relationships with students, parents, colleagues and school leaders were more involved in teaching music than previously.

The previous factors affected the music teachers' well-being and job satisfaction in general. A study conducted by Miksza and colleagues found that music teachers during the pandemic have significantly lower overall levels of well-being than published norms [5], which can influence the mental and physical health of music teachers and lead to burnout [3]. Job satisfaction and anxiety can affect teachers' lives, their interaction with their students [2] and work outcomes [8].

However, despite the challenges experienced during the Covid-19 pandemic, there are also benefits arising from it. Researchers believed that music teachers' activities became more organized during the Covid-19 pandemic [1] because they demonstrated perseverance, determination and innovation [7]. Also, music teachers increased technology literacy skills [4] and changed their thinking and teaching philosophy [6].



The aim of the study was to determine the music teachers' perspectives on the organization of the teaching-learning process during the Covid-19 pandemic.

## 2. Methodology

### 2.1. Research base

The study was conducted during the second wave of the Covid-19 pandemic, between January 2022 and May 2022. It involved 74 ( $n=74$ ) music teachers who worked in Latvia at different comprehensive schools. 17.8% of the respondents worked parallel in other music-related educational institutions. 84.9% of the respondents have been teaching music at school for more than 20 years, and 15.1% have work experience of fewer than 20 years. Most respondents were aged between 50-60 (46.6%), and only a few were between 31-40 (4.1%). 8.2% aged 21-30, 24.7% aged 41-50 and 16.4% of the music teachers were above 60 years old.

### 2.2. Research instruments

The study addressed four research questions:

RQ1: At what level do music teachers assess each of the study scales describing the organization of the teaching-learning process during the COVID-19 pandemic?

RQ2: Whether music teachers' opinions about the organization of the teaching-learning process during the Covid-19 pandemic depend on age?

RQ3: Are music teachers' perspectives on the organization of the teaching-learning process during the pandemic influenced by work experience?

RQ4: Do music teachers' views on the organization of the teaching-learning process during the Covid-19 pandemic depend on whether they work in a comprehensive school or another music-related educational institution?

A Google Drive questionnaire consisting of two parts was designed to answer the previously mentioned research questions. The first part of the questionnaire included general information about the respondent's age, work experience and type of workplace. The second part included statements that characterized interpersonal relationships, material-technical provision and adaptation of the teaching-learning process. The statements were shaped on a 4-point Likert scale and reflected in three study scales - interpersonal relationships, material-technical provision and adapting the teaching-learning process.

### 2.3. Data analysis

The SPSS 22 was used to analyse the study results. Cronbach's Alpha coefficient was calculated to determine the internal consistency of the research scales, and One-Sample Kolmogorov-Smirnov Test was used to discover whether the data obtained in each statement corresponded to the nominal distribution. In addition, descriptive statistics examined at what level music teachers describe each study scale. It was assumed that 1.00 to 2.00 points are a low level, 2.01-3.00 points are a medium level and 3.01-4.00 points are a high level. Kruskal-Wallis test found out whether music teachers' views on the organization of the learning process are related to age. The Mann-Whitney U test was calculated to define whether music teachers' perspectives on learning arranging are related to work experience and type of workplace.

## 3. Results

### 3.1. Interpersonal relationships

The internal consistency of the study scale of interpersonal relations is excellent ( $\alpha=.828$ ). The music teachers believed that during the pandemic interpersonal relationships with colleagues ( $M=3.35$ ,  $SD=.805$ ;  $D(74)=.303$ ,  $p<0.05$ ), school leaders ( $M=3.36$ ,  $SD=.772$ ;  $D(74)=.315$ ,  $p<0.05$ ) and parents ( $M=3.01$ ,  $SD=.824$ ;  $D(74)=.281$ ,  $p<0.05$ ) were at a high level, but with students ( $M=2.89$ ,  $SD=.791$ ;  $D(74)=.322$ ,  $p<0.05$ ) were at a medium (see table 1).



Table 1.

Music Teachers' Perspectives on Interpersonal Relationships

Statements	M	SD	SE	Mdn	Skewness	Kurtosis
Relationship with parents	3.01	.824	.096	3.00	-.636	.077
Relationship with students	2.89	.791	.092	3.00	-.664	.431
Relationship with colleagues	3.35	.805	.094	4.00	-1.399	1.895
Relationship with school leaders	3.36	.772	.090	4.00	-.941	-.027

There was no statistically significant difference in music teachers' opinions about interpersonal relationships with parents ( $U=382.50$ ,  $z=-.118$ ,  $p=.906$ ;  $H(74)=4.842$ ,  $p=.304$ ), students ( $U=377.00$ ,  $z=-.210$ ,  $p=.834$ ;  $H(74)=2.702$ ,  $p=.609$ ), colleagues ( $U=300.00$ ,  $z=-1.449$ ,  $p=.147$ ;  $H(74)=1.361$ ,  $p=.851$ ) and school leaders ( $U=279.00$ ,  $z=-1.762$ ,  $p=.078$ ;  $H(74)=4.871$ ,  $p=.301$ ) in association with the type of workplace and age. Music teachers' views on interpersonal relationships with parents ( $U=258.50$ ,  $z=-1.378$ ,  $p=.168$ ), students ( $U=288.50$ ,  $z=-.906$ ,  $p=.365$ ) and colleagues ( $U=288.50$ ,  $z=-.901$ ,  $p=.368$ ) were not statistically significantly related to work experience. However, music teachers' perspectives on interpersonal relationships with school leaders are statistically significantly related to work experience ( $U=192.00$ ,  $z=-2.547$ ,  $p=.011$ ).

### 3.2. Material-technical provision

The internal consistency of the study scale, which reflected the opinions of music teachers about material and technical support during the Covid-19 pandemic, is good ( $\alpha=.630$ ). The study found that music teachers rated the provision of teaching materials ( $M=2.45$ ,  $SD=.928$ ;  $D(74)=.209$ ,  $p<0.05$ ), technical resources ( $M=2.83$ ,  $SD=.850$ ;  $D(74)=.269$ ,  $p<0.05$ ) and the materials required for ensuring the competency approach ( $M=2.06$ ,  $SD=.902$ ;  $D(74)=.264$ ,  $p<0.05$ ) at a medium level (see table 2).

Table 2.

Music Teachers' Perspectives on Material-technical Provision

Statements	M	SD	SE	Mdn	Skewness	Kurtosis
Provision of teaching materials	2.45	.928	.108	2.00	.037	-.812
Provision of technical resources	2.83	.850	.099	3.00	.372	-.383
Provision of the materials required for the competency approach	2.06	.902	.105	2.00	.562	-.367

The music teachers' views on the provision of teaching materials ( $U=346.00$ ,  $z=-.667$ ,  $p=.505$ ), technical resources ( $U=388.00$ ,  $z=-.031$ ,  $p=.975$ ) and the materials required for the competency approach ( $U=368.50$ ,  $z=-.339$ ,  $p=.735$ ) were not related to the workplace. However, their opinions about the provision of teaching materials ( $U=213.50$ ,  $z=-2.063$ ,  $p=.039$ ) are statistically significant concerning work experience, while their views about providing technical resources ( $H(74)=11.051$ ,  $p=.026$ ;  $TJT=1073.50$ ,  $z=1.821$ ,  $p=.069$ ) are statistically significant in association with age, but at the same time, we cannot claim that teachers' opinions about the provision of technical resources change significantly with increasing age.

### 3.3. Adaptation of the teaching-learning process

The internal consistency of the study scale related to adapting the teaching-learning process is excellent ( $\alpha=.881$ ). The teachers rated adjusting lesson times ( $M=3.06$ ,  $SD=.962$ ;  $D(74)=.233$ ,  $p<0.05$ ) at a high level, but the ability to organize the learning process ( $M=2.93$ ,  $SD=.769$ ;  $D(74)=.282$ ,  $p<0.05$ ) to meet the epidemiological requirements ( $M=2.50$ ,  $SD=.913$ ;  $D(74)=.236$ ,  $p<0.05$ ), and the need of students ( $M=2.53$ ,  $SD=.958$ ;  $D(74)=.267$ ,  $p<0.05$ ) and teachers ( $M=2.41$ ,  $SD=.940$ ;  $D(74)=.244$ ,  $p<0.05$ ) at a medium level (see Table 3).



Table 3.

Music Teachers' Perspectives on Adapting the Teaching-learning Process

Statements	M	SD	SE	Mdn	Skewness	Kurtosis
Class times	3.06	.962	.112	3.00	-.813	-.258
Meeting the needs of students	2.53	.958	.112	2.00	.192	-.940
Meeting epidemiological needs	2.50	.913	.107	2.00	.147	-.772
Meeting the needs of teachers	2.41	.940	.110	2.00	.214	-.794
Flexible organization of the teaching-learning process	2.93	.769	.090	3.00	-.445	.049

The study determined that music teachers' opinions about lesson times ( $U=284.00$ ,  $z=-1.627$ ,  $p=.104$ ;  $U=321.00$ ,  $z=-.328$ ,  $p=.743$ ;  $H(74)=7.864$ ,  $p=.097$ ), flexible organization of the teaching-learning process ( $U=292.00$ ,  $z=-1.544$ ,  $p=.123$ ;  $U=253.50$ ,  $z=-1.482$ ,  $p=.138$ ;  $H(74)=1.307$ ,  $p=.860$ ) to meet epidemiological ( $U=283.50$ ,  $z=-1.616$ ,  $p=.106$ ;  $U=255.50$ ,  $z=-1.392$ ,  $p=.164$ ;  $H(74)=2.594$ ,  $p=.628$ ), students' ( $U=292.50$ ,  $z=-1.489$ ,  $p=.136$ ;  $U=267.00$ ,  $z=-1.204$ ,  $p=.229$ ;  $H(74)=5.753$ ,  $p=.218$ ) and teachers' needs ( $U=354.00$ ,  $z=-.546$ ,  $p=.585$ ;  $U=285.00$ ,  $z=-.909$ ,  $p=.363$ ;  $H(74)=4.838$ ,  $p=.304$ ) were not statistically significantly related to the type of workplace, work experience and age of teachers.

#### 4. Conclusion

The study revealed that music teachers rated interpersonal relationships with parents, colleagues and students at a high level but with school leaders at a medium level. The teachers assessed all statements describing the technical provision for the learning process at a medium level. In addition, all statements that describe the learning process adaptation to meet the Covid-19 restrictions were assessed at a medium level except the one regarding lesson times, which was rated at a high level.

The teachers believe interpersonal relationships with school leaders and technical provisions for the teaching-learning process are connected with work experience. However, their perspectives on providing technical resources are related to age. The other statements that describe the three scales of organizing the learning process are not statistically significantly related to the type of workplace, work experience and age of music teachers.

Based on the results obtained in the study, it is recommended to pay attention to continuous learning of technological innovations. Music teachers should be provided with diverse teaching materials on time. School leaders are advised to take care of teachers' autonomy in organizing the learning process.

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