

การจัดการเรียนการสอนดนตรีในมหาวิทยาลัยภูมิทรวิจิตรศิลปะ  
แห่งราชอาณาจักรกัมพูชา  
The Teaching and Learning  
of Music in the Royal University of Fine Arts, Kingdom of Cambodia

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### บทคัดย่อ

การศึกษาวิจัยเรื่อง“การจัดการเรียนการสอนดนตรีในมหาวิทยาลัยภูมิทรวิจิตรศิลปะแห่งราชอาณาจักรกัมพูชา เป็นการศึกษาวิจัยเชิงคุณภาพ ความมุ่งหมายการวิจัยมีดังนี้ 1) เพื่อศึกษาความเป็นมาของการจัดการศึกษาและโครงสร้างการบริหารงานด้านการจัดการเรียนการสอนดนตรีในมหาวิทยาลัยภูมิทรวิจิตรศิลปะแห่งราชอาณาจักรกัมพูชา 2) เพื่อศึกษากระบวนการจัดการเรียนการสอนดนตรีในมหาวิทยาลัยภูมิทรวิจิตรศิลปะแห่งราชอาณาจักรกัมพูชา เครื่องมือที่ใช้ในการวิจัย ได้แก่ แบบสัมภาษณ์ แบบสังเกต ทำการรวบรวมข้อมูลเอกสารและข้อมูลภาคสนาม ข้อมูลภาคสนามได้จากการสำรวจเบื้องต้น การสัมภาษณ์ การสังเกตและการสนทนาจากผู้รู้ จำนวน 5 คน ผู้ปฏิบัติ 23 คน บุคคลทั่วไป 5 คน ในเขตพื้นที่กรุงเทพมหานคร แห่งราชอาณาจักรกัมพูชา ช่วงระหว่างเดือนตุลาคม 2555 – กุมภาพันธ์ 2557 นำข้อมูลมาตรวจสอบความถูกต้องด้วยวิธีการแบบสามเส้า วิเคราะห์ตามความมุ่งหมายที่ตั้งไว้ นำเสนอผลการวิจัยเชิงพรรณนาวิเคราะห์

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ผลการวิจัยพบว่า ความเป็นมาการจัดการศึกษา สมเด็จพระนโรดมสีหนุแห่งราชอาณาจักรกัมพูชา โปรดให้ก่อตั้งขึ้นในช่วงกลางทศวรรษที่ 1960 เพื่อเป็นศูนย์กลาง การศึกษาเรียนรู้ทางศิลปวัฒนธรรมต่างๆ และการวิจัยในศิลปวัฒนธรรม ของ ราชอาณาจักรกัมพูชา โดยมีหน้าที่หลักคือการฝึกอบรมเยาวชนรุ่นใหม่ เพื่อผลิตเป็น ศิลปินในการสร้างสรรค์ผลงานศิลปะแขนงต่างๆระดับอาชีพ รวมถึงการผลิตสถาปนิก นักโบราณคดีที่มีคุณภาพ ซึ่งสามารถมีส่วนร่วมในการดำรงรักษาพัฒนา ศิลปวัฒนธรรม อันเป็นการสื่อแสดงถึงวัฒนธรรมกัมพูชารูปแบบต่างๆที่เต็มไปด้วย เอกลักษณ์คุณค่าทางวัฒนธรรมของราชอาณาจักรกัมพูชา โครงสร้างการบริหารงาน ด้านการจัดการเรียนการสอนดนตรีในมหาวิทยาลัยภูมิพนทวิจิตรศิลปะ แห่ง ราชอาณาจักรกัมพูชานั้น แบ่งเป็นโครงสร้าง 5 ส่วนใหญ่ๆคือ ส่วนการบริหาร ส่วน สนับสนุนการบริหาร ส่วนการจัดการเรียนการสอน ส่วนส่งเสริมวิชาการทางด้านวิจัย ส่วนงานสนับสนุนกิจกรรมทางด้านดนตรี

ส่วนกระบวนการจัดการเรียนการสอนดนตรีในมหาวิทยาลัยภูมิพนทวิจิตร ศิลปะแห่งราชอาณาจักรกัมพูชา แบ่งออกเป็น 3 ส่วนที่สำคัญคือ 1) องค์ประกอบ การเรียนการสอนดนตรี ได้แก่ ด้านการบริหารจัดการ มีการวางนโยบายในการผลิต บุคลากรทางด้านดนตรีให้มีความเชี่ยวชาญและเป็นเลิศทางดนตรี ด้านบุคลากร มีความพร้อมในการผลิตนักศึกษาให้มีคุณภาพ ด้านหลักสูตร เป็นหลักสูตร 4 ปี เฉพาะ ทางด้านดนตรีและการขับร้อง ด้านงบประมาณ ต้องการงบประมาณเพิ่มขึ้นเพื่อ สนับสนุนในการจัดการเรียนการสอน ด้านสื่อการเรียนการสอน มีจำนวนจำกัด บางอย่างไม่เพียงพอต่อนักศึกษา ด้านห้องเรียนที่ใช้เรียนวิชาทฤษฎีและวิชาปฏิบัติมี จำนวนทั้งหมด 4 ห้อง 2) กระบวนการเรียนการสอน มีการใช้หลักการสอนและวิธีการ สอนอย่างเป็นระบบ 3) ผลงานและกิจกรรมทางดนตรี มีการส่งเสริมแลกเปลี่ยนการ เรียนรู้ในการเข้าร่วมแสดงดนตรีทั้งนักศึกษาและครูผู้สอนดนตรีในระดับชาติและ นานาชาติ

**คำสำคัญ:** ดนตรี, ดนตรีศึกษา, มานุษยดุริยางควิทยา

## Abstract

This research aimed to study the background of educational administration and the organizational structure of the learning and teaching process of music in the Royal University of Fine Arts in Cambodia. The researcher used a preliminary investigation of observation with 5 experts, 23 casual informants and 5 villagers in the Phnom Penh district of the Kingdom of Cambodia, structured interviews, and the documentary data and the field data to get the data for this article.

According to the learning and teaching of music, it was revealed that the teaching of Music was divided into three areas: 1) The components of music instruction: the university had a policy regarding the development of professional musicians to meet their finest standards. For the people concerned, the service was fully ready for the process of students' quality development. The curriculum emphasized on specialization of music and singing. Problems found were that a greater budget was needed to support the academic services required; and there were a limited of teaching materials with four classrooms used for lectures and workshops. 2) The teaching instruction was concerned on the teaching principles and having a systematic teaching approach. 3) The university had supported teaching and music activities; and had promoted and given support to the exchange of music performances, students, and instructors, in both national and international competitions .

**Keywords:** Music, Music Education, Ethnomusicology

## Introduction

Since 1996, the kingdom of Cambodia has had an intention to become one of the ASEAN members. However, due to concern about internal political conflict, the membership proposal was postponed until 30<sup>th</sup> April 1999 when Cambodia was finally accepted as the tenth and final member of ASEAN. According to the early history of Cambodia, it only displayed the conflict in internal affairs and disputes. These caused both very poor economic results and poor cultural development especially for Cambodian music which became less important during this period.

In the past, the Kingdom of Cambodia had progressed in art and culture, particularly, in music which was seen as a national heritage. There were many orchestras playing in different occasions, for example, in religious ceremonies, in state ceremonies. Unfortunately, I could not find more evidence about the origin of Cambodian music. At the present, although Cambodia has been in a state of conflict throughout its history, the various branches of art are still continually revived. As art and music played an important role in national culture, the Cambodian government has established new art and culture educational institutes including a Secondary School of Fine Arts and the Royal University of Fine Arts. Moreover, private organizations also take part in promoting and encouraging young generations to learn about Cambodian national art and culture.

The art and culture teaching management in the Kingdom of Cambodia is thus supported by both government and private organizations. However, with the political conflict situation, social condition, and many other national problems, these have become factors influencing the educational readiness. As a consequence of the impact of these factors, the revision of art has been set in a rigid form. As a result, the institutes have an important role in

reviving, conserving, and inheriting the national art and culture for the younger generations.

Due to the changes of the society in the Kingdom of Cambodia, the researcher decided to study the Ethnomusicology in institutes based on the social tradition and norm, and to study the administrative system in learning and teaching music in institutes.

The educational system includes teaching methods and the teaching development framework in terms of art and culture, which could be applied to the southeastern Asian countries or within the ASEAN educational systems.

### **Purposes of the study**

1. To study the educational administration background and administrative structure of music teaching at the Royal University of Fine Arts, the Kingdom of Cambodia.

2. To study the music teaching process at the Royal University of Fine Arts, the Kingdom of Cambodia.

### **Scope of the study**

The scope of this research is specified into several areas

#### 1. Content

The researcher aimed to study about the educational administration background, the administrative structure of music teaching and the music teaching process at the Royal University of Fine Arts, the Kingdom of Cambodia.

#### 2. Location

The researcher employed the purposive sampling technique to select samples in this study. The capital city of the Kingdom of Cambodia,

Phanom Penh, was selected as the location of the study. The institutes are supported and managed by the Ministry of Culture and Fine Arts, the Kingdom of Cambodia. The main policy of the Institute is to inspire Cambodian art and culture to the younger generation in Cambodia. Moreover, traditional art and culture education is also provided for all by the Cambodians by Royal University of Fine Arts.

### 3. Research Methodology

The research employed qualitative research method to investigate and analyze data in the study. The data was collected and analyzed from documents and a field study including a survey, observation, and interviews.

### 4. Research Duration

The duration of this study was from October 2012 to February 2014.

## Research method

In this research, the researcher employed Ethnomusicology Qualitative method. The data was collected from documents and field study including a survey, observation and interviews. Then, the data was analyzed and presented in descriptive analysis. The research was performed in three processes: research preparation, field data collection, the data organization and analysis.

## Population and sample

### 1. Population

The population in this study was those concerning music teaching administration at the Royal University of Fine Arts, the Kingdom of Cambodia

### 2. Samples

The sample group was selected with a purposive sampling technique from those who were able to provide information about the educational issues. The samples were divided into three groups as follows:

2.1 Group of enlightened persons (Key Informants) who provided information about the ethnic music, administrative structure of music teaching, and the music teaching process at the Royal University of Fine Arts, Kingdom of Cambodia which consists of an executive who is the deputy chief of department

2.2 Group of teaching-learning informants. They are the group who provided information about the operations, and the achievements of music teaching methods. It consists of instructors, learners, and the related staff in the learning-teaching process

2.3 A group of liaison and miscellaneous informants. They are those who provided information about the promotion of music activities, general information and the overall music learning-teaching management at the Royal University of Fine Arts. It consists of Alumni, parents, and guests.

### 3. Research tools

The researcher used the concept of Chonpairroj, M. (2009 : 383-397) to guide the creation of the research tools including;

3.1 Preliminary survey (Basic Survey) to obtain the basic information about the area of research information available in the National

Association, at the Royal University of Fine Arts, the Kingdom of Cambodia. By document research from educational institutions both public and private, government books, meeting minutes, research theses, study and research of video and the internet by collecting and sorting the contents.

3.2 Structured interview to interview the participants from all three groups: key informants, teaching-learning informants, and liaison and miscellaneous informants to find out about the educational administration background, administrating the structure of music teaching, and the teaching management process.

3.3 Observation, observing the teaching process in various situations and writing field notes to record the details of the real environment and conditions.

#### **4. Data collection.**

The research data were collected by using a survey to obtain additional related information about the important aspects and persons related to the research area. The researcher also used a structured interview to investigate Cambodian's general history, geography, economy, political status, and education administration background, administrative structure of music teaching, and the music teaching process. The non-participant interview observation method was also employed to collect data about the teaching process in classrooms at the Royal University of Fine Arts, the Kingdom of Cambodia. The details of the data collection are as follows:

4.1 Data collection from documents. Data was collected from document, research, or from those who have studied about the issues of ethnic music, including the history, performance that exhibited knowledge about traditional culture, the concept and theory of aesthetics, the sociology, anthropology and culture, including the content of the study area. By

collecting document research from educational institutions, public and private, government books, meeting minutes, research theses, study and research of videos and the Internet by collecting and sorting them.

4.2 Data from the field using in-depth interviews, non-participant and participant observation.

### **5. Data analysis.**

The researcher analyzed the documents and data from the following sources:

5.1 data collected from documents to study the system and category according to the research plan.

5.2 data collected from the field survey, preliminary observation, and in-depth interviews.

The data were validated for their validity, the trustworthiness with triangulation and expert validation.

### **Findings:**

There were two research purposes of the educational administration at the Royal University of Fine Arts, the Kingdom of Cambodia.

1. To study the educational administration background and administration structure of music teaching at the Royal University of Fine Arts, the Kingdom of Cambodia.

2. To study the music teaching process at the Royal University of Fine Arts, the Kingdom of Cambodia by employing a qualitative research method to investigate and analyze data from documents and a field study including survey, observation, and interview material, and presenting the finding with descriptive analysis technique. The finding of the study was as follows:

1. The primary purposes of studying the educational administration background at the Royal University of Fine Arts, the Kingdom of Cambodia is to focus on the main function of the art and culture institutes including art and culture research in the Kingdom of Cambodia. The main function is to take a prominent role in teaching and fostering the young generation and producing professional artists, architects and archeologist as these people can take a further role in conserving and developing the unique and valuable art and culture of the Kingdom of Cambodia. This also leads the quality of education and human resource to a higher level.

In the administrative structure of music teaching at the Royal University of Fine Arts, the Kingdom of Cambodia, the researcher found that the structure is divided into five sections in educational system management within the faculty:.

#### 1.1 The Administration section

The assistant rector and dean of the faculty at the university take the role and responsibility in administrating the music institute and performing other related duties in order to achieve the goal in producing high-quality students. This is beneficial to the society and to the art and culture of Cambodia.

#### 1.2 The Administrative support section

There are many divisions supporting the administration work including the Office of the President, the office of music department, Human Resource Section, Financial Section, Student Affair Section, and etc.

#### 1.3 Teaching management section

The music education is divided into departments such as the department of Cambodian music, the department of western music, and the department of singing.

#### 1.4 Research-relate section

The educational research and development division of the university has been established for supporting the music section

The university music bands are supported including the music band of the Royal University of Fine Arts and the Performance Art Center or Music Performance Center, which is a cooperation between the Royal University of Fine Arts, the Kingdom of Cambodia and the Ministry of Culture and Fine Arts, the Kingdom of Cambodia. As a result, the Cambodian art and culture are encouraged to exhibit and perform on various occasions in order to conserve the national music.

2. According to the music teaching process at the Royal University of Fine Arts, the Kingdom of Cambodia, the research shows that the teaching management is divided into three main sections:

##### Section 1: The music teaching elements

###### 1) Educational administration

The purpose of the policy and teaching plan in music teaching is to focus on producing high-quality students to become experts in music. This institute is the center of every branch of national music and arts where conservation, inheritance, revival, and promotion of a sense of developing the national art and culture to fulfill the community demand. Therefore, to create an effective teaching plan following this policy, the university management board intends to supply and manage the budget from both government and private organizations to support the educational media

including musical instruments, teaching instruments, and an education building construction plan in order to provide enough facilities to the students. These are basic foundations of education management bringing the most educational benefit to the students.

## 2) Human resource

There are four types of experts in music in the institute.

### 2.1) Music experts

There are experts who have graduated with bachelor degrees master degrees and doctoral degrees from both domestic and foreign universities.

### 2.2) Specific field experts

There are many well-known experts in the music field such as artists, retired artists and teachers who are famous artists.

### 2.3) Alumni

The high-quality alumni who have performed great achievement in school will be selected as special instructors after graduating.

### 2.4) Volunteer teachers

There are some volunteer teachers in the music faculty. Most of them are from Korea and Thailand.

According to the educational administration, the teachers with master degrees and doctoral degrees teach the first year to the fourth year students. Furthermore, the teachers who haven't graduated with a the master's degree are is required to have at least five years' experience in teaching or produce successful work in musical fields.

## 3) Budget

The budget from the government is given to develop the university. The budget is mainly supported by the Ministry of Culture and Fine Arts, which is an important organization that supports art and culture activities in the university where a large amount of budget is required to manage all the educational facilities and instruments.

#### 4) Curriculum

The Bachelor degree curriculum of the music faculty of the Royal University of Fine Arts, the Kingdom of Cambodia, takes four years to graduate with 147 credits in total.

#### 5) Teaching equipment and media

##### 5.1) The musical instruments

Music instruments, which are the major teaching materials, are not enough to provide in classrooms. Despite the lack of budget to buy new instruments, two types of instruments: Cambodian instruments and international instruments are too old and damaged, which becomes an obstacle in teaching and studying.

##### 5.2) Textbook

According to the observation and interviews, the researcher found that the textbooks about music theory were originally imported from other countries, and these are used in the music theory courses, in order to press on new knowledge and vision in the music field, new international texts must be obtained.

##### 5.3) Library

Referring to the observations and interviews, the director of the library has indicated that there aren't many book in music provided for the students. The university tries to supply and manage the budget to

purchase more books and textbooks for the students to effectively do the further research.

#### 5.4) Learning facility

The university has provided four music classrooms including an international music room, a Cambodian music room, a music performance hall, and a music classroom.

### Section 2 : Instruction process

Referring to the teaching process, the teachers normally explain the music background for improving prior knowledge to the students before practicing with the musical instruments. The teaching method is to allow the students to listen and perform after the teachers' line-by-line. In the end, the students are asked to perform the instruments altogether. For the teaching technique, the teachers will frequently give advice and feedback to the students individually as well as encourage them to practice in an extra time. This creates the driver of motivation for the students to have more interest and enthusiasm to regularly practice playing the musical instruments.

According to the learning evaluation, the students are tested and evaluated for their skills based on the purposes of the courses. In the music theory course, the students are tested with a written examination where examination results given as grades accordingly to the standard criterion of the educational level of the university. The students must pass all the tests with the minimum percentage score of 70 percent. If the students fail the criterion, they have one more chance to retake the tests. However, if the students fail the retaken test, they have to register for the course again next semester. By the end of the semester, the students are obligated to create and perform a

musical performance in the music hall. Their performances are judged and scored based on the components of music in terms of art mastery. The evaluation is considered as a quality guarantee of the Bachelor degree students.

### Section 3 : The university activities and achievement

The Royal University of Fine Art, the Kingdom of Cambodia, has become one of the important collaborating networks of the arts and culture collaboration in the Mekong River regions project, which is coordinated in terms of art and culture activities by four countries. The exhibition and performances are officially arranged twice a year to enhance and exchange of music, art and culture knowledge of both students and teachers at an international level.

### Discussion

According to the study, the discussion is divided into three issues.

The first issue is the educational administration background. The main purpose of the university is to create the image of the institution as the center of art and culture education as well as the main source of Cambodian art and culture research. They also intend to promote the art and culture education and produce high quality graduated students. In other words, it is the way to product human resource to raise and conserve the unique and valuable Cambodian art and culture to the national and international level.

The research purpose is correlated with the Diffusionism theory which had 3 schools; British School, German School, and American School. The concept of Linton and Sontaya Phol-Sri. (2003 : 164-170) concluded that the “*cultural borrowing*” and “*cultural receiving*” from another societies derived from the cultural diffusion spreading into the group A and expanded its

influence to group B, and C respectively. When the members of group B and C, initially, borrowed the culture of group A, consequently, they had received it as their own culture. This situation showed *the cultural diffusion* transferred from one community to another community. It was consistent to the research of Odden & Busch. (1998 : Abstract) proposed that it should focus on the goal of the state and the school district benchmarking; it captured the educational change in order to improve the level of learning of students and collect the ability of teachers in order to adjust the curriculum and teaching. So, the good curriculum should be flexible; it was accord to the research of Sinlarut, P. (2003 : 1-7), which mentioned the educational management and the educational change of Vietnam were the consequences from the development of the country in all areas because they were very necessary to develop the capacity of their citizens in order to respond to the development of country. Therefore, the factor of educational change was important and had the supporting factors as follows; 1.) the vision of the executive – showing the importance of human development, 2.) the new thinking style–changing of the concept of country development and changing the goal for a new form of education management, 3.) accelerating the development of all education levels and participating in an educational program, 4.) freedom, 5.) responding to the advantages, and 6.) Empowering the educational change between government and private sectors, 7.) making intention between the citizens and the president in term of education, 8.) having the patriotism. and the research of Vannatham, N. (2016, Jan-June), In management, the factors of being excellent in Luk Thung band in secondary school in Thailand are that administrators should have worked systematically, planned and set a goal well, distributed tasks distinctively, and had leadership

in problem solving, decision making, following-ups, observation and giving supports. In teaching activities, teachers must have determination, willing to sacrifice, knowledge about music, ability to determine the level of difficulty of the music that suits for the students. In casting, the performers who have a talent in music would get privilege to be in the band. Others who are interested in music would be recruited. Students were taught by demonstrating both individually and in groups. Senior students help junior students and also partners help other partners. Students would have studied how to play musical instruments, how to sing, and how to listen to music; all from the beginning, and also practiced creative thinking. Teaching materials used were exercises, musical software, original songs, adapted music sheets, and purchased songs. During the academic year, students might get a scholarship or have a field trip. There still had punishment based on the rules from time to time. There were staff or experts, who observed, gave some advice, evaluated the performance of the band, and reported to the administrators every time after the show finished.

The second issue is administrating structure of music teaching. The organization is divided into five sections.

#### 1. The Administration section

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#### 2. The Administrative support section

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### 3. Teaching management section

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### 4. Research section

The educational research and development division of the university is established

### 5. Music support section

The university music bands are supported including music band of Royal University of Fine Arts and Performance Art Center or Music Performance Center, which is a cooperation between Royal University of Fine Arts, the Kingdom of Cambodia and the Ministry of Culture and Fine Arts, the King of Cambodia. As a result, the Cambodian art and culture are encouraged to exhibit and perform in various occasions in order to conserve the national music.

The Organizational Structure in Learning and Teaching Process of Royal University of Fine Arts, Kingdom of Cambodia is a management structure that emphasized on the appropriate organization in order to build the flexible of the management of university that was consistent to consistent the core pattern of Administration proposed by Luther Gulick, the POSDCORB, Chalekian, P (2013) which can be classified as the management theory which can be classified as 7 functions of management: 1) Planning, 2) Organization, 3) Staffing, 4) Directing, 5) Coordination, 6) Reporting, and 7) Budgeting. Also,

this was consistent to Saratana, W. (2003: 107) he mentioned the organizational management was the duty of the executive officers that should be examined by themselves in order to be sure when after the situation had changed, the organization chart stayed still with the same goal to achieve. At the present, the organizational structure that can support the environmental change, it could be flexible, have a flat organization, build an coordination with the another departments to collect the expert officers because they could create the integrated process which cause the rapidity, the efficiency, and the quality of job which was consistent to Suagon, N. (2001 : 183-191) the objective of the research was to study the administrative partnership of the school board in initiating the school charter as well as the effectiveness of the administrative partnership. The results came from the three factors: 1) the members should be so closely intimated that their behavior can be distinctively seen. Besides, their respected, trusted and participation for an equal decision making can be negotiation for the final decision, 2) the academic cooperater has to encourage the interaction of the school board, 3) the appropriate time consuming and continuous working process should be needed to create the cooperative commitment for the effectiveness of the administrative partnership among the members of the school board. In the article of Bumrungsri, V. (2015, July-December) found that, Management methods of Luk Tung Musical Bands have been used the 4 Managements model. 1.) Man- the owner of the bands recruited members by job qualification. 2.) Money- the owner of the bands tried to find the budget 3.) Materials- the owner of the bands provided the musical instruments, materials related to the performance. 4) Management- the owner of the bands

coordinated scheduled the events, communicated to the customers etc. Some owners of the bands delegated their works to their bands' members.

The third issue is the teaching management process at the Royal University of Fine Art, the Kingdom of Cambodia. This is divided in to three sections.

1. The necessary elements in music teaching
2. The teaching process such as teaching principle, teaching technique, and learning evaluation.
3. Achievement, performance and learning activities.

This research findings agreed with the behavioral learning theories of Ivan P. Pavlov, John B. Watson and Burrhus F. Skinner (cited in Sutjit, N. 1998 : 81-82) referring to the theory, it indicated that the teachers should use positive reinforcement which could stimulate learners with different types of award when the learners achieve the goal. Furthermore, the teachers also need to give the prior concern on the capacity of the learners as if the difficult level of the lesson is beyond the learners' capacity, they were likely not to respond to the stimulus or reinforcement. Once the learners achieved the tasks, they will be awarded with positive reinforcement. Nevertheless, they should regularly practice to keep their skills sharp. The teachers should also occasionally give the learners advice and stimulus. Without it, the learners might not respond to the stimulus or become weary of the study. This was consistent to the research of Teamyuan, T. (2005 : 134-136) entitled "a Development of an Effective instructional Model for Bachelor's Degree Program in Higher Education Institutes under the Jurisdiction of Fine Arts Department". The purpose of this study was to develop the effective instructional model for Bachelor's degree program in higher education

institutes under the jurisdiction of Fine Arts Department. The results indicated that the effective instructional model consisted of six components including 1) curriculum: development, evaluation, and management, 2) faculty members: recruitment, job description, performance evaluation, and faculty development, 3) instruction: lesson plans, course syllabus, teaching schedule, teaching assignment, teaching methods, and remedial teaching, 4) students: admission, student development, quality of the graduates, 5.) measurement and evaluation: regulations and responsibility, 6.) facilities: buildings, library, instructional materials, and nursing rooms. Also, the research of Voravanich, U. (2015, Jan-June) found that the key successful indicators engaged in maintaining effective band management and upholding current prominent achievements comprised of: 1) Efficient planning and organization – well corresponding to the objectives; 2) Clear division of assignments – Managers in charge of singers, notes/songs, musicians, instruments/installation; 3) Bands staffing – Band Manager, singers, musicians, musical equipment and coordinators; 4) Rehearsal schedules – under the full supervision of the Band Manager; 5) Coordination of equipment – timely notification of performing rosters and preparation of adequate musical instruments; 6) Public Relations – ensuring wide media coverage (TV, radio, brochures/ advertisements); 7) Honorarium – moderate rate and in good proportion of the band scale. The successful result of seamless operation during the entire concerts and the continued work flows is the clear indication of the proper application and full utilization of the Ethnomusicology and POSDCORB Theory that includes: Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting in the Thai popular bands.

## Suggestions

The interesting issues and the future research suggestions.

1. According to the study, this research was only limited to music education of the undergraduate level in the institution. However, this research finding can be adapted to the teaching development. In addition, the related institutions and organizations can also apply and integrate this study with their teaching administration and seriously collaborate in educational planning.

2. The comparison of the relay process of traditional Cambodian instruments and other national instruments research

3. The research on music teaching management in an international university

4. The research on the curriculum of the Asian native music club in the foreign universities

### Suggestions for the next research

1. Studying the music and culture of ethnic groups and other related music in ASEAN countries.

2. Studying inheritance and development of ethnic music in Kingdom of Cambodia.

3. Evaluating the music teaching process in the university and other institutions of the state in education such as colleges and universities.

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