

Organizational Culture on the Music Teacher Professional Development of Middle School in Guangxi Zhuang Autonomous Region

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Received September 26, 2024; **Revised** December 15, 2024; **Accepted** December 25, 2024

Abstract

The purposes of this research were to 1) to study the exploratory factors analysis of the organizational culture on the Music teacher Professional Development of Middle Schools in Guangxi Zhuang Autonomous Region and 2) to propose the guidelines for developing organizational culture on the music teacher professional development of middle school in Guangxi Zhuang Autonomous Region. The sample group in the study was 335 middle schools in Guangxi Zhuang Autonomous Region. The respondents consist of 335 middle school administrators and 335 respondents' music teachers, totaling 670 respondents using simple random sampling. The research instruments were the semi-structured interview, the opinionnaires, and the checklist form. The data analysis statistics were frequency, percentage, mean, standard deviation, and the exploratory factors analysis of the organizational culture on the Music teacher professional development of the middle school in Guangxi Zhuang Autonomous Region, and the findings were confirmed by content analysis.

The findings of this research were: 1. The exploratory factors analysis of the organizational culture on the Music teacher professional development of the middle school in Guangxi Zhuang Autonomous Region, the results of the research data analysis revealed four factors: 1) academic development pathways, 2) Professional knowledge, and 3) teaching quality of music teachers 4) teachers' professional identity. 2. The four factors derived in organizational culture on the music teacher professional development of the middle school in Guangxi Zhuang Autonomous Region were found to be appropriate, accurate, and following proposing the guidelines for developing organizational culture on the music teacher professional development of the middle school in Guangxi Zhuang Autonomous Region.

Keywords: organizational culture; middle school music teacher; teacher professional development

Introduction

Music education in middle school positively impacts the overall quality and artistic and cultural achievements of middle school students (Bao, 2020). With the steady advancement of China's education reform, the Ministry of Education has also issued a series of guidance on music teaching. Many music teachers have explored innovating music teaching forms and promoting the cultivation of middle school students' aesthetic ability in music art. These explorations have also fundamentally promoted the quality of middle school music education and management in our country.

At the same time, the implementation and implementation of the professional development policy for middle school music teachers is of great significance for improving the quality of middle school music education, enhancing the professional development of music teachers, and improving the level of schools (Yang, 2019). The middle schools also actively respond to the country's call, paying more attention to teaching music lessons. In this process, music teachers, responsible for cultivating high-quality talents for the country, play an increasingly prominent role in education reform. Schools need to put themselves in the other person's position and start from the situation and needs of teachers, establish a long-term training mechanism, create a good atmosphere for learning and improvement, and play a clear guiding role in the professional development of teachers (Ning, 2020). The fundamental purpose of education is to promote the sustainable development of education, cultivate innovative talents, and promote the independent and active development of learners when the school makes development plans and implementation programs. How do we combine school vision with teachers' personal vision to attract teachers to participate in school governance and promote teachers' professional development? The key is how to carry out expert guidance, practice reflection, peer assistance, concept reconstruction, and practice research activities in a planned and purposeful way to encourage teachers to go deeper and improve their research ability.

Therefore, promoting teacher professional development is the common goal of all countries in the world, and our country needs to implement the strategy of rejuvenating our country through science and education. Although the hardware conditions and teachers of music education and teaching in China have been significantly improved, in education and teaching, we should explore

the influence of organizational culture on the professional development of music teachers, the aspects of teacher professional development, and the paths of teacher professional development. These problems prompted the author to research the professional development model of music teachers.

Organizational culture is the conceptual and institutional culture with distinct organizational characteristics generated by the interaction and accumulation of organizational members in the long-term development process of an organization (Xiao, 2018). School organizational culture is an important feature of a school, but it differs from other schools and plays an increasingly important role in school management. It contains the spiritual culture, system culture, behavior culture, material culture, and other contents of the school and has the functions of cultivating, guiding, standardizing, condensing, radiating, stimulating, and innovating the school organization. In the era of the knowledge economy, especially in the background of China's education system reform, the school organization should be a continuously developing learning community, actively respond to the needs of internal and external changes, and promote the quality and sustainable development of the school through the reconstruction of organizational culture. School organizational culture is a special social phenomenon that is not a short-term project and needs long-term cooperation from all school members (Ji, 2021). It is the sum of values and codes of conduct that all school members agree with and follow in the school's long-term development. School organizational culture, as a product of the interaction between the school and the outside world, affects the behavior of school members. In a school, teachers are one of the main members of the organization. Teachers' professional development has a high influence on the development of the school, and different school organizational cultures will affect teachers' identification with the school and their degree of work effort. It can be said that the school organizational culture is the overall state of school civilization achieved by all the school personnel through efforts, which includes not only the material wealth and environmental resource conditions of the school but also the school consciousness, school spirit, and school behavior norms and other spiritual wealth of the school members, which is the sum of material wealth and spiritual wealth. It reflects scientific culture, educational culture, and traditional culture.

To provide insights about the school in Guangxi Zhuang chosen as the research area for the study on music teachers, we can consider several aspects, including the current state of music teachers, existing challenges, and why this area was selected for research. Current State of Music Teachers in Guangxi Zhuang are: 1) Qualifications and Training: Many music teachers in Guangxi

Zhuang may have varying degrees of formal training in music education. While some may hold advanced degrees, others might have limited exposure to music pedagogy. 2) Teaching Methods: Teachers often employ traditional teaching methods that may not fully engage students or foster creativity. There may be a reliance on rote learning rather than innovative, student-centered approaches. 3) Professional Development: Opportunities for professional growth and development might be limited. Teachers may not have access to regular workshops or training programs that focus on contemporary music education practices.

4) Resource Availability: Schools may face challenges regarding resources, such as musical instruments and teaching materials, which can hinder effective music instruction. Problems and Shortcomings 1) Organizational Culture: The organizational culture within schools may not fully support collaborative learning or professional development among music teachers. A lack of a supportive culture can lead to isolation and decreased motivation. 2) Curriculum Constraints: The existing curriculum may not prioritize music education, leading to insufficient class time and emphasis on music subjects compared to core academic areas. 3) Student Engagement: There may be challenges in engaging students in music education, particularly in a region where other subjects are prioritized. This can affect students' aesthetic appreciation and participation in music activities. 4) Community Support: Community involvement in music education may be minimal, limiting opportunities for students to engage with music outside of the classroom. Rationale for Choosing Guangxi Zhuang 1) Educational Reform Context: Guangxi Zhuang is undergoing educational reforms that aim to improve overall teaching quality. This provides a timely context for examining how music education can be enhanced. 2) Cultural Richness: The region has a rich cultural heritage that can be integrated into music education, making it an ideal area for research on the intersection of culture and pedagogy. 3) Need for Improvement: Identifying specific shortcomings in music education in Guangxi Zhuang highlights the need for targeted research to develop effective professional development models for music teachers. 4) Potential for Impact: By focusing on this area, the research aims to contribute to the broader goal of improving music education in China, thereby enhancing the quality of artistic and cultural education for students. Overall, selecting Guangxi Zhuang as the research area reflects a combination of pressing needs in music education and the potential for meaningful impact through targeted interventions and professional development for music teachers.

Overall, the research on school organizational culture and its impact on teacher professional development shows that it is an important factor that significantly impacts teacher

professional development ability. More research is needed to understand better how school organizational culture influences teacher professional development and to develop interventions that can be used to improve school organizational culture and support teacher professional development.

Objective

1. To study the level of organizational culture of music teachers' professional development in middle schools in Guangxi Zhuang Autonomous Region.
2. To study the exploratory factors analysis of the organizational culture on the Music teacher Professional Development of Middle School in Guangxi Zhuang Autonomous Region.
3. To propose the guidelines for developing an organizational culture for the music teacher professional development of the middle school in Guangxi Zhuang Autonomous Region.

Literature Reviews

Concepts and theories related to organizational culture

Various new management systems have been promoted and applied in society's continuous development and progress. One important sector is the construction of organizational culture, which has a very positive significance for the stable development of various industries. For middle schools, implementing organizational culture construction can enhance their core competitiveness, inject more vitality into their development, promote the smooth implementation of education reform, improve the quality of running schools, and send more high-quality talents to society.

Organizational culture (Achievers Solutions Inc., 2023) is the set of values, expectations, and practices that guide the actions of all team members. Think of it as a collection of characteristics that make your company what it is. A great culture embodies positive traits that can improve performance, while a dysfunctional company culture brings qualities that can hinder even the most successful organizations.

Because of different research purposes and levels, scholars have different views on the connotation of organizational culture, and there is no unified conclusion. Denison and Mishra (1995), a representative scholar of quantitative research on organizational culture, believe that the connotation of organizational culture is very extensive, and its connotation and denotation are

challenging to describe and define objectively. Just as everyone has different personalities due to different growing backgrounds and experiences, any organization in society will form its unique values, ideologies, and behaviors due to the influence of environmental conditions and traditional culture, thus shaping its personality—a unique organizational culture. Many scholars at home and abroad have different understandings of organizational culture.

Organizational culture (Zhang, 2019) is a set of basic models, values, beliefs, and codes of conduct shared by all employees to solve problems inside and outside the enterprise. It is very reliable and easy to pass on. The internal structure of each enterprise is different from the external environment, so there will be different organizational cultures among enterprises. In addition, the values and beliefs conveyed by organizational culture will lead to differences in corporate behavior norms, which will profoundly impact employee behavior and attitude.

Organizational culture is the unique organizational concept of an organization, which is gradually formed in the long development process of the organization (Cong, 2020). The organization's development is precisely because of its unique cultural concept of centralizing the power of all parts of the organization under the same guiding force to promote the organization's development. The uniqueness of organizational culture can be used as a psychological procedure for organization members to distinguish themselves from other organization members to form a shared cultural consensus within their organization. Organizational culture (Hu, 2018) is a unique cultural management model with value as the core element of an organization's development and is an important part of the organization's core competitiveness.

Organizational culture (Zhao, 2018) is a set of values, beliefs, and norms that all members will consciously abide by and accumulate over a long period. It includes tangible rules and regulations, an intangible working atmosphere, a working philosophy, and working values, which can influence the ideas of members of the organization and make their ideas consistent with the values and beliefs of the organization. It can also influence the behavior of members of the organization so that they act in a manner consistent with the organization's values. The organization's culture is a philosophy, values, and code of conduct observed by all members of an organization and can guide their work. Organizational culture is an internalized normative belief that can be used to guide the behavior of organization members.

Concepts and theories related to professional development for Chinese teacher

"Teacher professional development" is defined as the process in which individual teachers continuously improve their philosophy and ethics, enrich professional knowledge, and improve their professional ability in their professional careers. In this process, we need not only the support of external security conditions such as society and school but also the continuous efforts of teachers to study, reflect, and practice.

Teacher professional development (Wang, M., 2023) is a process of teachers' individual professional development, a process of teachers' continuous acceptance of new knowledge and growth of professional ability. To become mature professionals, teachers need to expand their professional connotations and improve their professional level through continuous learning and exploration to reach professional maturity. Teacher development is constantly improving their professional consciousness, accepting new knowledge, improving professional ability, and developing from immature to relatively mature teachers. Teacher professional development (Sun & Tian, 2022) refers to the process in which teachers, guided by the concept of lifelong learning and sustainable development, reasonably plan their own professional development goals, master the knowledge and skills of teacher professional development with the help of diversified learning channels, and achieve all-round improvement of their professional concepts, professional knowledge, and professional abilities. Teacher professional development (Liu & Li, 2023) refers to the professional growth of teachers, which is the process of teachers' continuous learning and continuous improvement to be qualified for the professional profession of "teacher." In the concrete educational practice, teacher professional development is multi-real directional divergence and gradient rise, which profoundly imprints The Times. Professional development focuses on changing and perfecting teacher's professional structure in society.

Concepts and theories related to career paths for Chinese teacher

The career path is a management plan designed by an organization for internal employees' self-recognition, growth, and promotion. Career path design is one of the important contents of career management and the first step. It plays a vital role in career management activities. A career path helps employees understand themselves and enables the organization to grasp their career needs to remove obstacles and help employees meet their needs.

Through professional development, teachers constantly improve their professional knowledge, skills, spirit, and quality, accumulate experience in the actual teaching process,

combine experience with advanced teaching concepts, models, and methods, innovate and optimize education and teaching, and improve the professionalism of teaching while improving their own scientific research ability (Wang, Y., 2023).

In recent years, more attention has been paid to teacher professional development at both the national and local levels (Xu, 2023). Education should keep pace with The Times, and teachers should continue to grow and progress in the changes of The Times. This requires the majority of teachers to continue to learn and recharge in order to better complete the mission of moral education.

Build a learning platform to provide opportunities for teachers' professional development. Education departments and schools at all levels have the responsibility and obligation to build learning platforms for teachers' professional development. Carry out full teacher training activities during holidays, organize teacher learning during winter and summer vacations, and recharge teachers' professional development. To carry out the training activities of teachers' ethics and style, to help teachers improve their ethics as a breakthrough. Produce professional and technical training activities for teachers to improve their professional knowledge and ability. Teacher training activities have been carried out to contribute to education and teaching.

The rapid development of information technology has promoted the reform of the education system, triggered people's new thinking about traditional education, and brought new challenges to the role of teachers, educational practice, and educational concepts. The essence of education is still to promote the free development and liberation of people and realize the development of students' initiative and consciousness. Therefore, with the development of information technology as the carrier and booster, it innovates the path of teacher professional development, from the subject of education to the object of education, from external promotion to independent development, from the organizational structure to the concept reform, recognition in an all-round and multi-angle and finally return to education itself.

Concepts and Theories related to Chinese music teachers

A music teacher refers to a teacher who teaches music-related courses. Music teachers should include several aspects of ability and quality (Yang, 2017). First, professional ethics. Teachers should have good professional ethics, adhere to the student orientation, comply with relevant teaching laws and regulations, and seriously conduct teaching work. Second, teaching skills. Music teachers should master the relevant teaching methods and be able to carry out

teaching activities according to the requirements of music knowledge education and the characteristics of students. Third, music theory knowledge and skills. Music teachers should have specific music theory knowledge and skills to provide experience and knowledge base for music teachers—fourth, classroom management and guidance. In teaching practice, music teachers should be good at strengthening classroom management, stimulating students' potential, and improving students' quality. Fifth, some key middle schools, with their characteristics, have gone ahead of other schools and organized and carried out the second class in bands and bands. In this regard, music teachers are not only the disseminators of classroom knowledge but also the conductors and management talents who are close to professional musicians. This is both an opportunity and a challenge for middle school music teachers. The professional development of music teachers is to enhance their own music skills, teaching ability, and professional ethics according to music education needs under the influence of subjective and objective roles to achieve self-development and progress.

Modern music education needs all-round, comprehensive, research-oriented, and professional music teachers (Wang, 2020). Music teachers are the guides and facilitators for students to learn music. Guide students to develop good learning habits and stimulate students' learning interest and enthusiasm. Music teachers should be the researchers and practitioners of music teaching. A music teacher should, first of all, be a learner who should learn the musical materials and understand the information related to the materials. Study the textbook, study the curriculum, and study the students. It internalizes teaching materials, courses, and students into its primary structure. Teachers are researchers. In other words, teachers should always put themselves in the state of research to look at the classroom and students and analyze and examine various teaching problems with the researchers' eyes. At the same time, we should constantly reflect on ourselves, explore the problems in classroom teaching, and summarize the experience gained in teaching. Music teachers should design, organize, and manage music-teaching activities. Music teaching activity is a kind of collective activity that requires the collective participation of students and teachers. Teachers are the leaders of the class, and students are the subjects of the class. If they want to realize the overall function of music teaching, they must be carefully designed, organized, and scientifically managed. In order to achieve a reasonable coordination of these steps, the teacher is first the designer of teaching activities. Good music teaching design is the key to the smooth progress of classroom teaching. Music teaching design is

a comprehensive process of rational thinking; Music teachers should be the builders and developers of the music curriculum. As the participants and implementers of the music curriculum reform, teachers play a key role in the curriculum reform.

Conceptual Framework

The following personal name references from the literature can be included to construct a robust conceptual framework for the research on the professional development of music teachers in Guangxi Zhuang. These references provide foundational concepts and theories that inform the framework. Bao (2020) Focus: The positive impact of music education on middle school students' artistic and cultural development. Contribution: Highlights the importance of music education in enhancing overall student quality and the role of innovative teaching practices. Yang (2019): Focus: The significance of professional development policies for music teachers. Contribution: Emphasizes how ongoing professional development can enhance the quality of music education and teacher effectiveness. Ning (2020): Focus: Schools need to consider teachers' situations and needs in professional development. Contribution: Argues for establishing long-term training mechanisms and supportive learning environments for teachers. Xiao (2018): Focus: The definition and importance of organizational culture within educational institutions. Contribution: Discusses how organizational culture influences the behavior and development of teachers, particularly in music education. Ji (2021): Focus: The role of school organizational culture in shaping educational practices. Contribution: Explores the concept of school as a learning community and the need for long-term collaboration among members to foster effective educational environments. Summary of References in the Framework: Organizational Culture: Drawing from Xiao Fangming and Ji Dongping, the framework underscores the impact of a supportive school culture on teacher development. Professional Development: Referencing Yang Fengyu and Ning Feifei, the framework emphasizes the need for structured, ongoing professional development that considers teachers' unique needs. Teacher Identity and Engagement: Incorporating insights from Bao Jie, the framework connects teacher identity to student outcomes, recognizing the influence of music education on teachers' professional journeys. In conclusion, the research is grounded in established theories and principles by integrating these personal name references into the conceptual framework. This approach clarifies the relationships among key components and guides the exploration of how organizational culture and professional development can enhance the quality of music education in Guangxi Zhuang.

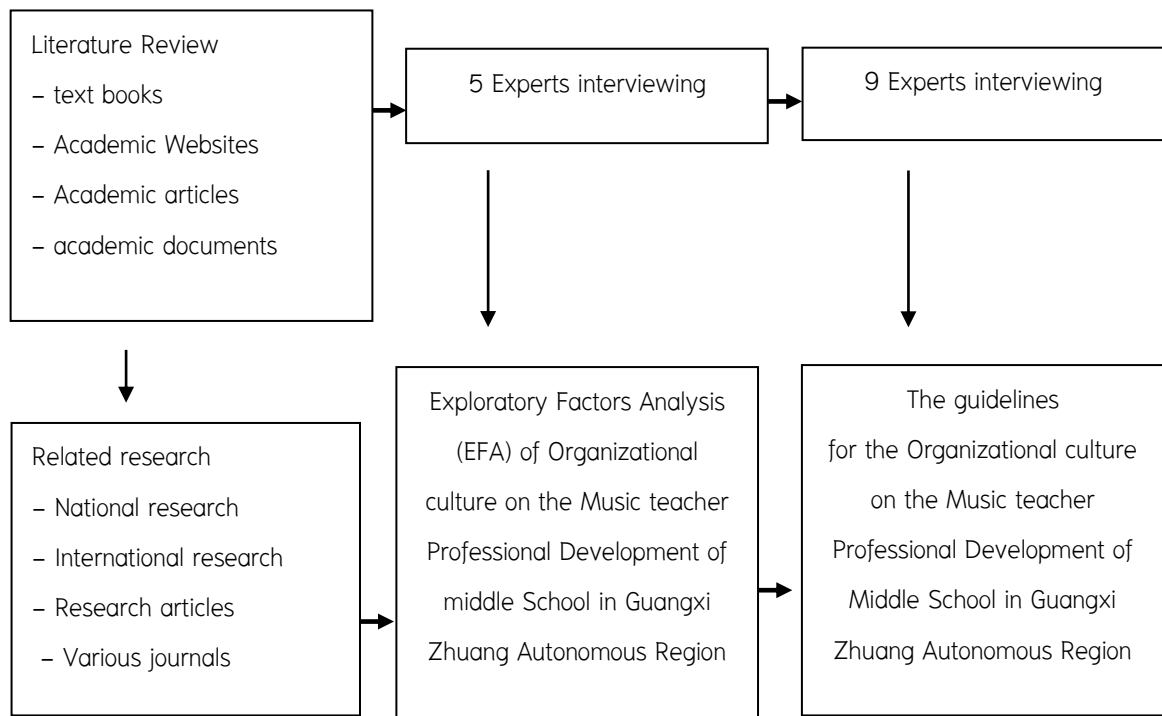


Figure 1 Research conceptual framework

Research Methodology

Research on organizational culture in the music teacher professional development of middle School in Guangxi Zhuang Autonomous Region

The population and sample used in this study were 670 faculty members of Middle schools in Guangxi Zhuang Autonomous Region, including school principals and music teachers. The simple random sampling method was used.

Population	Sample	Research respondents	
		Middle school administrators (1 respondents)	Music teachers (1 respondents)
2,538	335	335	335
Total		670 Research respondents	

Research process

Research characteristics: The researcher developed the research instrument using the following steps: 1. Study the documents and supervise the research to help the research instrument for the research. 2. Create a research paper according to the research. The research was divided into two parts: 1. The content of the personal status, the answer is a checklist to ask for the respondents' information. 1) The next check of the personnel, 2) again to see the check, 3) the check of the respondents, 4) the highest academic qualification in the answer, and 5) the rest of the respondents. 2. Find out the organizational culture of the professional development of middle school music teachers in the Guangxi Zhuang Autonomous Region.

Data collection

The researcher distributed the questionnaire to the sample group and collected data from 670 respondents. The steps are as follows:

1) The researcher sent a request letter to the sample group, faculty members of middle schools in the Guangxi Zhuang Autonomous Region, including school principals and music teachers. By informing the purpose of the study and requesting permission to collect data, the researcher asked for permission from the educational institution to collect data.

2) The sample group of middle school teachers in the Guangxi Zhuang Autonomous Region, consisting of secondary school principals and music teachers, was used to distribute questionnaires to schools in the area. A total of 670 questionnaires were distributed.

3) The researcher collected the questionnaires and checked their accuracy and completeness one by one to facilitate data analysis and conclusion. The researcher collected a total of 670 questionnaires.

Data analysis

The researcher took all the received questionnaires to check the completeness of every questionnaire and brought the obtained data for statistical analysis by using a computer to calculate statistical values with a statistical package. There are steps to operate as follows:

1. Analyses part 1 of the questionnaire about the status of the respondents by using qualitative variables, namely frequency and percentage, presented in the form of an accompanying table.

2. Some unreasonable items were deleted through exploratory factor analysis, and the final items of the questionnaire were determined by confirmatory testing.

3. Analyses part 2 of the questionnaire on the organizational culture of the music teacher's professional development in middle school in Guangxi Zhuang Autonomous Region by finding the mean and standard deviation on each side and the overall picture. Which considers the average score obtained from the informants' questionnaire responses. To know the Organizational culture of the music teacher professional development of the middle school in Guangxi Zhuang Autonomous Region using the estimation scale, there are criteria for interpreting the meaning into a score range as follows:

Average 4.51 – 5.00 refers to Organizational culture development at the highest level.

An average of 3.51 – 4.50 refers to Organizational culture development at a high level.

An average of 2.51 – 3.50 refers to Organizational culture development at a moderate level.

An average of 1.51 – 2.50 refers to Organizational culture development at a low level.

Average 1.00 – 1.50 refers to Organizational culture development at the lowest level.

4. By using the Exploratory Factor Analysis method with the factor extraction method (Principal Component Analysis: PCA) to obtain important variables which are considered the criteria for selecting variables that are included in any component by considering the variance of the variable (eigenvalue) equal to 1 and taking the factor loading value of each variable of that component to be at least 0.5, which is described by three or more variables according to the Kaiser method.

The following criteria are used for evaluating KMO:

Above 0.90	refers	Marvelous
0.80 to 0.90	refers	Meritorious
0.7 to 0.80	refers	Average
0.60 to 0.70	refers	Mediocre
0.50 to 0.60	refers	Terrible
Below 0.50	refers	Unacceptable

Kaiser–Meyer–Olkin (Kaiser, 1974) is a statistical test used in factor analysis to determine if the data is suitable for factor analysis. KMO measures the sampling adequacy of each observed variable in the model as well as the complete model. KMO is calculated based on the correlation between the variables. It ranges from 0 to 1, with values closer to 1 suggesting the variables are

correlated and the data is well-suited for factor analysis. Otherwise, the variables are uncorrelated, and there may not be a common factor influencing them.

5. In-depth interview. The analysis to examine the appropriateness of the organizational culture on the music teacher professional development of middle schools in Guangxi Zhuang Autonomous Region uses the analysis method of consideration by nine experts and qualified persons, presenting the organizational culture on the music teacher professional development of middle schools in Guangxi Zhuang Autonomous Region.

Research Result

The findings of this research were: 1) To study the exploratory factors and analyze the organizational culture of the music teacher professional development of middle school in Guangxi Zhuang Autonomous Region.

Results of the exploratory analysis of organizational culture on music teacher professional development in Guangxi Zhuang Autonomous Region.

The researcher analyzed using statistics software to analyze the data with advanced statistics, namely, exploratory factor analysis by arranging the data in stages.

Suitability test between the variables

1) KMO and Bartlett's Test

The KMO value is 0.952, and $p=0.000$ is significant. It is considered that the scale is structural and can be factor analysed. Which can be classified in Table 1.

Table 1 KMO and Bartlett's test

KMO-value		0.952
Bartlett's sphere test	Chi-square approximation	40742.559
	df	1485
	p-value	0.000

The validity indicators of the scale are judged through the factor analysis process. In the factor analysis results, when $KMO>0.9$ and Bartlett's sphericity test significance is $p<0.05$, it indicates that the questionnaire is very suitable for principal component analysis, and when $0.8<KMO<0.9$, it is very suitable; When $0.7<KMO<0.8$, it is generally suitable; When

$0.6 < KMO < 0.7$, it is not suitable; When the value of KMO is less than 0.5, factor analysis is not suitable. From the data in the above table, the factor analysis results in $KMO = 0.984 > 0.6$, and Bartlett's sphericity test result $p < 0.001$, indicating that this scale is suitable for principal component analysis. Eigenvalues range from 0 to the number of variables. Only factors with eigenvalues greater than 1 are retained (Kaiser's criterion). The size of the eigenvalue reflects the amount of variance explained by the factor Kaiser (1960). These indicate that this set of factors had sufficient relationships among factors and was suitable for factor analysis, as suggested by Steven (2009).

Extract factors (Factor Extraction) using Principal Factor Analysis (PCA)

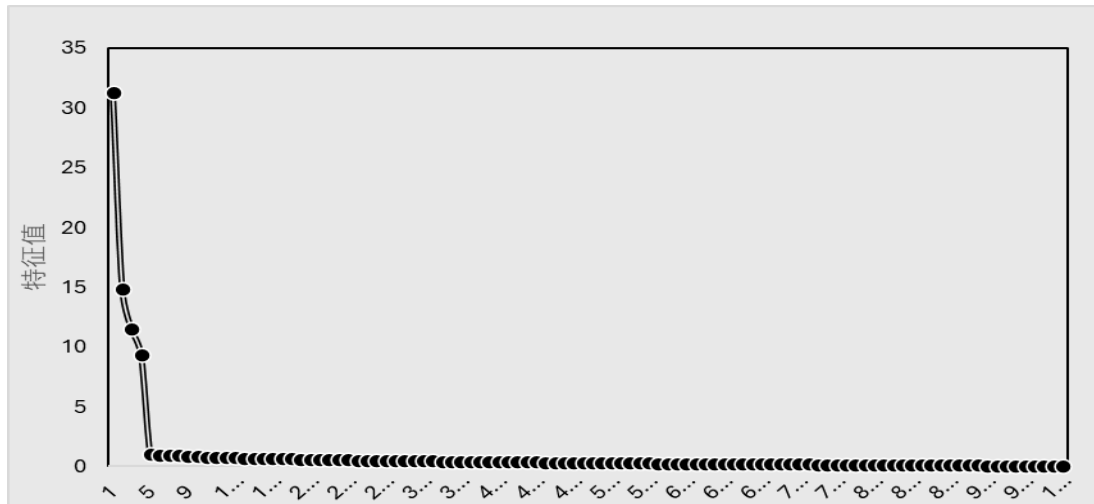
Principal component analysis showed that the questionnaire extracted a total of four common factors with eigenvalues greater than 1 (as shown in Table 2), and the cumulative variance explanation amount was 70.964%. Meanwhile, the variance explanation rate of the first factor was 22.573%, less than 40%, indicating that the questionnaire extraction results were effective. Which can be classified in Table 2.

Table 2 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Eigen value	Variance%	Cumulative %	Eigen value	Variance%	Cumulative %	Eigen value	Variance%	Cumulative %
1	18.710	34.017	34.017	18.710	34.017	34.017	12.415	22.573	22.573
2	9.248	16.814	50.832	9.248	16.814	50.832	11.581	21.056	43.628
3	6.211	11.292	62.124	6.211	11.292	62.124	9.200	16.727	60.356
4	4.862	8.840	70.964	4.862	8.840	70.964	5.835	10.608	70.964

Extraction Method: Principal Factor Analysis.

Considering that the eigenvalues are equal to 1, selecting a factor from the number of factors in each factor must have a variable. The factor has 3 or more factors according to the Kaiser method and the factor loading value for each variable is greater than or equal to 0.5, so, only 4 factors meet the criteria. Factor 1, Factor 2, Factor 3, Factor 4. This gives a total of 102 questions, since 47 of the factors that were scraped out are subtracted, which can be classified.



As can be seen from the lithograph, starting from the fourth factor, the subsequent curve becomes very gentle and finally becomes a straight line. Therefore, four factors can be extracted.

From the results of the analysis of the factors of organization culture for music teachers, there are a total of 4 Factors, which can be summarized in the following figure:

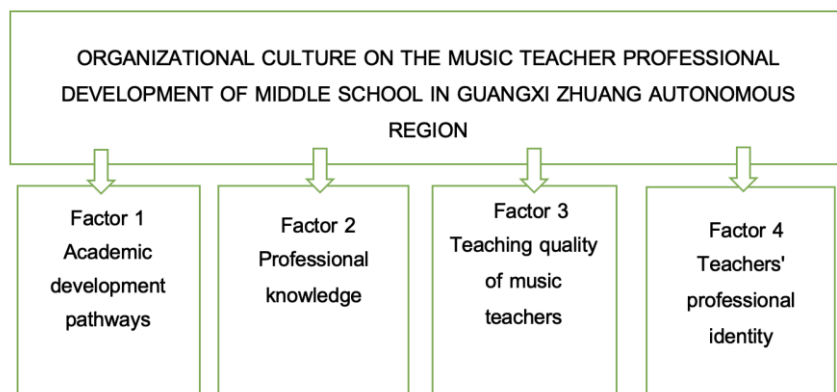


Figure 1 Analysis of organizational culture factors for music teachers, there are 4 factors in total.

2) To propose the guidelines for developing organizational culture on the Music teacher Professional Development of Middle School in Guangxi Zhuang Autonomous Region.

Results of the guidelines for organizational culture on the music teacher professional development of middle School in Guangxi Zhuang Autonomous Region: content analysis by in-depth- interview.

The experts considered the research model's approach using the Ethnographic Futures Research (EFR) technique, a technique developed by Professor Robert B. Textor, Ph.D. The anthropological research method called genetic research (ethnographic research or ethnography)

aims at classifying, describing, analyzing, interpreting, and diagnosing images and desires to realize reality according to the needs of the individual in a way consistent with the overall situation, while ethnographic future research (EFR) has a section that changes the interview outline in the following ways. Some originally set themes may be added or deleted. The interviewer must provide the questions asked. By giving the interviewee, the opportunity to cover all aspects of the study during the interview. The interviewer must be an understanding listener. The interviewee's feelings were kept stable, and their content was recorded. Interviews were carefully recorded for clear, comprehensive, and continuous context. The bottom line is that interviewers must be careful when asking questions to avoid asking questions that are of a negative or negative nature about the employee's content. In this step, the researchers drafted the Factors of graduate quality management, a valid basis for checking and improving the reliability of creating appropriate models. The researcher selected five educational administration experts based on the criteria of having professional knowledge and policy-level managers, and the experts expressed their opinions. Discuss effective graduate quality management models in terms of applicability, feasibility, correctness, usability, etc.

Discussion

The results of the research objective 1 found that the organizational culture in the development of music teachers' careers can be classified into 4 dimensions, consisting of the Academic development pathways dimension, the Professional knowledge dimension, Teaching quality of music teachers dimension, and Teachers' professional identity dimension.

The second objective research results found that the four factors reflected in each factor are as follows: Factor 1: " Academic development pathways " mainly reflects the importance and influence of the school's organizational culture. Organizational culture covers school discipline, rules and regulations, work atmosphere, cooperation among teachers, teacher motivation and loyalty, school traditions and values, goal setting and vision, etc. Factor 2: " Professional knowledge " mainly concerns teachers' professional development, including teachers' awareness of continuous learning and self-development; Factor 3: " Teaching quality of music teachers " mainly concerns teachers' professional development, including teachers' awareness of continuous learning and self-development, school leaders' support and innovative spirit, investment and utilization of resources,

multimedia teaching, cooperation and sharing among teachers, leadership training, lifelong learning, setting appropriate teaching goals; and Factor 4: " Teachers' professional identity " mainly concerns music teachers' professionalism, curriculum implementation ability, teaching methods, classroom management, teachers' happiness, and professional identity, as well as teachers' professional knowledge and skills. This thesis mainly studies the impact of organizational culture on the professional development of music teachers in secondary schools in Guangxi Zhuang Autonomous Region. And explore and analyze the four main factors: 1) Academic development pathways, 2) Professional knowledge, 3) Teaching quality of music teachers, 4) Teachers' professional identity. We conducted in-depth comparison and analysis with previous studies, comprehensively discussed the roles and relationships between these factors, and drew the following conclusions: Factor 1: " Academic development pathways " mainly involves the professionalism of music teachers, the ability to implement the curriculum, teaching methods, classroom management, teachers' happiness and professional identity, including teachers' professional knowledge and skills, creative teaching methods, classroom management ability, teaching responsibility, caring for students, curriculum resource development, teaching skills, scientific characteristics of teaching activities, teachers' motivation mechanisms, etc. The professional development of music teachers is not only related to their personal career achievements, but also has a significant impact on the quality of music education. Factor 2: " Professional knowledge ", which mainly reflects the importance and influence of the organizational culture of the school. Organizational culture covers school discipline, rules and regulations, work atmosphere, cooperation between teachers, teachers' motivation and loyalty, school traditions and values, goal setting and vision, etc. A good organizational culture can enhance the transformation power of the school, improve teachers' work efficiency and enthusiasm. And promote the development and sense of achievement in teachers' careers. Factor 3: " Teaching quality of music teachers" mainly concerns the professional development of teachers, including teachers' awareness of continuous learning and self-development, school leaders' support and innovation spirit, investment and utilization of resources, multimedia teaching, cooperation and sharing among teachers, leadership training, information level, educational beliefs, lifelong learning, appropriate teaching goal setting, and professional potential development. Teachers' professional development is a process of continuously accepting new knowledge and improving their professional potential, which is of great significance for improving the quality of education and professional identity of

teachers. Factor 4: " Teachers' professional identity " focuses on teachers' career development path, including government and societal support, clear career development goals and paths, career development satisfaction, the importance of music education, career development paths, policy influence, training mechanisms, social status, cooperative education, lifelong learning, work happiness, motivation mechanisms, etc. Teachers' career development paths depend not only on individual efforts, but also on government and societal support, as well as the resources and opportunities provided by schools.

The results of the third objective study show that all four factors affect the development of organizational culture in music teacher professional development. Secondary schools in Guangxi Zhuang Autonomous Region should formulate rules and regulations in line with the current situation, encourage teachers to master modern educational technology, develop professional knowledge and skills, and promote teachers' advancement and stability in their future careers. This is consistent with the view of Xiao and Chen (2007): university management model The management model of mental health education refers to the relatively stable and acceptable management model of university mental health education. The operation methods of university mental health education are diverse, but the school operation model that has the greatest impact on work efficiency is characterized by clear responsibility, focus, multi-party cooperation, overall promotion, and comprehensive and coordinated development.

New Knowledge from Research

The knowledge from the synthesis of research on the organizational culture on the music teacher professional development of middle school in Guangxi Zhuang Autonomous Region can enable those who are studying or are about to develop education to use the professional development of music teachers to develop the most effective education system. Knowledge from the Research: Exploratory Factors Analysis**: The study identified four key factors influencing the organizational culture related to music teacher professional development in middle schools in Guangxi Zhuang Autonomous Region: Academic Development Pathways**: This involves the opportunities available for teachers to enhance their academic qualifications and skills. Professional Knowledge: This factor pertains to the content knowledge and pedagogical skills teachers possess. Teaching Quality of Music Teachers: This focuses on the effectiveness and methodologies employed by music teachers in their instruction. Teachers' Professional Identity: This encompasses

how teachers view their roles and responsibilities within the educational system. Guidelines for Development: The research proposed guidelines for enhancing the organizational culture that supports music teacher professional development based on the identified factors. These guidelines were informed by qualitative data gathered through in-depth interviews and analyzed using the Ethnographic Futures Research (EFR) technique. Research Methodology: The study utilized an ethnographic approach to gather data, emphasizing interaction with participants and adapting the interview process to capture a comprehensive view of their experiences and perspectives. Conclusion from the research the findings highlight the importance of a supportive organizational culture in fostering the professional development of music teachers. The identified factors provide a framework for understanding the elements that contribute to effective professional growth and teaching quality. The guidelines proposed can serve as a strategic plan for educational administrators to enhance the organizational environment, ultimately leading to improved outcomes for music education in middle schools. The study underscores the need for continuous evaluation and adaptation of professional development initiatives to align with the evolving needs of music teachers and their students.

Conclusion

This research sheds light on the critical role of organizational culture in the professional development of music teachers in middle schools within the Guangxi Zhuang Autonomous Region. The exploratory factors analysis identified four key components essential for fostering a supportive environment :1) Academic Development Pathways: Opportunities for continuous learning and qualification enhancement. 2) Professional Knowledge: The depth of content and pedagogical expertise possessed by music teachers. 3) Teaching Quality of Music Teachers: The effectiveness and methodologies employed in music instruction. 4) Teachers' Professional Identity: The self-perception and commitment of teachers to their roles.

The study's findings suggest that these factors are interconnected and collectively influence the professional growth of music educators. Based on the insights gained from in-depth interviews, the research proposes actionable guidelines aimed at enhancing organizational culture. These guidelines emphasize the need for educational administrators to create an environment that fosters collaboration, ongoing professional learning, and a strong sense of identity among music teachers.

Overall, this research contributes new knowledge by providing a structured framework for understanding the elements that shape the professional development of music teachers. It highlights the necessity for a holistic approach to support music educators, ultimately leading to improved educational outcomes for students in the region.

Suggestion

1. Strengthen the sense of belonging to the teaching profession of music teachers. A strong sense of belonging among music teachers can create a supportive, collaborative, and fulfilling professional community. Build community and connections. Professional organizations. Encourage teachers to join music education associations and organizations. Have mentoring programs. Establish mentoring programs to match experienced teachers with new teachers. Promote collaborative projects. Promote collaborative projects among teachers.

2. Strengthen professional development and career paths for music teachers. Expand professional development opportunities for music teachers and provide a variety of professional development formats (e.g., workshops, online courses, conferences, mentoring, and on-the-job coaching) to accommodate different learning styles and schedules. Integrate professional development with specific teaching goals and student outcomes. Establish strong mentoring and coaching programs to support music teachers' growth. Promote collaborative professional development, such as peer observation and action research. Increase financial support and provide financial incentives or grants for music teachers to attend conferences or pursue higher education. Create clear career paths for music teachers and create multiple career paths. Develop a variety of career paths in music education, including teaching, administration, curriculum development, technology.

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