ABSTRACT

In view of the lack of an appropriate instrument to measure primary school music teachers’ concerns about teaching music to students with special educational needs in inclusive classrooms in Hong Kong, this research intends to fill the research gap by developing and validating the Music Teachers’ Concerns of Inclusive Music Teaching Scale (CIMTS) for addressing these concerns. Specifically, this study aims at: (1) Developing and validating the CIMTS, (2) Assessing its psychometric properties, (3) Exploring primary school music teachers’ levels of concern about inclusive music teaching, and (4) Predicting their CIMTS scores with a number of psychological, personality, and environmental variables which are hypothesized to correlate with the CIMTS.

Different methods with two samples of primary school music teachers were involved in the development, validation, and prediction of the CIMTS. Regarding development, sequential mixed method involving qualitative analysis was employed to generate, pilot-test, and refine the initial pool of question items. Concerning validation (N = 309), quantitative analysis using item analysis was conducted to evaluate and refine the CIMTS, assessing its internal consistency and construct validity. Specifically, Exploratory Factor Analysis, Confirmatory Factor Analysis, SEM estimation, and Multi-trait and Multi-method analysis were performed to establish evidence of convergent and discriminant validity. Referring to prediction (N = 224), hierarchical multiple regression analysis was conducted to examine if the chosen psychological, personality, and environmental variables in the hypothesized model were significant predictors of the scores on the CIMTS.

Results indicated that the 25-item CIMTS possessed adequate evidence of validity as well as satisfactory reliability regarding the overall scale and its five factors (Learning Support, Learning Obstacle, Resource, Training, as well as Curricular Design and Assessment). While the level of primary school music teachers’ concerns for the Resource factor was found to be the highest among the five factors, Openness-to-Experience and School Climate were shown to be the strongest predictors of their scores on the CIMTS in the hypothesized model.
With the development and validation of the CIMTS, this research not only filled the research gap in inclusive music education, but also aroused policy-makers’ and music educators’ awareness of teachers’ needs for formal training in special education and for resource allocated to inclusive music teaching. For future research, with addition of new items, the CIMTS could be expanded in its domain coverage, refined, and revalidated with different samples. Further exploration of possible correlates of the CIMTS should be pursued.
TABLE OF CONTENTS

DECLARATION ..................................................................................................................................... i

ABSTRACT......................................................................................................................................... ii

ACKNOWLEDGEMENTS ................................................................................................................ iv

TABLE OF CONTENTS ................................................................................................................ vi

LIST OF TABLES ................................................................................................................................ x

LIST OF FIGURES ........................................................................................................................ xi

Chapter 1 Introduction ................................................................................................................... 1
  1.1 Background of study ................................................................................................................ 1
  1.2 Statement of the Problem ....................................................................................................... 4
  1.3 Purpose of the Study ................................................................................................................. 7
  1.4 Significance of the Study ......................................................................................................... 8
  1.5 Nature of the Study ................................................................................................................... 9
    1.5.1 Definition of Terms ............................................................................................................ 9
  1.6 Outline of the dissertation ........................................................................................................ 11

Chapter 2 Teacher concerns (Literature Review) ...................................................................... 13
  2.1 Fuller’s Teacher Concerns Model (TCM) ............................................................................. 14
  2.2 Empirical Studies of Teacher Concerns ................................................................................ 17
    2.2.1 Anxiety ............................................................................................................................... 18
    2.2.2 Teacher efficacy .................................................................................................................. 20
    2.2.3 Work engagement .............................................................................................................. 26
    2.2.4 Personality ........................................................................................................................ 29
    2.2.5 Teacher Training ................................................................................................................. 33
    2.2.6 Teaching experience .......................................................................................................... 36
    2.2.7 Teaching environment ...................................................................................................... 38
  2.3 Measures of Teacher Concerns ............................................................................................... 42
  2.4 Measures of attitudes toward inclusive education ................................................................. 43
  2.5 Music teachers’ concerns of inclusive education ................................................................. 45
  2.6 Research questions and hypothesis ...................................................................................... 46

Chapter 3 Scale development (Literature Review) ................................................................... 48
  3.1 Stages of scale development .................................................................................................. 50
3.1.1 Defining the construct ................................................................. 50
3.1.2 Generating the item pool ............................................................. 52
3.1.3 Selecting the scaling format ......................................................... 53
3.1.4 Expert-reviewing the items ......................................................... 54
3.1.5 Pilot-testing the instrument ......................................................... 55
3.1.6 Administering the revised instrument to larger sample ................. 56
3.2 Scale evaluation: Item analysis ...................................................... 58
3.2.1 Item characteristics ..................................................................... 59
3.2.2 Reliability .................................................................................... 61
3.2.3 Validity ....................................................................................... 64
3.3 Exploratory Factor Analysis (EFA) .................................................. 68
3.3.1 Testing assumptions .................................................................... 71
3.3.2 Choosing extraction technique ..................................................... 76
3.3.3 Deciding number of factors ......................................................... 78
3.3.4 Selecting rotation method ........................................................... 82
3.3.5 Interpreting the results ................................................................. 85
3.4 Confirmatory Factor Analysis (CFA) ............................................... 88
3.4.1 Assumptions of CFA ................................................................. 88
3.4.2 Process of conducting CFA ......................................................... 90
3.5 Multitrait Multimethod (MTMM) ..................................................... 94
Chapter 4 Development of the Music Teacher’s Concern of Inclusive Music Teaching Scale (CIMTS) ................................................................. 97
4.1 Preliminary Development of the CIMTS ........................................... 98
4.1.1 Step One: Conceptualizing teacher concern with specific content domains ........................................... 98
4.1.2 Step Two: Generating the item pool ............................................ 100
4.1.3 Step Three: Selecting the scaling format .................................... 106
4.1.4 Step Four: Expert-reviewing the items ................................. 108
4.2 Pilot study 1 of the CIMTS ............................................................ 110
4.2.1 Method ..................................................................................... 110
4.2.2 Result and discussion ............................................................... 111
4.3 Pilot study 2 of the CIMTS ............................................................ 114
Chapter 5 Evaluation of the CIMTS (Main Study) ............................................................ 116
  5.1 Procedures of data collection, data screening and data cleansing .......... 116
  5.2 Descriptive statistics ..................................................................................... 117
  5.3 Statistical procedures and results of scale refinement ......................... 123
    5.3.1 Instruments ................................................................................................. 124
    5.3.2 Stage One of scale refinement: Item analysis ....................................... 127
    5.3.3 Stage Two of scale refinement: Factor analysis ................................. 128
    5.3.4 Stage Three of scale refinement: Validity assessment .................. 139
  5.4 Discussion ........................................................................................................ 153
    5.4.1 Factor structure and content of the CIMTS ......................................... 153
    5.4.2 Six identified teacher concerns of the CIMTS ................................. 155
    5.4.3 Validity assessment of the CIMTS ....................................................... 158
Chapter 6 Validation and correlates of the CIMTS (Follow-up Study) .......... 161
  6.1 Procedures of data collection, data screening and data cleansing ........ 161
  6.2 Descriptive statistics ..................................................................................... 162
  6.3 Instrumentation ............................................................................................... 163
    6.3.1 Concerns of Inclusive Music Teaching Scale (CIMTS) ...................... 164
    6.3.2 Sentiments, Attitudes, and Concerns about Inclusive Education Revised (SACIE-R) Scale ............................................................................................................. 164
    6.3.3 The Chinese version of Revised School Environment Questionnaire (Revised SLEQ) ..................................................................................................................... 164
    6.3.4 Concerns about Integrated Education (CIE) scale ............................ 165
    6.3.5 The Chinese Version of the Utrecht Work Engagement Scale (UWES-C) ... 165
    6.3.6 The Big Five Personality Inventory (BFI-K) ........................................ 166
  6.4 Analysis ........................................................................................................... 167
  6.5 Result ............................................................................................................... 167
    6.5.1 Confirmatory Factor Analysis (CFA) ................................................... 167
    6.5.2 The reliability and validity assessment of the CIMTS .................... 169
    6.5.3 The levels of concern of music teachers in Hong Kong using the CIMTS .... 171
    6.5.4 The correlates of the teacher concerns as measured by CIMTS ....... 173
  6.6 Discussion ....................................................................................................... 177
    6.6.1 Reliability and validity assessment ....................................................... 177
6.6.3 Correlates of teacher concerns

Chapter 7 Conclusion

7.1 Major results of the present study

7.1.1 The construction of the CIMTS

7.1.2 The correlates of the teacher concerns

7.2 Limitations and Recommendation

7.2.1 Content of the CIMTS

7.2.2 Validity

7.2.3 Sampling

7.3 Contribution

REFERENCES

APPENDICES

CURRICULUM VITAE