



UNIVERSITI PUTRA MALAYSIA

**STRESSORS AND STRESS LEVELS OF PRIMARY SCHOOL MUSIC
TEACHERS IN SELANGOR, MALAYSIA**

JURIANI BINTI JAMALUDIN

FEM 2007 3



**STRESSORS AND STRESS LEVELS OF PRIMARY SCHOOL MUSIC
TEACHERS IN SELANGOR, MALAYSIA**

By

JURIANI BINTI JAMALUDIN

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfilment of Requirements for the Degree of Master of Science**

May 2007



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

**STRESSORS AND STRESS LEVELS OF PRIMARY SCHOOL MUSIC
TEACHERS IN SELANGOR, MALAYSIA**

By

JURIANI BINTI JAMALUDIN

May 2007

Chairman : Chan Cheong Jan, PhD

Faculty : Human Ecology

Music teaching in primary schools in Malaysia has been implicated with several challenges to teachers such as managing students' attitude towards learning music, handling school administrators' demands, and facing inadequate music facilities. This study was designed to examine the level of stress according to selected stressors experienced by primary school music teachers. The stressors under study were categorized into six subscales which are 'Student Characteristics', 'Teacher Characteristics', 'Administrative Procedures', 'Social Supports', 'Facilities and Equipments' and 'Music Syllabus Contents'. This research also attempted to the difference of stress level according to demographic characteristics which are gender, training, music teaching experience and music qualification of the music teachers.

The sample of this study consisted of 326 trained and untrained music teachers in Selangor. A questionnaire consists of items of stressors with open ended questions was distributed to the teachers in order to gather data concerning their demographical



characteristics and level of stress according selected stressors. The study utilized descriptive statistics to analyze the stress level and t-test to determine the difference of stress level according to demographic characteristics. The responses to open-ended questions were analyzed using frequencies and percentages.

The research findings indicate that generally, music teachers in this study were having only mild stress in their teaching and learning music in school. Subscale of 'Social Supports' was rated as the main contributor to teachers' stress whereas 'Music Syllabus Contents' was seen as the least source of stress. Among the particular item of stressors, 'lack of trained music teacher', 'lack of music resources and book', 'lack of skill in playing musical instrument', 'inadequate allocation to buy costume for music performance' and 'lack of recognition for music education' were rated by the teachers as the main source of their stress.

With respect to overall stress level, t-test analysis showed no significant difference for all four demographic characteristics. The result, however, indicated that male music teachers felt more stress compared to female music teachers in the subscale of 'Social Support'. Untrained music teachers, novice music teachers and music teachers without external music qualification experienced more stress than trained teacher, experienced teacher and music teachers with external music qualification in the subscale of 'Teacher Characteristic'. Meanwhile, experienced music teachers and music teachers with music qualification experienced less stress in facing inadequate facilities and equipments in



school compared to those who possess no music qualification and do not have experienced in teaching music in school.

This study highlights the importance of social support towards music teaching as the main contributor to music teacher stress in school. In addition, teachers' training in music need to be emphasized as it greatly helps to instill knowledge and confidence for teachers to teach the subject. Finally, the Ministry of Education must provide adequate facilities and proper equipment for music learning in schools so that the subject can be taught effectively.

Recommendation of future study should involve larger and more representative sample groups from different states in order to have more conclusive findings, which could be generalized. Besides that, for further research can include a continued analysis of music teacher stress issues associated with music teaching in a secondary school setting and identification of different stress variables.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Master Sains

**FAKTOR PENYUMBANG TEKANAN DAN TAHAP-TAHAP TEKANAN
DALAM KALANGAN GURU-GURU MUZIK DI SEKOLAH RENDAH DI
NEGERI SELANGOR, MALAYSIA**

Oleh

JURIANI BINTI JAMALUDIN

Mei 2007

Pengerusi : Chan Cheong Jan, PhD

Fakulti : Human Ecology

Pengajaran muzik di sekolah rendah di Malaysia melibatkan beberapa cabaran kepada guru-guru seperti mengurus sikap murid terhadap pembelajaran muzik, menangani permintaan pihak pentadbiran sekolah, dan menghadapi kekurangan kemudahan mengajar muzik. Kajian ini telah direka untuk memeriksa tahap tekanan yang dialami oleh guru muzik di sekolah rendah kebangsaan. Penyumbang kepada tekanan telah di kategorikan kepada enam sub-skala iaitu 'Ciri-ciri Murid', 'Ciri-ciri Guru', 'Kemudahan dan Peralatan', 'Prosedur Pentadbiran', 'Sokongan Sosial' dan 'Kandungan Sukatan Pelajaran Muzik'. Penyelidikan ini juga cuba mengukur tahap tekanan mengikut penyumbang tekanan di antara guru wanita dan guru lelaki, latihan guru, pengalaman mengajar muzik, dan kelayakan luar yang dimiliki guru muzik.



Sampel untuk kajian ini melibatkan 326 guru-guru muzik di Selangor yang opsyen muzik dan bukan opsyen muzik. Tinjauan dalam bentuk soal selidik telah diedarkan kepada guru-guru tersebut untuk mendapatkan maklumat serta menghasilkan data yang dikehendaki. Kajian ini menggunakan beberapa jenis analisa statistik, khususnya statistik deskriptif dan ujian t untuk menentukan perbezaan tekanan di antara angkubah-angkubah yang telah dipilih. Jawapan kepada soalan-soalan terbuka telah dianalisa menggunakan kekerapan dan peratus.

Dapatan kajian menunjukkan bahawa secara keseluruhan, guru-guru muzik di dalam kajian ini mengalami tahap tekanan yang sederhana dalam pengajaran dan pembelajaran muzik di sekolah. Sub-skala 'Sokongan Sosial' telah dinilai sebagai penyumbang utama kepada tekanan di kalangan guru muzik manakala 'Kandungan Sukatan Pelajaran Muzik' sebagai penyumbang tekanan paling rendah. Untuk tahap tekanan keseluruhan, 'kekurangan guru muzik terlatih', 'kekurangan bahan-bahan dan buku pengajaran muzik', 'kekurangan kemahiran bermain alat muzik', 'kekurangan peruntukan untuk membeli pakaian untuk persembahan muzik' dan 'kekurangan pengiktirafan terhadap pembelajaran muzik' telah dinilai oleh guru-guru muzik sebagai penyumbang utama kepada tekanan mereka.

Dari segi keseluruhan tekanan, ujian t menunjukkan tidak terdapat perbezaan yang signifikan dalam kesemua empat ciri demografi. Walaubagaimanapun, bagi penyumbang tekanan, hasil kajian menunjukkan guru muzik lelaki mengalami lebih tekanan berbanding guru muzik wanita pada sub-skala 'Sokongan Sosial'. Guru muzik yang tidak

terlatih, guru muzik yang baru mengajar dan guru muzik yang tidak mempunyai kelayakkan tambahan dalam bidang muzik, mengalami tekanan berbanding guru muzik terlatih, guru muzik yang berpengalaman dan guru muzik yang mempunyai kelayakan tambahan dalam bidang muzik dalam sub-skala 'Ciri-ciri Guru'. Sementara itu, guru-guru muzik yang berpengalaman dan guru-guru muzik yang mempunyai kelayakkan tambahan dalam bidang muzik menghadapi tekanan yang kurang dalam menghadapi kekurangan kemudahan dan peralatan di sekolah berbanding guru muzik yang tidak berpengalaman dan tidak ada kelayakkan luar dalam bidang muzik.

Kajian ini menonjolkan kepentingan penerimaan dan sokongan sosial masyarakat terhadap pengajaran dan pembelajaran muzik di sekolah. Tambahan lagi, latihan guru muzik perlu ditekankan memandangkan ia banyak membantu memberi pengetahuan serta keyakinan untuk guru-guru mengajar subjek ini. Pihak Kementerian Pendidikan Malaysia perlu menyediakan kemudahan yang cukup dan peralatan yang sempurna bagi pendidikan muzik di sekolah supaya subjek ini dapat diajar dengan berkesan.

Bagi cadangan untuk kajian yang akan datang perlulah melibatkan sampel pada kumpulan yang lebih besar daripada negeri yang berlainan bagi mendapat keputusan kajian yang menyeluruh. Selain itu juga, untuk kajian yang akan datang, dapat mengandungi analisa kepada isu berkaitan dengan tahap tekanan terhadap guru muzik dalam pengajaran muzik di sekolah menengah dan mengenal pasti pembolehubah-pembolehubah tekanan yang berlainan.

ACKNOWLEDGEMENTS

I would like to express my gratitude and appreciation to Dr. Chan Cheong Jan, my chief supervisor, for all his effort in helping me finish this dissertation. I will always remember what he has done for me and will help the others in the same manner. I would also like to thank my co-supervisors, Associate Prof. Dr. Rohani Ahmad Tarmizi and Madam Indra Selvarajah, who had provided intelligent suggestions to improve the quality of this dissertation.

I wish to thank the UiTM Scholarship Division for awarding me the scholarship. I would also like to thank the Directors of State Education Departments and Schools Headmasters who had granted me permission to collect data for this study as well as the music teachers who had participated in this study for their co-operation in responding to the questionnaires. A special note of gratitude to the panel of experts: Associate Prof. Dr. Shahanum Mohd Shah and Dr. Ghaziah who willingly reviewed the instrument for external validation and their support. I would also like to thank Associate Prof. Dr. Ramona Mohd. Tahir for her guidance and support for further my study in Universiti Putra Malaysia.

My beloved husband Mohamed Azhar B. Mohamed Harith, my son Mohd Izwan Shah, my father Allahyarham Jamaludin Bin Che Ngah and my mother Hajjah Rahmah Bt. Ishak were a true blessing. A special thank you is extended to my dearest friend, Kak Ryn



and my sister-in-law Kak Long Fizah for her guidance and support and also to Kak Muzlia for her assistance in the statistical analyses of the data and editing. Finally, thank you to all of my friends and family for their support in motivating me to complete this research.



I certify that an Examination Committee met on 24 May 2007 to conduct the final examination of Juriani Binti Jamaludin on his degree thesis entitled “Stressors and Stress Levels of Primary School Music Teachers in Selangor, Malaysia” in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the relevant degree. Members of the Examination Committee are as follows:

Zahid Emby, PhD

Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Chairman)

Loo Fung Chiat, PhD

Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Internal Examiner)

Lam Ming Huey, MS

Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Internal Examiner)

Pan Kok Chang, PhD

Lecturer
Pusat Kebudayaan
Universiti Malaya
(External Examiner)

HASANAH MOHD. GHAZALI

Professor/Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 21 JUNE 2007



This thesis submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee are as follows:

CHAN CHEONG JAN, PhD

Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Chairman)

ROHAINI AHMAD TARMIZI, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

INDRA SELVARAJAH, MS

Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Member)

AINI IDERIS, PhD

Professor/Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 17 JULY 2007



DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other institutions.

JURIANI BINTI JAMALUDIN

Date: 7 JUNE 2007



TABLE OF CONTENTS

	PAGE
ABSTRACT	ii
ABSTRAK	v
ACKNOWLEDGEMENTS	viii
APPROVAL	x
DECLARATION	xii
LIST OF TABLES	xvi
LIST OF FIGURES	xix
LIST OF ABBREVIATIONS	xx
CHAPTER	
I INTRODUCTION	1
Development of Music Education in Malaysia	4
Problem Faced by Music Teacher in Malaysia	6
Statement of Problem	8
Objectives of the Study	11
Research Hypotheses	12
Significance of Study	17
Limitation of the Study	18
Definition of Keywords	19
Sequence of the Study	22
Overview of Subsequent Chapters	24
II LITERATURE REVIEW	25
Definition of Stress and Burnout	25
A Model of Teacher Stress and Burnout	28
Stress in Teaching	31
Teacher Stress in Malaysia	33
Teacher Stress and Demographic Variables	35
Teacher Stress and Qualification	36
Teacher Stress and Gender	36
Teacher Stress and Teaching Experience	37
Sources of Stress	39
Sources of Stress for Music Educators	43
Student Characteristics	47
Teachers Characteristics	49
Facilities and Equipments	50
Administrative Procedures	52



	Social Supports	53
	Syllabus Contents	54
	Instruments Used for Stress Investigation	55
	Theoretical Framework of the Study	59
	Summary	64
III	METHODOLOGY	66
	Research Design	66
	Conceptual Framework of the Study	67
	The Sample	70
	Research Instruments	71
	Development of the Questionnaire	72
	Music Teacher Stress Inventory Subscale Descriptions	74
	Open- Ended Questions	76
	Validation of Research Instrument – The Pilot Study	77
	Pilot Test	77
	Reliability of Music Teacher Stress Inventory	
	Subscales (During Pilot Test)	78
	Reliability of Music Teacher Stress Inventory	
	Subscales (Actual test)	79
	Result of the Reliability Test	80
	Data Collection	81
	Data Analysis	82
IV	RESULTS AND DISCUSSION	87
	Background of the Respondents	87
	Stress Level of Music Teacher by Each of the Subscales	94
	Comparison of Stress Level Among Music Teachers	
	Based on Selected Demographic Characteristics	106
	Results of Open-Ended Questions	134
	Discussion	142
	Overall Stressors	143
	Student Characteristics	144
	Teacher Characteristics	147
	Facilities and Equipments	149
	Administrative Procedures	151
	Social Supports	153
	Music Syllabus Contents	155
V	SUMMARY, CONCLUSION AND SUGGESTIONS	156
	Summary of Thesis	156
	Conclusion and Implication	159
	Suggestions	162



Suggestions of Reducing Music Teacher Stress	162
Suggestions for Future Research	163
BIBLIOGRAPHY	164
APPENDICES	169
BIODATA OF THE AUTHOR	197



LIST OF TABLES

Table	Page
1. Music Teacher Stress Inventory Subscale	74
2. Result of the Reliability Test	80
3. Summary of the General Objectives, Specific Objectives, Data Analysis of Study	85
4. Gender and Training	88
5. External Music Qualification	91
6. Course Attended	92
7. Categorization of Stress Level	94
8. Mean Scores and Standard Deviation of MTSI Subscales	96
9. Mean Scores and Standard Deviation of Student Characteristics	98
10. Mean Scores and Standard Deviation of Teacher Characteristics	99
11. Mean Scores and Standard Deviation of Facilities and Equipments	101
12. Mean Scores and Standard Deviation of Administrative Procedures	103
13. Mean Scores and Standard Deviation of Social Supports	104
14. Mean Scores and Standard Deviation of Music Syllabus Contents	106
15. T-Test Comparisons of Male and Female Music Teachers in the Overall Level of Stress	107
16. T-Test Comparisons of Male and Female Music Teachers in the level of stress related to Student Characteristics	108
17. T-Test Comparisons of Male and Female Music Teachers in the level of stress related to Teachers Characteristics	109
18. T-Test Comparisons of Male and Female Music Teachers in the level of stress related to Facilities and Equipments	110



19.	T-Test Comparisons of Male and Female Music Teachers in the level of stress related to Administrative Procedures	111
20.	T-Test Comparisons of Male and Female Music Teachers in the level of stress related to Social Supports	112
21.	T-Test Comparisons of Male and Female Music Teachers in the level of stress related to Music Syllabus Contents	112
22.	T-Test Comparisons of Trained Music Teacher and Untrained Music Teacher in the Overall Level of Stress	113
23.	T-Test Comparisons of Trained Music Teacher and Untrained Music Teacher in the level of stress related to Student Characteristics	114
24.	T-Test Comparisons of Trained Music Teacher and Untrained Music Teacher in the stress related to Teacher Characteristics	115
25.	T-Test Comparisons of Trained Music Teacher and Untrained Music Teacher in the level of stress related to Facilities and Equipment	116
26.	T-Test Comparisons of Trained Music Teacher and Untrained Music Teacher in the level of stress related to Administrative Procedures	117
27.	T-Test Comparisons of Trained Music Teacher and Untrained Music Teacher in the level of stress related to Social Supports	118
28.	T-Test Comparisons of Trained Music Teacher and Untrained Music Teacher in the level of related to Music Syllabus Contents	119
29.	T-Test Comparisons of Novice Music Teachers and Experienced Music Teachers in the Overall Level of Stress	120
30.	T-Test Comparisons of Teaching Experience of Music Teachers in the Level of Stress related to Student Characteristics	121
31.	T-Test Comparisons of Teaching Experience of Music Teachers in the level of stress related to Teacher Characteristics	122
32.	Test Comparisons of Teaching Experience of Music Teachers in the level of stress related to Facilities and Equipments	123
33.	T-Test Comparisons of Teaching Experience of Music Teachers in the level of stress related to Administrative Procedures	124



34.	T-Test Comparisons of Teaching Experience of Music Teachers in the level of stress related to Social Supports	124
35.	T-Test Comparisons of Teaching Experience of Music Teachers in the level of stress related to Music Syllabus Contents	125
36.	Test Comparisons of Music Teachers with External Music Qualification and Music Teacher without External Music Qualification in the Overall Level of Stress	127
37.	T-Test Comparisons of Music Teachers with External Music Qualification and Music Teachers without External Music Qualification in the level of stress related to Students Characteristics	128
38.	T-Test Comparisons of Music Teachers with External Music Qualification and Music Teachers without External Music Qualification in the level of related to Teachers Characteristics	129
39.	T-Test Comparisons of Music Teachers with External Music Qualification and Music Teachers without External Music Qualification in the level of Stress related to Facilities and Equipments	130
40.	T-Test Comparisons of Music Teachers with External Music Qualification and Music Teachers without External Music Qualification in the level of stress related to Administrative Procedures	131
41.	T-Test Comparisons of Music Teachers with External Music Qualification and Music Teachers without External Music Qualification in the level of stress related to Social Supports	132
42.	T-Test Comparisons of Music Teachers with External Music Qualification and Music Teachers without External Music Qualification in the level of stress related to Music Syllabus Contents	133



LIST OF FIGURES

Figure		Page
1.	The Sequence of the Study	23
2.	A Model of Teacher Stress by Kyriacou & Sutcliffe	29
3.	A Model of Teacher Burnout by Dorman	30
4.	The Theoretical Framework of Teacher Stress	60
5.	The Conceptual Framework of the Study	69
6.	Frequencies of Responses to Teaching Experience	89
7.	Frequencies of Responses to Music Qualification	90
8.	Frequencies of Responses to Teaching Level	93
9.	Frequencies of Responses to Satisfaction as a Music Teacher	94
10.	Frequencies of Responses to Perception Towards Why They Choose to be a Music Teacher as a Profession	135
11.	Frequencies of Responses to Perceptions Towards Activities or Situation that Cause Teacher Stress	138
12.	Frequencies of Responses to Perceptions Towards How Music Teachers' Manage or Cope with the Stress while Teaching Music in School	141



LIST OF ABBREVIATIONS

ABRSM	Associated Board of the Royal School of Music
EPRD	Education Planning and Research Division
KBSR	<i>Kurikulum Bersepadu Sekolah Rendah</i> (Integrated Primary School Curriculum)
KPM	<i>Kementerian Pelajaran Malaysia</i> (Malaysia Ministry of Education)
MTSI	Music Teacher Stress Inventory
NUTP	National Union of the Teaching Profession
MusEd	Malaysia National Conference For Music Education
PPK	<i>Pusat Perkembangan Kurikulum</i> (Curriculum Development Center)
SPM	<i>Sijil Pelajaran Malaysia</i> (Malaysian Certificate of Education)
SPSS	Statistical Package for Social Sciences
UiTM	<i>Universiti Teknologi MARA</i> (MARA University of Technology)
UPM	Universiti Putra Malaysia
UPSR	<i>Ujian Pencapaian Sekolah Rendah</i> (Primary School Achievement Examination)



CHAPTER I

INTRODUCTION

The term 'stress' has been used by many people in various different ways, but most people would regard experience of stress at work as something to do with the anxiety caused by having to work under pressure. More generally, the term 'stress' has been widely used in the social sciences following the pioneering work on psychological stress by Selye in the 1950s (Selye, 1956 as cited by Kyriacou, 2001 and Timothy Kerlin, 2001). According to Selye (1974), the three types of stress demands are physiological, psychological, and environmental. Selye (1974) as cited in Timothy Kerlin (2001) noted that all individuals need some amount of stress in order to be productive. Minimal stress or sometimes referred to as positive stress gives energy to individuals to perform their tasks. Lack of positive stress in a teacher's daily job for example, can cause problem, the same as too much negative stress can create tension for the person.

Stress is how an individual reacts to what is perceived to be a threatening or demanding event. For educators, some components or elements of their job are interpreted as stressful (Kyriacou, 2001). Stress in teaching is not a new phenomenon. Teaching is the type of job where potentially high levels of stress can be generated on a regular basis. Recent studies have shown that the teaching profession actually has to be placed among highly stressed careers such as nursing and air traffic controlling



(Greenberg, 1990; Storz, 1990). A more specific definition of stress with regards to teaching has been developed by Kyriacou (1980); Kyriacou and Sutcliffe (1978; Lazarus, 1974 as cited in Lift & Turk, 1985) who defined teachers stress as the unpleasant or negative emotions and distress that exist when the problems confronting teachers in school threaten their well-being and surpass their ability to resolve problems.

Numerous researchs have been conducted on music teachers stress. These included Hamann, Daugherty, and Mills (1987) who examined applicable job-related factors unique to music teachers' burnout. Hodge, Jupp and Taylor (1994) also found that there are added pressures in terms of teaching from less structured curricula in music than for other subject areas. Heston, Dedrick, Raschke and Whitehead (1996) suggested that student attitudes and behaviors were key stress factors for music teachers. Bechen (2000) investigated perceptions of pre-service and in-service music educators to sources of stress in the music teaching profession. In addition, Scheib (2003) found six main stressors in music teaching and Gordon (1997) identified stress factors which music practitioners experienced in the teaching environment. These studies clearly suggested that music teachers were also experiencing stress while teaching and learning music in school.

According to a research conducted by National Union of Teaching Profession (NUTP, 2005) about teachers stress, the problem faced by teachers that contributed to stress in Malaysia need to be investigated, included the sources of stress and the effect of



teachers stress. The NUTP mentioned that this research must be performed because they received complains about teachers stress and teachers workload. This research would recognize the elements that contribute to teacher stress, teacher's workload, teacher's personality, colleague, parents, school environment, students and the society. Beside that, they also looked into the factors that contribute to teachers stress and the problem related to teacher's emotion and student discipline. (Berita Harian, August, 2005)

From the resolution of the First Malaysia National Conference for Music Education (MusEd) 2002, it was indicated that professionalism among music teachers needs to be raised in order to fulfill the aspiration of music education in Malaysia. The issue came out because many of the teachers teaching music in school were untrained music teachers. Many of untrained music teachers do not possess any music qualification and they have no experience in teaching music in school. It is possible that untrained music teachers felt stress when teaching and learning music in school.

Besides that, the Education Planning Research Division (EPRD) in 1999 found that half of the teachers taking music course did not have music background as required and these were some reasons why many music teachers have to create their own style of teaching. Hence, it is possible that trained music teachers also suffered from stress because they lack the experiences and qualification in teaching music in school.

Development of Music Education in Malaysia

Music education in Government schools only began in the 1970s in a few Malay schools where the principals had interest in music. The music education was conducted by a teacher who moved from school to school. In addition activity, nasyid songs were sang in English at Quran recital ceremonies. In 1979, a Cabinet committee studying the Implementation of Education Principles had reached a decision to include music education as a subject for all students in primary schools in Malaysia (Ministry Report, 1979). This development was also partly a result of public survey that found many people perceived the Malaysian education system as stressing too much on academic subjects and examinations. Some also believed that the old curriculum was not balanced since too little focus was given to fine arts such as Drawing and Music.

Consequently, a music subject was developed by the Ministry of Education to be included in the 'Kurikulum Bersepadu Sekolah Rendah' (KBSR). The Curriculum Development Committee (CDC) was assigned to develop a syllabus plan for Level One students, specifically Standard One, Two and Three students. This KBSR music program was tested in a few selected schools in 1982, and upon successful reviews, was fully implemented in all primary schools throughout the country starting 1983. Therefore, 1983 was recorded as a significant historical date for the development of music education in Malaysia (KPM, 2000).

