

COMPETENCY NEEDS OF MSEP TEACHERS IN  
TEACHING MUSIC: BASES FOR AN  
INTERVENTION PROGRAM

---

A Thesis  
Presented to  
The Faculty of the Graduate School  
Samar State Polytechnic College  
Catbalogan, Samar

---

In Partial Fulfillment of the  
Requirements for the Degree  
Master of Arts in Education

---

NANCY M. DION

November, 2002

## APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION (MAEd)**, this thesis entitled "**COMPETENCY NEEDS OF MSEP TEACHERS IN TEACHING MUSIC: BASES FOR AN INTERVENTION PROGRAM**" has been prepared and submitted by **MRS. NANCY M. DION**, who having passed the comprehensive examination is hereby recommended for oral examination.

*Miriam D. Casurao*  
**MIRIAM D. CASURAO, M.A.**  
*Adviser*

=====

Approved by the Committee on Oral Examination on November 17, 2002 with a rating of **PASSED.**

*Eusebio T. Pacolor*  
**EUSEBIO T. PACOLOR, Ph.D.**  
*Chairman*

*Simon P. Babalcon, Jr.*  
**SIMON P. BABALCON, JR., Ph.D.**  
*Member*

*Marilyn D. Cardoso*  
**MARILYN D. CARDOSO, Ph.D.**  
*Member*

*Yolanda M. Maranon*  
**YOLANDA M. MARANON, Ph.D.**  
*Member*

=====

Accepted and approved in partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION.**

*Eusebio T. Pacolor*  
**EUSEBIO T. PACOLOR, Ph.D.**  
*Dean, Graduate Studies*

November 17, 2002  
 Date of Oral Examination



### ACKNOWLEDGMENT

The researcher wishes to express grateful acknowledgment and deep appreciation to those persons who gave their generous assistance and wholehearted support without envy and selfishness in making this research work a reality.

Sincere gratitude is due to Professor Miriam D. Casurao, her adviser for prodding and encouragement, guidance and concern to this research paper until completed;

The researcher is especially indebted to Dr. Marilyn Cardoso, the great statistician, a wizard and adept in numbers, who meticulously looked into the statistical aspects of this research. It is worthy to give honor and sincere gratitude;

Grateful acknowledgment is also due to Mrs. Joji Macapañas, for her advice and valuable assistance for encoding and printing the manuscript;

Special thanks are hereby extended to Dr. Simon P. Babalcon, Vice Pres. for Academic Affairs for his valuable and professional concern in making possible the research study;

To Dr. Eusebio T. Pacolor, Dean of Graduate/Post Graduate Studies for his guidance and valuable assistance;

To Dr. Yolanda M. Marañon, for her encouragement and concern to this work;

To Mrs. Norma A. Ricafort for her valuable suggestions and to Mrs. Trinidad Escobar for proofreading.

Likewise, her deep sense of gratitude is expressed to the school administrators and MSEP teachers of the four districts of Catbalogan, Division of Samar, for giving their accurate responses to the questionnaires for this research paper. Without their full cooperation and support, this research study could not have been completed.

The researcher also wishes to convey her thanks to the late Mrs. Estrella M. Matilla, the former cultural arts coordinator of Catbalogan I District for her assistance by lending some literatures in music;

To her loving and understanding husband, Mr. Isidro M. Dion, for his untiring efforts, moral and financial assistance and to her wonderful children Dronan, Rona, Jessa and Mark for their invaluable cooperation and understanding while this study was in progress;

And to all others who in one way or another contributed to the completion of this study, her sincere gratitude.

Foremost, to the Almighty God, for the guidance inspiration, hope and anchor of this research work.

N.M.D.

# DEDICATION

TO  
MY LOVING AND UNDERSTANDING  
HUSBAND

“BOY”

AND CHILDREN, THIS  
RESEARCH WORK IS  
HUMBLY DEDICATED.

NANCY

## **ABSTRACT**

This study attempted to determine and assess the competency needs of MSEP teachers in teaching Music as bases for an intervention program of Music for the intermediate pupils in the four districts of Catbalogan, Division of Samar. This study employed the normative-descriptive method of research. This was directed towards ascertaining facts that prevailed among the respondents or cases sampled. The obtained grand total for the solutions suggested by administrators relative to the competency needs of teachers in teaching MSEP is 86.39 and the computed grand mean is 4.58. Both results were noted to be closely similar, since both evaluations obtained exactly the same grand mean, thus the solutions indicated are considered as extremely preferred (EP). Educational background is affirmed to be significant in the teachers' competencies along with knowledge of the music content, utilization of IM's and evaluation techniques. This is due to the fact that the majority of the teacher-respondents are not qualified to teach MSEP because they are not music majors/minors. However, this aspect affects the MSEP teachers' competencies along instructional strategies due to the fact that majority of the teacher respondents lack the needed skills in the application of different instructional methods in music since these teachers have neither background in music nor earned units in the graduate/post graduate studies particularly in music education.



## TABLE OF CONTENTS

TITLE PAGE . . . . .	i
APPROVAL SHEET . . . . .	ii
ACKNOWLEDGEMENT . . . . .	iii
DEDICATION . . . . .	v
ABSTRACT . . . . .	vi
TABLE OF CONTENTS . . . . .	vii

<u>Chapter</u>	<u>Page</u>
1. THE PROBLEM AND ITS BACKGROUND . . . . .	1
Introduction . . . . .	1
Statement of the Problem . . . . .	10
Hypotheses . . . . .	11
Theoretical Framework. . . . .	12
Conceptual Framework . . . . .	15
Significance of the Study. . . . .	17
Scope and Delimitation of the Study. . . . .	19
Definition of Terms. . . . .	21
2. REVIEW OF RELATED LITERATURE AND STUDIES . . . . .	29
Related Literature . . . . .	29
Related Studies . . . . .	44
3. METHODOLOGY . . . . .	58

# Table of Contents (cont'd.)

<u>Chapter</u>	<u>Page</u>
Research Design. . . . .	58
Instrumentation . . . . .	59
Validation of the Instruments. . . . .	61
Sampling Procedure . . . . .	62
Data Gathering Procedure . . . . .	62
Statistical Treatment of Data. . . . .	63
<b>4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA . . . . .</b>	<b>67</b>
Profile of the MSEP Teachers . . . . .	67
Competency Needs of the MSEP Teachers. . . . .	74
Comparison of the Perceptions of the Teachers and Administrators Relative to the Competency Needs of the MSEP Teachers . . . . .	96
Relationship Between the Competency Needs of the MSEP Teachers and the Different Variates . . . . .	108
Solutions Suggested by the Respondents . . . . .	121
<b>5. SUMMARY OF FINDINGS, CONCLUSIONS AND AND RECOMMENDATIONS . . . . .</b>	<b>129</b>
Summary of Findings. . . . .	129
Conclusions . . . . .	139
Recommendations . . . . .	142
<b>6. A PROPOSED INTERVENTION PROGRAM FOR MUSIC EDUCATION IN THE ELEMENTARY GRADES . . . . .</b>	<b>144</b>
Introduction . . . . .	144

Table of Contents  
(cont'd.)

<u>Chapter</u>	<u>Page</u>
Rationale . . . . .	145
Objectives of the Program . . . . .	145
The Structure of the Music Intervention Program for Elementary Schools . . . . .	148
Program Description . . . . .	150
Mechanics / Strategies of Implementation .	150
Training Matrix . . . . .	152
BIBLIOGRAPHY . . . . .	169
APPENDICES . . . . .	174
CURRICULUM VITAE . . . . .	205
LIST OF TABLES . . . . .	210
LIST OF FIGURES . . . . .	213

## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Introduction

It is believed that education is a means for society's progress. Through education, man's aspirations, goals and objectives in life will be achieved. Gregorio (1976: 230) succinctly puts this idea when he claimed that the function of education is to serve as decisive social force, to help reconstruct society, to enrich the state, to improve the condition of its people and to make possible its optimum development.

Education Act of 1982, articulating the mandate of the Constitution, Section 3 of Chapter II under General Provisions, states the Declaration of Basic State Policy and Objectives that it is the policy of the State to establish and maintain a complete, adequate and integrated system of education relevant to the goals of national development.

Another provision stated in the same act under Article III entitled "The Educational System", Chapter 1, Section 19, provides that the State recognizes formal education or the school system, being the society's primary system, and therefore the main instrument for the achievement of the country's educational goals and objectives.

This declaration of policy served to substantiate the



objectives of the Elementary Education which is to provide the knowledge and develop the skills, attitudes and values essential to personal development, and to provide learning experiences which increase the learner's awareness of, and responsive to the changes of the society in which he lives (DECS Service Manual 2000: 4).

The task or function therefore of education is to provide every Filipino child who goes to school with the knowledge, skills and values that will help him fulfill himself as an individual as well as to be able to participate meaningfully and productively in the affairs of his society.

One of the important aspects of education, and is believed to have the greatest possible means in the realization of the goals and objectives of education, is a well-organized and effective curriculum. Isidro (1975: 107) had these to say:

The curriculum is one of the critical elements of education. The reexamination of the curriculum seeks to determine what should constitute the basic learning experiences and activities in the elementary and secondary schools. Considering the limitations of financial resources and rapidly increasing number of children seeking admission, the paramount problem is to decide what elements should form the essential core of the curriculum.

Isidro stressed further that the assessment of the

basic learning is a key to the effectiveness of the schools as an instrument for national progress. He finally added that:

In these assessment, there is a persistent clamor for greater recognition and more time for the arts, particularly music in the elementary curriculum. It is claimed that music should have a larger share in the education of the child because it is an earmark of the educated children. He must have some form of recreational activity, and music may be the hidden talent that will give him this.

To connote these statements, the existing curriculum should be evaluated as to its effectivity, and be subjected to some changes and innovations to meet the learner's educational needs. The role and place of music in the curriculum must be given prior consideration. Curriculum makers should consider the importance of music education in the learning process.

Pursuant to the goals and objectives of basic education, music reveals a common ground of acceptance to contribute to the realization of the major purposes of all education. Siruno (1980: 4) identified objectives of music education and the functions of the schools, colleges, and universities engaged in the teaching of music as follows: a) to help the learners develop a sound body, normal mental attitudes and emotional reactions; b) understand social relationships and participate in them in sound ways

conducive to the progress of society; and c) acquire command of the common knowledge and fundamental skills essential to effective and useful living.

It is therefore the function of music education to help the child realize the importance of music to the lives of the people and what contribution music can make to the community where he lives.

The aforementioned objectives of music education served as a concomitant aim of the Department of Education as formerly stated.

Once upon a time, music was regarded only as a frill. It was associated with the gifted and the socially elite. Today, music is accepted as everybody's need, just like food, air and water. For as food nourishes the body, music nourishes the spirit, and humans have to nourish both matter and spirit in order to achieve a happy balance. It is now recognized that music exerts a powerful mental, social, educational and aesthetic influence upon the human being.

Rivadelo (1987: 2) states that; "It is now generally realized that music brought about in ways that have meaning to the child contributes significantly to building the child's personal identity, enriching his life by developing understanding and perception in his societal relationships and expanding his ability to imagine, create and appreciate with discriminative judgment."



As the realization grew that music is a basic human need, the community became conscious and demand for the need of it among its people. It is noteworthy that music was included in the school curriculum considering the fact that it can eminently contribute to the development of the child's personality, making him understand his societal role, and in order for him to function as an effective member of the society.

The curricular programs as a matter of policy were provided in the curriculum, for the guidance of field officials and teachers. As provided in the Elementary Education Curriculum, MSEP (Musika, Sining at Edukasyong Pagpapalakas ng Katawan) should compose as one of the basic learning areas included in elementary curricula (Philippine Elementary Learning Competencies). It has occupied equal importance as a subject like other subjects in the curriculum.

Musika at Sining is composed of Music and Arts. Music aims to provide the child with the basic skills and appreciation of musical rhythm, melody, form, timber, dynamics, tempo, texture and harmony. Art on the other hand, develops the basic skills and sense of aesthetic perception, creative expression and appreciation of the country's heritage as well as the natural and man-made environment.



Under the New Elementary School Curriculum (NESC), Music being one of the components of MSEF and is considered as one of the greatest arts, is taught separately from the other areas for ninety minutes per week. In the restructured Basic Education Curriculum, (BEC), Music is taught as one of the components of Makabayan subjects. Considering the fact that music is a medium through which the child's aesthetic sense may be developed and becomes a part of his personality. Music is integrated in some learning areas in the curriculum. The modern educational program coordinates subject matter in an effort to provide learning situations in which integrated personalities will be developed. The place of music in such an educational scheme is a vital one.

Most educators agree, however, that certain fundamental principles underlie all learning and that responsible teaching must correspond to them. The competent teacher therefore should adapt an appropriate method or strategies in teaching in order to attain the fundamental aims of education. Gregorio (1976: 247) had this point of view:

"Method is the key to teaching and learning, and how to use this key is what we may call technique. Teachers gain techniques and skills in teaching through experience and training. Teaching has but one prime objective - to effect the proper development of the individuals.... A good teaching technique is a necessary part of effective instruction."

Teaching method in order to be effective should be suited to the skills, abilities, needs and interests of the learners. It should consider the pupils as the primary recipient of all learnings. Therefore, they should be provided with varied learning activities leading them to discover their own talents and skills. In this case, the wise and efficient teacher should be selective in the wise choice of methods of teaching.

While it is true that effective teaching revolves around good preparation, availability of the quality music materials, suitable utilization of the teaching methods and approaches, and appropriate utilization of evaluation techniques, the teacher, which is the key factor and the primary instrument in the teaching-learning process should also be given prior consideration. MSEF teachers have a vital role to fulfill in the realization of the basic objectives of education.

It is therefore important that music teachers should be equipped with the needed knowledge of the fundamentals of music and ways of teaching music to the learners.

In the pursuit of the educator's aspirations in attaining quality music education, educational makers and specialists introduced innovations in the curriculum organizations, in the content of courses, programmed instructions and instructional preparations. In-service

trainings, workshops and clinics are being conducted to meet the teachers training needs and thereby improve their competence in teaching music. Every field of study is being questioned, evaluated and modified in the light of newer concepts of education.

As a general rule, evaluation of the entire curriculum is necessary to assess the proper implementation and effectivity of the existing programmed instruction, and to find out how far the teachers have undergone in their teaching. Music education is not an exemption to this rule.

As observed by the researcher, every time MSEP is subjected to some kind of examinations, this area of concern is considered as the least learned skill or area among other learning areas in the curriculum. This is evident through low levels of performance of pupils based on the result of the Division Post Test conducted for the school year 1999-2000 identified according to the MPS by learning areas as follows; sixty seven and seventy one thousandths (67.71) for English; 68.26 for Filipino; 67.42 for Mathematics, 67.87 for Science and Health; 70.23 for Sibika at Kultura; 61.27 for MSEP; and 68.79 for EPP (Research and Evaluation MIS for SY 1999-2000; DECS, Division EMIS Center).

The data presented explained that the learners have not reached the minimum requirement expected from them



particularly in the Division of Samar.

Another situation in the field that the researcher has observed is the prevalence of rote singing and use of popular songs heard over radios and televisions which are not suited for children. This brings some educators to question the effectivity of the implementation of the existing music education program in the elementary curriculum.

These review of education has also led to some issues like; Is music a neglected subject and is just taken for granted, or the educational system just lack human and material resources to carry out its objective?

These issues should have been the concern of the DepEd officials and Schools Administrators, but still seemed to remain dormant and neglected. It is in this perspective that the researcher desired and was motivated to undertake this study.

Hopefully, the findings of this study would help pave the way in identifying the competency needs of MSEP teachers in teaching music. Identifying these competencies would then serve as bases for an intervention program for music education that would probably help unravel the MSEP teachers perhaps hidden talents or skill in music teaching, and therefore help the Division of Samar achieve quality music instruction, which is the ultimate goal of this study.



### Statement of the Problem

This study attempted to determine and assess the competency needs of MSEF teachers in teaching Music as bases for an intervention program on Music for the intermediate pupils in the four districts of Catbalogan, Division of Samar.

Specifically, it sought answers to the following questions:

1. What is the profile of the MSEF teachers as to:
  - 1.1 age and sex;
  - 1.2 civil status;
  - 1.3 educational background (major / minor)
  - 1.4 teaching experience;
  - 1.5 performance ratings for the last three years;
  - 1.6 in-service trainings attended?
2. As perceived by the MSEF teachers themselves and administrators, what is the level of competency needs of the MSEF teachers along the following:
  - 2.1 knowledge/mastery of the skills and content;
  - 2.2 utilization of instructional materials, facilities, and equipment;
  - 2.3 instructional strategies / approaches;
  - 2.4 evaluation techniques?
3. Is there a significant difference between the

perceptions of the two groups of respondents relative to the MSEP teachers' competency need along the four considered areas?

4. Is there a significant relationship between the competency needs of the MSEP teachers and each of the following:

- 4.1 age and sex;
- 4.2 civil status;
- 4.3 educational background;
- 4.4 teaching experience;
- 4.5 performance ratings for the last three years;
- 4.6 in-service trainings attended?

5. What solutions are suggested by the two groups of respondents relative to their competency needs?

6. What intervention program for music instruction maybe developed based on the results of the study?

### Hypotheses

From the specific questions, the study tested the following hypotheses:

1. There is no significant difference between the perception of the two groups of respondents relative to the MSEP teachers' competency need along the four considered areas.

2. There is no significant relationship between the

competency needs of the MSEF teachers and each of the following:

- 2.1 age and sex;
- 2.2 civil status;
- 2.3 educational background;
- 2.4 teaching experience;
- 2.5 performance rating for the last three years;
- 2.6 in-service training attended?

### Theoretical Framework

This study is anchored on what John Locke (1986: 369) had propounded that a sound mind necessitates in sound body or a sound body is needed in order for an individual to have a sound mind.

This means that an individual must be physically healthy, that is, he is fit to learn, so that he will be fit to understand in order that he could function effectively and can actively participate in building a progressive Filipino society.

The society, therefore, which recognizes the school as the primary system that helps develop the individual's physical and mental ability shall promote experiences that will enhance the physical and mental capability through education. This aspect led to the provision of the Philosophy of Education which provides that: "Education



shall develop citizens who believe in God, love their country and fellowmen and actively participate in building a just Filipino society and in conserving and developing the nation's human and material resources."

Education, therefore, aimed to develop moral, spiritual, social, mental and physical well-being of an individual. It trains the learners to be productive and effective members of the community where he lives. Great philosophers and famous writers likewise agree that music is a discipline geared to the physical, social, physiological development of the learners, as well as to the socio-economic aspects that lead to the fulfillment of human values. Music serves as a liaison between the youth and his stand in the community - socially and morally.

As stated by Rivadelo (1987:2), " Music is the lifeline to the outside world. It is an academic discipline and a vital part in the total education program."

It is true, music is considered as one of the important aspects of the total personhood of an individual. Consequently, its purpose is not merely for enjoyment, relaxation and recreation, but for the positive development of character.

Plato (1974: 74) supplements this view by his belief that through music, rhythm and harmony find their ways



into the innermost soul of man which becomes a part of his personality. Thus music education plays a very crucial role.

Likewise, the researcher also based her study on the three (3) basic principles underlying the New Elementary School Curriculum (NESC) that follows:

1. The NESC orients elementary education to National Development and reflects research based directions for curriculum change.

2. It is addressed to civic, intellectual and character development. Its scope covers the general education of the child as a human person, as a citizen, and as a productive agent.

3. Its thrust is intellectual growth through which human civic, economic, cultural development are enhanced, NSEC is a return to the basic.

DECS Order No.6, S. 1982 prescribed the New Elementary School Curriculum (NESC) which included among its objectives the "development of basic understanding about Philippine Culture and the acquisition of fundamental knowledge, habits and skills....in culture, history and the arts." The guidelines provided that, for the Grade One and Two levels, Music would be a part of an integral teaching strategy, serving as a supplementary medium of instruction rather than as a learning goal itself. From Grades Three to

Six, Music would be taught as a separate learning area sharing a daily time allocation of forty minutes with visual arts and Physical Education.

To append, the DECS issued further guidelines on the minimum identification of notation symbols, execution of simple forms, and simple tonic, dominant, sub-dominant harmonies (Santos, 1991: 5).

### Conceptual Framework

The schematic diagram in Figure 1 illustrates the concept of the study. At the base of the schema is the research environment comprising sixty seven intermediate MSEP teachers and twenty eight school administrators from all complete elementary schools of the four districts of Catbalogan, Division of Samar namely: Catbalogan I, Catbalogan II, Catbalogan III and Catbalogan IV districts.

This is followed by a big rectangle which encloses an octagon containing the competency needs of MSEP teachers in teaching music along the four considered areas of concern namely: a) knowledge/mastery of the skills and content; b) utilization of instructional materials, facilities and equipment; c) instructional strategies/approaches; and d) assessment/evaluation techniques; and the two opposite circles which represent the respondents of the study. The arrows from each circle which point towards the octagon

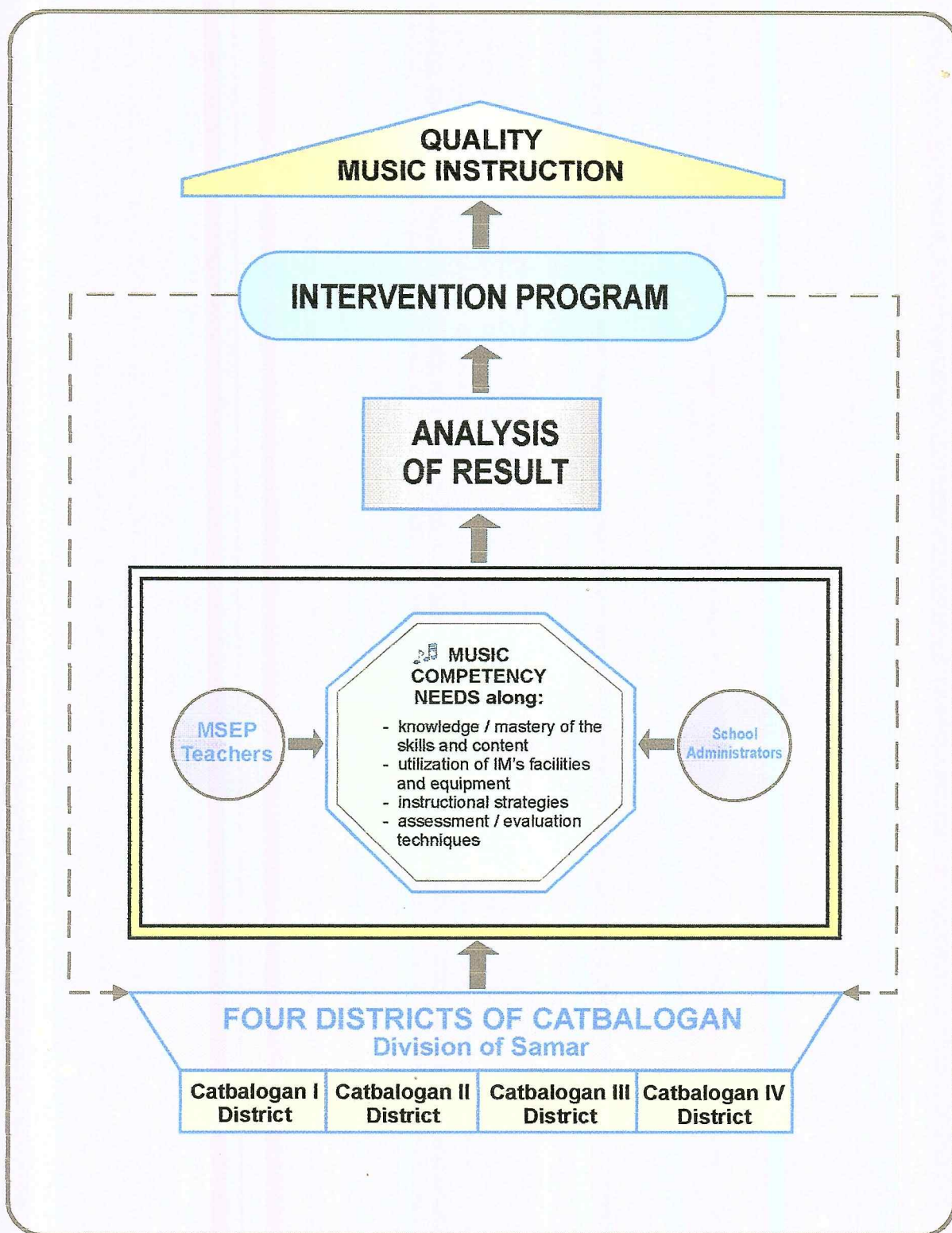


Figure 1. Conceptual Framework of the Study



represent the perceptions of the two groups of respondents relative to the MSEP teachers' competency needs along the four considered areas.

The arrowhead pointing to the small rectangle above represents the result of all the data gathered which were then compared and analyzed and formed as bases for an intervention program which is likewise represented by an oblong.

The broken lines which start from the intervention program down to the base represents the feedback to the inputs in the educational pursuit of the MSEP teachers and administrators of the four districts of Catbalogan, Division of Samar which in turn would redound to a more effective music education programs. Hence, it is envisioned that this intervention program would eventually served as a spring board in teaching music that would help MSEP teachers acquire the needed knowledge and skills, and thereby improve their techniques and strategies in music teaching which geared towards the attainment of quality music instruction which is the ultimate goal of the study.

#### Significance of the Study

This study is expected to provide basis for an improved music instruction. Results of this study will serve as bases for an intervention program for intermediate



pupils. It would also provide feedbacks to the curriculum planners as far as the Elementary Education Curriculum is concerned.

To the pupils. Through efficient and effective instruction by highly competent MSEF teachers it is expected that this study would help improve and further develop the pupils' musical literacy and thereby give them the opportunity to share experience that would lead them to habits of creative work.

To the parents. The study would provide information to parents on the level of appreciation their children have in relation to the study of music.

To the teachers. Findings of this study, would be beneficial in giving them insights on the implementation of the existing music education program. This would also help them become aware of their responsibilities of providing pupils with the needed musical knowledge and skills, thus encourage and motivate them to upgrade their music instructional competencies.

To the administrators. The results of this study might be useful on how to work about in upgrading the teachers competence in music education. This would also enable them

to assist or help teachers in establishing clear policies in the implementation of music program.

To Music Supervisors. The findings of this study would provide them feedbacks on the level of competency needs of MSEF teachers in teaching music. Identifying these competency needs would direct them towards upgrading the competencies of teachers in teaching music.

To curriculum developers. This study would enhance their insights into the development of the curriculum. The data gathered would also provide them a clear perception of the most vitally important phases of music program which need to be stressed and /or intervened that would redound to a more effective music education program.

To the future researchers. The data collected would also provide them a background information of the competency needs of MSEF teachers in teaching music. Also, findings of this study would provide them insights upon which similar studies may be conducted.

#### Scope and Delimitations of the Study

This study determined the competency needs of MSEF teachers in teaching music as basis for an intervention program. The areas included where competency needs exist



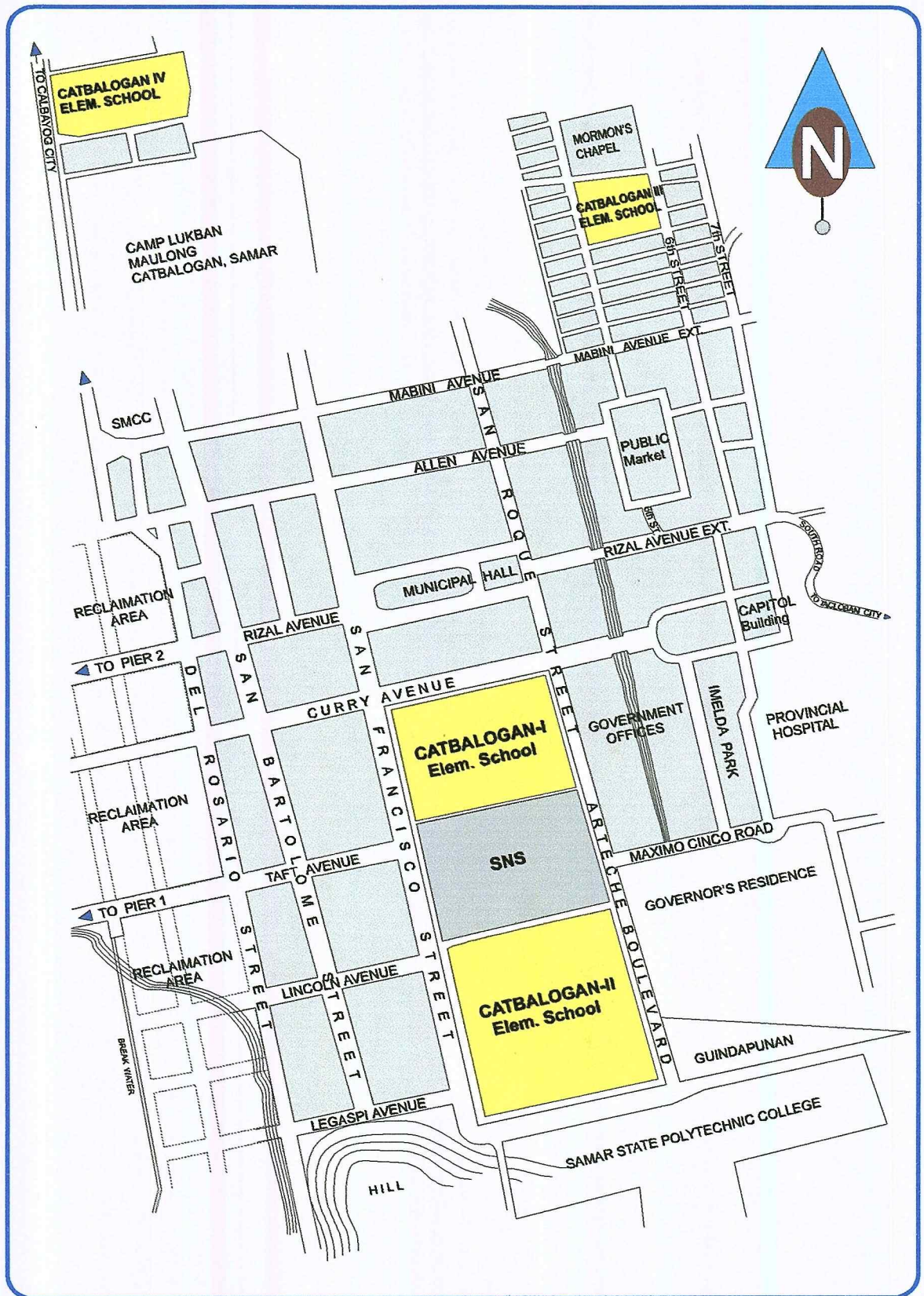


Figure 2. Map of Catbalogan Showing the Four Districts of Catbalogan, Division of Samar.



are: 1) teacher competence, 2) utilization of instructional materials, facilities and equipment, 3) strategies and approaches, and 4) evaluation techniques.

The respondents of this study are sixty - seven intermediate MSEP teachers and twenty - eight school administrators in all complete elementary schools of the four districts of Catbalogan distributed as follows: seventeen MSEP teachers and four administrators from Catbalogan I district; nineteen MSEP teachers and eight administrators from Catbalogan II District; fifteen teachers and eight administrators from Catbalogan III District; and sixteen teachers and nine administrators from Catbalogan IV District. The researcher used total enumeration considering the fact that there were only very few administrators and intermediate MSEP teachers in the four districts of Catbalogan, Division of Samar. The data gathering covers the School Year 2000-2001.

### Definition of Terms

For a frame of reference and to facilitate understanding, the following terms are hereby defined conceptually and operationally:

**Administrators.** This term is defined as one who administers or directs affairs or a person legally vested with the right of administration (Bantam, 1982: 8) As used

in this study, this refers to the executive position like the district supervisors, school principals and head teachers, as they are located in certain positions of authority in the administrative levels of the educational organizations.

**Assessment.** Assessment is defined as the process of evaluating, ascertaining or judging the value or amount of something by careful appraisal (Good, 1979: 156). As used in this study, it is the process of evaluating the pupils' learning gained through effective teaching. This also refers to the evaluation of the teachers' competencies on the basis of certain criteria set forth as the model or frame of reference.

**Competencies.** Webster (1976:19) defines this term as the specific items of behavior. As used in this study, competencies imply certain knowledge and skills a teacher possesses to meet the educational needs of the learners.

**Competency Needs.** These are the skills, knowledge and technique or the specific items of behavior a competent teacher needs in order to function a certain task effectively in order to attain the objectives of education. In this particular study, this refers to the knowledge and skills in music teaching utilization of IM's, facilities and equipment; instructional strategies; and assessment /

evaluation techniques.

**Curriculum.** This refers to the courses of study offered by an educational constitution, or the system of subject offerings woven together by subject matter specialists with the end in view of training and /or educating individuals to make them "total persons" while specializing in a particular field or two (Bantam, 1982: 220). In this study, this term refers to all of the planned experiences provided by the School to assist pupils in attaining the desired learning outcomes.

**Effectiveness.** This is defined as the ability to achieve desired results with economy of time and efforts in relation to the amount of work accomplished (Good, 1978: 36). In this study, this refers to the attainment of goals and objectives set earlier for the system.

**Equipment.** Equipment is defined as the set of articles or resources serving to equip a person or thing (Webster, 1976: 36). As used in this study, this refers to the teaching aids and materials, apparatuses, instruments and similar properties needed for the successful implementation of curricular, co-curricular and administrative functions and processes.

**Evaluation.** This is the process of examining and judging the quality or degree of something (Webster, 1976:



31). In this study, it refers to the determination of the values of music education and the extent to which the educational goals and objectives are achieved to bring out into view the competency needs of the elementary grades teachers in teaching music.

**Evaluation Techniques.** This refers to the variety or selection of testing device used to evaluate learning gained by the pupils.

**Instruction.** This is defined as an outline or manual of procedure to be followed. They are the specific methods and activities by which the teacher influences learning (Webster, 1976: 38). As used in this study, it implies teaching or helping the learners discover what they need surrounding them with opportunities for experiencing and discovering useful information and helping them plan their schemes for using or applying their new found information.

**Instructional Materials.** This refers to the materials used by the teacher to facilitate teaching instructions. Traditionally, this is known as teaching aids and devices which aid in the teaching and /or learning of certain concepts and skills for reinforcement, enrichment and mastery (DECS Service Manual, 2000:75). As used in this study, this refers to either print or non-print materials. Print materials refer to text books, supplementary books,

pictures and charts while non-print materials refer to video tapes, audio-cassette tapes, films and the like that aid in the teaching and /or learning specific skills and concepts.

**Instructional Strategies.** This term means the process of teaching, plan or method of giving instructions aimed for securing a desired end (Bantam, 1982: 305). In this study, it implies the method or technique of teaching which follows regular ways or orderly procedure employed by the teacher in guiding the pupils in order to accomplish the aims of the learning situations. As applied to classroom teaching, it pertains to the series of related and progressive acts performed by the teacher for the pupils to accomplish the general and specific aims of the lesson.

**Instructional Program.** This refers to a group of interrelated, closely related services or activities in teaching a particular field possessing or contributing to a common objective or set of allied objectives (Maquiso, 1984: 23). As used in this study, it is a manual of procedures or methods of action sequentially organized and planned to guide the teacher in teaching for the purpose of achieving educational goals and objectives.

**Intermediate Pupils.** This term implies the pupils being or occurring at the middle place, or between extremes

(Webster, 1976:272). In this study, it refers to the grades five and six learners in the elementary level curriculum.

**Intervention Program.** This refers to the process or program that comes in or between a legal proceeding in order to stop, settle or change something (Webster, 1978: 273). As used in this study, this implies a group of closely related services or musical activities that interfere in the affairs of the existing music education program for the purpose of improving the quality and relevance of the elementary Music Education in the four districts of Catbalogan, Division of Samar.

**Knowledge.** This term is defined as the understanding gained by actual experience. It is something learned or kept in mind (Webster, 1976: 287). As used in this study it is the intellectual capability and skills of an individual acquired through studies or actual experience.

**Mastery.** This is defined as a skill or knowledge that makes one master of something (Webster, 1976:323). Mastery, as used in this study denotes the authority, capacity or control of possessing knowledge or skill that makes one dominion over another.

**MSEP.** This is an acronym for Musika, Sining, at Edukasyon sa Pagpapalakas ng Katawan, one of the components of Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan



under the New Elementary School Curriculum (NESC).

**Music.** This is a science of art incorporating intelligence, combination of tones into a composition, having structure and continuity (Webster, 1982:429). In this study, music is regarded as the area of concentration or field of emphasis, considering it as one of the essential modes of education.

**Music Education.** This refers to the knowledge or the field of study that deals mainly with music (Webster, 1982: 435). As used in this study, it refers to one of the phases of education which deals with the general view and knowledge of music as a science and as an art which aims to develop ones skills, knowledge and ability in music.

**Music Notation.** This is a system of symbols, signs and terms that a composer uses to instruct musicians how his music is to be played or sung. (Hilario, 1980:30).

**Music Program.** These are group of interrelated and closely musical related activities which provide the learners with the possibilities for broader musical experiences (Siruno, 1980:7). In this study, it refers to the entire offering of music education including the out of class activities and the arrangement and sequence of activities inherent in the modern media of music and in accordance with the DECS policies, programs, goals and objectives.

**Note Reading.** Refers to the process of reading notes not just by saying the so-fa syllables, but by singing the notes with the corresponding count or pause. Note reading is also called as music reading and is done by singing the corresponding pitch of a musical piece regarding the structure of rhythm, melody, form, harmony and the elements of theory and musical symbols (Pangilinan, 1990:13).

**NESC.** This is the acronym for New Elementary School Curriculum, which was implemented starting the School Year 1983-1984 with staggered implementation by grade level.

**Rote Singing.** This refers to the traditional method of teaching music and is done by imitation, that is the teacher sings the song and the pupils imitate.

**Teachers' Competences.** This refers to the adequacy and efficiency of knowledge and skills of the teachers in teaching a particular field (Webster, 1976:463). As used in this study this refers to the knowledge and skills of MSEF teachers in teaching music.

**Teachers' Qualification.** It denotes the education experiences, physical, social and mental characteristics of a teacher that determine his fitness for an educational position (Good, 1979:119).

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

The researcher tried to gather ideas and concepts related to this study. For purposes of determining the difficulties encountered by MSEP teachers in teaching Music, several books, journals, magazines and previous researches that have implications, and relevance to the present study were reviewed and have been included and presented in this chapter.

#### Related Literature

Our country today is faced with a problem of improving the economic status of its people. This problem is so complicated and is difficult to solve as it affects the life of the individual as well as the society itself. It has always been said that education is a means for society's progress, and that, it is a preparation for life. Education must not only help the individual to acquire knowledge, but it must also develop his ability and skills to help promote the welfare of the community.

For this reason, every individual is developed to be more productive and effective member of the society. The Department of Education, with its specified goals and objectives, helps in the development of individual's



physical and mental ability. In order for an individual to be productive and effective, he must be physically and mentally healthy. For one to become such is the main objective of Musika, Sining at Edukasyon sa Pampalakas ng Katawan (MSEP).

The society should also realize that all efforts exerted in building a nation through economic self-sufficiency can never succeed while people keep on ignoring the human values. For as long as people consider the acquisition of material things as the measure of success there will always be self-centered individuals who would do anything undesirable to get rich overnight.

The role of the arts in refining human behavior cannot be over estimated. Music and Art stands for beauty, and the man who sees and hears beauty around him is a happier and more contented human being. Things in nature are wonderful works God has created. With all these things, man is able to create many useful and beautiful things that everyone appreciates and loves. If man loves the beautiful, there is art in him. It is this love for beauty which has impelled man to bring some sense of order and some shade of meaning into the world in which he lives (Balgan, 1990: 2).

The New Elementary School Curriculum clearly defines the significant place of Music, Art and Physical Education

in the total personhood of an individual. To integrate these three areas situations have been provided, whenever feasible, to enable the child to express his feelings, ideas, and imagination through Music, Art and Physical Education and other creative activities. These three areas greatly contribute to the total formation of young people toward "Building a People, Building a Nation".

Today people are living in an era of cultural revival, and Music, being considered as the greatest arts has a vital role to fulfill. Music is one of the finest gifts God has given man. It is often said that "Music is the language of the soul", and that it is a universal language.

Music, indeed is the expression of man's feeling, thoughts and ideas. Every song or piece of music tells what the composer wants to say. It is a means of communication and expression. It is the language used by the heart and soul of man. As such it is understood by people of all races. In other words, music promotes a better understanding among different people of the world. Music as a language is also read and written. That is why it needs to be studied in order to learn.

Music has also played an important role in the activities of all people. It has accompanied the progress of the athletic and Military Arts. It has been a companion to religious ceremony. It has combined with dance and drama

to give rise to expanded forms of communication.

Music functions on several cultural levels from simple and direct folk utterance such as children's games to high rituals. It has demonstrated its effectiveness as an agent in education, psychology, and most recently, commercial advertising. In short, the appeal of music is universal.

These standpoint bring everyone to recognize music as fundamental of every growing child, pupil or student. As the realization grew, Republic Act 4723, otherwise known as the Music Law, has been approved on June 18, 1966. This is an act giving significance to the teaching of music in the curriculum of elementary and secondary schools. This law provides that support and encouragement to music as a subject must equal to that given to any other subject or area of experience, and that music should not be considered as a fad nor a frill, but should represent one of the supreme arts through which the human spirit has found expression.

The subsequent act which has further strengthened music education is R.A. 5523. This law which was enacted and became a law in 1968 has created various school division positions. This encouraged and urged many teachers to take advance studies of music here and abroad in order to qualify for positions that call for their skills and talents either



as teachers, instructors or professors of music in different schools and universities, or in the field of administration and supervision both in the public and private schools as supervising education specialist, general education supervisor or curriculum coordinator and assistant curriculum coordinator in the field of music.

Like other learning areas in the curriculum, Music education is also faced with a problem of improving the quality of its instruction. According to critics, it is the function of education to minimize if not totally solved, the existence of the difficulties arising in the whole music program.

Over the years, thousand of studies have been conducted to identify an effective music program. And some great philosophers and educators agree that the following factors greatly contribute to an effective music education program: 1) the teacher; 2) instructional materials; 3) teaching methods/approaches and 4) evaluation techniques.

According to an article written by Gatson (1992: 12), the teacher is the central factor that contribute to an effective music teaching career. It is therefore important that every teacher be equipped with knowledge and skills of music teaching and ways of teaching it to the children. Besides the knowledge of what to teach, the teacher should also know why she teaches music. As long as teachers teach

music merely to comply with curriculum requirement, the objectives for teaching music cannot be realized. More than teaching music as a required subject, she should understand how music helps develop a well-balanced personality, how it can unite people, how it can ease life's tension, how it can increase efficiency, or how it develops a keener sense of appreciation for beauty.

Apparently, the primary factor that contributes to an effective music program is the music teacher. He is the key factor in providing the learners with the needed musical knowledge and skills that can develop a well-balanced personality.

Hence, an effective music teacher appeared to have an in-depth knowledge of music and the ability to recognize differences between pupils in terms of their abilities, interest and music experiences. She knows how to use the appropriate and variety of music materials and audio-visual aids, variety of methods, strategies and techniques in teaching. She also knows how to assess the learnings gained by her pupils for feedback or enrichment. Moreover, the teacher's commitment and dedication to teach is merely necessary.

Under the New Elementary School curriculum, almost every teacher has to teach music. It is therefore, important that every teacher be equipped with knowledge of the fundamentals

of music and ways of teaching music to the children. She should possess some of the desirable characteristics that will enhance the pupils learning skills. She should be a good music teacher.

Gregorio (1976: 529) stated the essential requisites for a good teacher in the following words:

. . . . . the ideal teacher should be professionally trained, should be able to pass the required examination, should be a master of the subject matter he is going to teach, should continue to grow and love his profession, should be kind and sympathetic to the pupils, and should possess initiation and resourcefulness...

Considering that teachers are the key to the total educative process, she should show any improvement in the preparation for the teaching profession. Teaching music is considered as one of the difficult tasks shouldered upon by the teacher. The pre-college, pre-service and in-service training of teachers are principal factors that contribute to the effectiveness of the instruction and competencies of music teachers. The different opportunities for training undergone by teachers contribute to their professional and musical background.

The ideas of Raeback and Wheeler (1989:301) are also worthwhile noting in this regard:

The teacher whose background has been so handicapped must be willing to grow musically with her class, discover and explore new depths of creative expressions within herself and



cultivate these in her classroom. In order to respond to the child musical needs, the teacher must use music methods and materials that are suited to her particular class.

Every teacher should feel concerned to grow continually and develop himself professionally through purposeful continuing education activities. The foregoing statement emphasized the need for continuing education on the part of the teacher. Raebach added that "It is inherent in the teacher to continually grow in order to be effective and successful in his profession. This is so because of all the professions, it is the teaching profession that has the greatest responsibility for self-improvement and growth."

In addition Del Rosario (1992: 137) pointed out some desirable qualities a prospective teacher should possess to ensure their successful music teaching career. They are as follows: 1) interested in the work; 2) with good personality; 3) has natural love, understanding and consideration for children; 4) has patience, perseverance, and self-abnegation; and 5) resourceful and creative, she must also have a "Flare for Art." She should know drawing, dancing, acting, writing, singing and the like.

An effective music teacher in other words, possess the characteristics represented by the levels of personality, attitude towards teaching and music experiences.

A good music teacher however, is a teacher who has a

professional preparation or background in music gained through studies, trainings, and/or music experiences acquired from curricular and co-curricular activities that may come from the home or in the community where he lives.

While it is true that some persons are more musically gifted than others, everyone can learn music. There are many teachers with average musical ability who became very good music teachers. Others just lack dedication in doing so. Teachers attitude is then important.

Yee (1970:275) disclosed the ideas that: 1) teachers differ in their attitudes of warmth and permissiveness towards pupils in the teaching of music; 2) classes differ also in the favorability of pupil's perceptions towards their teachers in music; 3) the two kinds of differences have consistently been found to correlate with one another, that is, warm teachers tend to be found in classes whose pupils like their teachers; and 4) theories and studies of social instruction portray the teacher pupils relationship as complex and reciprocal.

Yee emphasizes that a teacher's attitude factor is important in teaching music. The pleasant teacher-pupil relationship can be enhanced if the teacher possesses good qualities that the pupils find appreciation and enjoyment. She should be able to realize that classroom instruction is a socialization of the individual for personality

development and rather than a process of compulsion, formality, fear and tension.

On the attitude towards teaching music, Norton (1970:307) has these points: 1) the teachers believe that it is an extra duty if they teach the subject; 2) many teachers feel that the primary concern of teaching is that of directing learning for pupils and not just tiring oneself in teaching music, especially if the pupils have no ear for music; and 3) the administrator should select capable ones who actually improve the singing ability of the pupils.

Leonard and House (1972:174) stressed that teachers who are qualified in their chosen field produce a better music program and lighten the job of administrators, thus make the work easier and effective. It is important that selection and assignment of teachers merit attention and utmost care. Administrators should be acquainted with the music program and the teaching staff in order to make assignments of responsibilities fair and square.

Rivadelo (1987:13) in her book, Music Education: Materials and Methods had written some factors which influence the effectiveness of the music program. She states that education is not an exclusive entity of the schools. The child, being the center of the educative process has three agencies - home, school and community showering their influences. She had also written some



challenges a teacher is confronted and when resolved will help the learners acquire free and rich musical skills, thus help the teacher lighten her job. She, likewise, added that music brought about in ways that have meaning to the child, contributes significantly to building the child's personal identity enriching his life by developing understanding and perception in his societal environment through sound, color, emotion, thought and social relationships and expanding his ability to imagine, create and appreciate with discriminative judgment.

Music indeed is a testing ground and clearing house for talents. It is a mental discipline and a subject liked by Filipino students from nursery to college. It is an opportunity that helps them reconcile with the other subject areas to think rationally and discriminate intelligently.

In other words, music is one of the most effective tools for learning. It helps the learner understand social relationships. It is a means of bringing up every individual to the fundamentals of education. With these, a good music program should be carefully planned and organized.

Ocampo (1976:12) states that anyone who is engaged in teaching as a profession needs a frame of reference to guide one's thinking, particularly in the teaching of music to

make it significant and effective.

Ocampo believes however, that in order for a music program to be effective, a well-organized and carefully planned instructional program is necessary. In this case, the music teacher can be guided in her daily music activities.

Silver (1970:5) had this point of view: "When music is so taught that each new experience discloses new beauties, new skills, new emotions touched or expressed, we may be sure that there will be corresponding growth in knowledge, skill and power. Teaching is now universally defined as guidance in learning. It is imperative therefore, that the teacher be supported with artistic, practical material through which the children will be led to make vital contacts with music. A working program, well organized lesson plans, well-organized materials and devices, course of study in music, and monthly outlines are necessary to guide the music teacher in her music instruction."

Silver also believes that if teachers and supervisors are to focus their efforts on the most vitally important phases of their music teaching, a successful music program will be achieved. He says and quote:

One of the most important phases of the music program is evaluation. It is therefore highly desired at least once each term to make a careful appraisal of the total situation. There is a need to measure the

progress that has been made, to diagnose the weak spots and to decide on those phases of work which need particularly to be stressed.

Evaluation therefore of the entire music program can help improve the implementation of the existing music program. This is done for the purpose of assessment of all the learnings gained by the pupils, and to test how far the music teacher had undergone in her teaching. Through assessment/evaluation, the weak spots of the pupils as well as the music teacher can easily be identified. Identifying these weaknesses can lead to some modifications and/or innovations of the instructional program for its improvement.

Aside from the evaluation of the program, Ramos (1974:15) in his article entitled, "New Development in Music Education on the Teachers Training Level for the Development of the Philippine Music Methodology, cited another very important phase of the music program. It says: "Teaching music as subject is not an easy task. Teachers teaching music in the elementary and secondary schools encountered problems like lack of music materials and devices, facilities and equipment, lack of teacher's knowledge of the fundamentals of music and the "how" or the methods of teaching music to the children. Methods and techniques in teaching music are important phases of music



education. Innovations have been made on methodologies of teaching music suited to the child interest and abilities. These methods, however, are expected to help solve the problems of music education. There are current approaches and methodologies in music teaching which are very helpful for the teachers in the service. He listed two approaches and methods of teaching Music: Kodaly and Orff.

Kodaly's music education focuses on singing and emphasizes vocalization of rhythmic patterns, folk songs and dances. It makes use of the hand movement to symbolize the pentatonic scale. The pentatonic scale is given much emphasis in Kodaly's songs.

Orff techniques uses songs, charts and games as a source of creating rhythm and melody following sufficient musical exploration. This method concentrates on exploring harmony and rhythm as a basis in teaching music.

Siruno (1980: 12) elaborately identified factors that contribute to an effective music education program. They are the following: 1) Quality and organization of music materials; 2) music instructional strategies and approaches and; 3) music education curriculum. She stated thus, "All kinds of music should be developed through worthy materials. Music education requires the selection of materials in terms of logical organization. . . . It should be approached through the learners' aesthetic experience, and facts about

music should be acquired in a purposeful learning situation . . . Pedagogical approach is to consider, as far as possible, the totality of musical experience in every lesson, as one unsegmented scheme. The different instructional areas will enhance the pupil's ability in learning music. They are as follows: 1) area on rhythmic development; b) area of creation; c) listening area; d) playing musical instruments; and e) singing area.

With this point of view music instructional materials could help the learners understand and enjoy music. Therefore, music teachers should know how to select and utilize well-organized and appropriate materials so that the learners could visualize and hear music that would motivate them to learn and appreciate it.

On the other hand, instructional strategies and approaches in teaching contribute greatly to effective music instruction. It should be based on the learners' interest, abilities and skills to enhance the teaching-learning process. However, music learning is achieved through the different instructional or areas of learning discussed above. It is believed that if all of these areas will be integrated in one activity, the learners will be able to acquire musical knowledge and skills. The music teacher is in the position of doing these activities.

Garcia (1982:366) in her article entitled, "Creative

Music Activities for Children", commends the idea that:

To attain rich musical ability, there is a need to integrate as many of the instructional areas as possible in one activity, that is in the performance of one material. In teaching a song, for instance, not only singing but also listening, rhythmic movements and creative activities can be involved simultaneously.

Dykema (1979:320) further advocates that the functional approach, based upon the conception that effective learning takes place only when there is interest, welcomes vital opportunities to relate music to other studies. It is believed in this heightened interest will be found so many and varied opportunities for teaching music that the needed technical development will be eventually forthcoming.

Dykema's statement proves that it would be easy for the teachers to disseminate her music instruction if the learner had developed musical interest. Music teachers should, therefore, use a technique that would arouse the learners' interest in learning.

### Related Studies

In 1990, Resurrection had a study on "Difficulties Experienced in Learning Music by Intermediate Pupils of Public Elementary Schools of District III Baguio City". In determining the difficulties met by the pupils, he administered the Philippines Achievement Test (PAT) for Grades V and VI in Music. This test aimed to identify the



problems of the pupils on the ten (10) aspects of music education. The hierarchy of educational needs of the pupils in the aforementioned learning area were as follows: 1) song recognition; 2) tone-recognition, 3) rhythm, 4) reading with pitch names, 5) completing measures with notes, 6) syllable names, 7) measure recognition, 8) completing measures with rests, 9) naming major keys and 10) music notation.

In this study, it was found out that most pupils find difficulties in recognizing the song as to its form, time signature and its rhythm. It was further recommended that music classes should be provided with record players associated with suitable records to be played by the teacher during each presentation of the song to be learned in order for the learners to hear, interpret and analyze the song.

Resurrection's study is relevant to the present study in the sense that both studies aimed to determine the difficulties met in learning music, and both used descriptive type of research. The difference lies on the research instrument used in collecting data and the use of respondents. The latter used the Phil. Achievement Test (PAT) which was administered to the Grades V and VI pupils, the respondents of the study, while the present study used questionnaires as the primary instrument used in determining the difficulties encountered by MSEF teachers in teaching music. These questionnaires were answered by all

intermediate MSEF teachers in the four districts of Catbalogan, Division of Samar, the respondents of the present study.

The study of Adan (1990) entitled, "An Evaluative Survey of the Methods and Procedure by the Teachers in the Teaching of Music in the elementary Grades in the Division of Camarines", revealed that considerably a high percentage of teachers in the division lack the essential knowledge and procedures in teaching music in the grades, lack of information of the use of existing methods and procedures in teaching music and that, there was no balance of emphasis on the types of activities used in music instruction. Essential phases such as instrumental and creative music appreciation were left out. A very significant finding of this study was that few teachers utilized their radio cassette. Some utilized transistorized phonograph for listening to music but the materials they've got were not suited to the lessons under study. Neither were there materials organized into meaningful lessons.

This study is similar to the present investigation because like the latter, the present study aims to measure how effective the methods and procedures the teachers are using in their music teaching. It also aims to identify what approaches are for them easy to adapt to achieve quality music instruction.

It was also in 1990, when Del Puerto conducted a study on the "Status of the Elementary School Music Program in the District of Calabanga, Division of Camarines Sur". Her study revealed that of the six learning areas under the NESC, Music theory ranked fourth in the district level. The study focused on the status of the implementation of the Elementary School Music Program with regards to the content, instructional materials, musical instrument, strategies or methods and approaches used in the program. Her findings revealed that little emphasis was given by Music teachers in the program implementation. Nine percent of them adapted the conceptual approach. It was, therefore found out that most teachers met problems of teaching the content of music like the musical signs and symbols, rhythm and key signatures, the value of the notes and rests according to its time signatures, finding the "movable do" in each key signature and reading notes in staff notation. In assessing the implementation of the program, Del Puerto used a descriptive survey method. Based on its findings, it revealed that most MSEP teachers lack competence in teaching Music, which is considered as a hindrance of attaining an effective music program.

Del Puertos study is related to the present study. She evaluated the status of the elementary school music program in the Division of Camarines Sur. In her study she



was able to identify the weaknesses of the implementation of the program. The identified problems present relevance to the problems of the MSEP teachers in the four districts of Catbalogan in teaching music which is the primary concern of the present study. The only difference lies on its respondents, the latter used only teachers and is limited to only one district, while the present study is concerned both MSEP teachers and school administrators of the four districts of Catbalogan, Division of Samar. However, both studies used descriptive survey method.

Habaradas (1991) conducted a study on the "Problems of Music Teachers in Some Elementary Schools in Iloilo". In his study, he was able to identify problems in teaching music such as lack of music materials like teacher's manual in music, references in music like textbooks and supplementary books, teaching aids and devices. Teachers teaching competencies in music are also found to be of great problem. With the identified problems, the most significant of his recommendations is that the various avenues of mass media should be explored. The reasons for this is that there is at present a shortage of musically trained teachers for the growing number of pupils in the schools and this will have an effect on the improvement of instruction in the daily music lessons.

Habaradas' study is closely relevant to the present

study since both studies are concerned with competency needs of music teachers in teaching music in the grades. The difference lies on the use of respondents. The former study used Grades III to VI teachers while the present study used both the administrators and intermediate MSEP teachers. However, both studies consider teacher competencies in the knowledge of the skills and content in music, and the adequacy of instructional materials and equipment as factors that affect the effective implementation of the music program. Likewise both studies used descriptive method of research.

Fagyan's (1992) study entitled "A Study on the Problems of Teachers Teaching Music in Elementary Grades of Maribojoc, Bohol", is also parallel and closely related to the present study. In her study, she found out that most teachers know how to read so-fa syllables in the "movable do" but do not know how to sing the so-fa syllables without their time values and they can not maintain proper time values related to the signature. The present study also deals with Music teachers and their competency needs in teaching music. The difference lies on their respondents because the former study involved all MSEP teachers in the Division of Maribojoc which is broader in scope, while the present study is only limited to the intermediate MSEP teachers of only four districts of Catbalogan, Division of

Samar. The present study also used the school administrators of the said four districts as counterpart in providing informations relevant to the study. However, both studies employed descriptive method of research.

Llanes (1993) in her study on the "Difficulties of Music Reading Met by Grade VI pupils and Teachers of La Trinidad District", had the following findings: 1) greater difficulty in singing songs in the flat and sharp keys than songs in the key of C; 2) tonal difficulty with descending and successive notes of the same tone; 3) rhythmical difficulty regarding rhythmic patterns and time signature; 4) theoretical difficulty with respect to the recognition of so-fa syllables in the different keys; 5) technical procedures regarding the correlation of tone and time drills.

The findings of this study tell that pupils find it difficult to read music in the aspects of tone, time and theory. It was highly recommended that music lessons should be provided with recorded songs or accompaniments of songs in the flat and sharp keys.

The researcher relates the former study to the present study because both studies aimed to identify the teachers' competency needs in teaching music. The difference lies on the use of the respondents. The latter used both the Grade



six pupils and teachers teaching music while the present study used two groups of respondents namely: MSEF teachers in the intermediate grades and administrators among the four districts of Catbalogan, Division of Samar. Also, the former study centered on Music Reading alone while the present study considered teaching competencies in the knowledge of the music content, instructional materials, instructional strategies and evaluation approaches. However both studies used descriptive method of research.

Garde (1994) conducted a study on "A Proposed Music Reading Readiness Program in Grade I and II". The following were her findings: 1) to develop and establish musical concepts in Music Reading, it is necessary that pupils should have music experiences and activities suited to the teaching of music; 2) the desire to create, act of doing and the knowledge of being creative has estimated value to the procedure with its central emphasis, on musical meaning and musical pleasure. From these findings, Garde recommended the use of words, rhymes and chants with bodily movements as clapping and stamping, reading rhythmic patterns and reading syllables with rhythmical instruments.

Garde's study is similar to the present investigation in a way that both studies deal with competency needs of teachers in teaching music, and one of which is identified as music reading readiness. As a solution to the problem a

proposed reading readiness program is highly recommended. Based on the above findings teachers lack the knowledge of the content in the area of music reading which leads to the deterioration of quality music education, the primary goal of the present study. The difference lies on the use of respondents. The former study used Grades I and II teachers which focused on Music Reading Readiness Program while the present investigation used both administrators and intermediate MSEP teachers which focused on the teachers competency needs in the implementation of the whole music program. However, both studies are relevant in the sense that both studies used the same research instrument in gathering data and the method of research used.

Another study similar to the former study is the one conducted by Maravilla (1995) which was entitled "Problems and Difficulties in Teaching Music Reading of Grade IV Pupils in the District of Agoo, West". This study concentrated mainly on Music Reading. It revealed that teachers lack the knowledge of the content, which is one of the factors affecting the difficulties in teaching Music. She found out that teachers were unable to detect the correct pitch of the song and its rhythm. They could hardly interpret musical terms and symbols used in the piece where they are to teach. She cited out that just like teachers, pupils also manifested difficulty in singing neutral

syllables with the correct pitch and tempo. These problems were brought by insufficient supply of materials and supplementary books for the grade that will further help the teachers in their music instruction.

The foregoing study is related to the present study because both studies aimed to help teachers improve the quality of music education program. Similarly, both studies used descriptive method of research. They differ on the use of respondents because the former used both Grade IV teachers and pupils while the present study used both intermediate MSEF teachers and administrators. Her study concentrated mainly on Music reading which is claimed by most MSEF teachers to be one of the most serious problems in teaching music. The present investigation involves four areas of concentration which are believed to be the possible factors that contribute to the effectiveness of the whole music program.

Rodriguez (1995) in her study on "Difficulties Experienced by Intermediate Pupils and Teachers in Music Reading in Zamboanga City" appraised music instruction and problems of pupils and teachers along this problem. This study revealed identical music reading problems with the other studies. She further advocated the fact that music instruction is not an easy task. Respondents in this study bewailed the difficulties experienced in teaching the music



reading phase. They lamented the children's inability to read music notation and symbols basic to reading songs in their grade level even in the intermediate grades. She considered it imperative that the music teacher be equipped with the required knowledge and skills to enable them to fill this need with ease and confidence, especially in guiding the child to read music.

The researcher relates this study to the present investigation in the sense that both studies delved into the competency needs of the MSEP teachers in teaching music, and both studies used descriptive method of research. The difference lies on the respondents. The latter used intermediate MSEP teachers and pupils while the present study used both administrators and intermediate MSEP teachers. Also, Rodriguez study concentrated only on Music Reading while the present study covers four areas of concentration.

Pastores (1995) made another study on the evaluation of the Physical Education Program of the Public Elementary Schools of Sison, Pangasinan. In his study, he recommended the following: 1) proper method of teaching with the use of appropriate instructional materials, proper administration of test, and application of evaluative techniques should be emphasized; 2) in-service trainings and informal college courses for improving Physical Education instruction should

be conducted to upgrade teachers competence; 3) clinics for different activities, officiating and coaching should be offered to the P.E. teachers; 4) more funds should be allotted for the P.E. program; 5) teachers should be motivated to excel in particular education or P.E. activities; 6) proper coordination with the community agencies must be maintained by the school administrators and teachers.

The study of Pastores has relevance on the present study since both deal with factors affecting the competencies of teachers in teaching a particular subject like methods of teaching, evaluation strategies, teachers competencies and instructional materials. Likewise, both studies used descriptive method of research and likewise used teachers and administrators as respondents. The former study highly differs with the present study in their areas of concern. The latter focused mainly on Physical Education while the present study focused on Music. However, Music Art and Physical Education are considered as one subject under the NESC.

The study of Badilla (1996) on "The Problems of Physical Education Teachers in the District of Maribojoc, Bohol", is also relevant to the present study because it delved into the problems of MSEP teachers. In her study, she revealed that pupils were unable to make use of some

playground apparatuses during rhythmic activities due to unavailability of supplies and equipment. Besides, most teachers lack the knowledge of the content, instructional materials, equipment and facilities, teaching strategies and students attitudes.

Badilla's study bears similar aspects with the present study as both looked into the competency needs of the teachers in teaching MSEF. In fact, the information stipulated by the latter had provided the researcher sufficient background into the present study. The difference lies on the area of concern, since the former study gave more emphasis on Physical Education while the present study focused on music education.

In a recent study conducted by Mabini (1998) on "Difficulties Encountered by Physical Education, Health and Music (PEHM) Teachers in Public High Schools in the Division of Samar" had the following findings: 1) the respondents at the time of research were middle-aged and are dominated by females, 2) a quite number of PEHM teachers were not qualified to teach the subject, young and had not attended in-service trainings at any level, 3) the difficulties that majority of PEHM teachers experienced as serious were centered on music and those considered as least serious centered on Health and P.E., 4) in all the three areas of PEHM, it was on the aspect of equipment, facilities and



instructional materials where serious problems occurred, 5) both male and female PEHM teachers experienced difficulties in teaching the subject along the knowledge of the content, 6) female PEHM teachers perceived a higher level of seriousness on teaching strategies and evaluation strategies due to the fact that female teachers regarded their job with seriousness and dedication compared with the male counterparts who were observed to be less serious. 7) both male and female PEHM teachers agreed that the difficulties met by them along facilities, equipment and instructional materials affected their teaching much.

Mabini's study is closely related to the present study since like the latter, it delved into the competency needs of teachers and both tried to analyze the relationship between the competency needs of teachers and the identified variates like age, sex, civil status, educational background, in-service trainings attended and teaching experience. Likewise both studies used descriptive survey of research. The difference lies on the respondents. The former study is wider in scope the fact that teachers in public high schools in the division of Samar were involved while the present study is limited to MSEF teachers in the four districts of Catbalogan. Also, the foregoing study focused along the area of Physical Education while the present study is centered on Music Education.

## Chapter3

### METHODOLOGY

This chapter presents the research design, instrumentation, validation of the instruments, sampling procedure, data gathering procedure and the statistical treatment of data.

#### Research Design

This study employed the normative-descriptive method of research. This was directed towards ascertaining facts that prevailed among the respondents or cases sampled. The questionnaire was the major instrument used in gathering data from the two groups of respondents, MSEP teachers and school administrators.

Each respondent was provided with a questionnaire containing relevant information about music education, Questionnaire A was for the MSEP teachers and questionnaire B was for the school administrators or key personnel. Questionnaire B aimed to solicit feedback from school administrators regarding the teachers' competencies in teaching music per observations during classroom visits done.

The questionnaire covered the teacher competencies along knowledge; instructional materials; instructional

strategies; and evaluation techniques.

The perceived competency needs between the two groups of respondents along the four areas of concern were compared relative to the MSEF teachers age and sex, civil status, educational background, teaching experience, performance rating for the last three years and in-service trainings attended, with the use of an appropriate statistical tool.

The results of the study were analyzed and used as basis for an intervention program to improve quality of instruction in music.

Statistical tools used in the analysis of data are as follows: 1) mean and standard deviation; 2) t-test for independent samples; 3) Pearson-Product Moment Correlation Coefficient, and 4) Fisher's t-test and 5) Z-test.

### Instrumentation

The instruments used in collecting the data were questionnaire, and documentary analysis.

Questionnaire. This instrument was used to gather facts, and information needed to draw out the competency needs of MSEF teachers in teaching music. Information gained served as basis for intervention program for music education in the elementary level curriculum. In this study two sets of questionnaires were prepared.



Questionnaire A which was accomplished by the MSEP teachers has three parts. Part I aimed to gather data on MSEP teachers profile as to age and sex, civil status, educational background, teaching experience, performance rating and in-service trainings attended. Part II was about the competencies needed along knowledge/ mastery of the skills and content; utilization of instructional materials, facilities and equipment; instructional strategies; and evaluation techniques. This part aimed to gather information about the level of competencies needed by MSEP teachers along the four areas of concern using the following five-point assessment scale by using: Ornstein: (1990: 584) 5 means Extremely Needed (EN); 4 means Highly Needed; 3 means Moderately Needed; 2 means Slightly Needed; and 1 mean Not Needed. Part III was about the Suggested Solutions Preferred by the MSEP teachers relative to the competency needs in teaching Music.

Questionnaire B which was accomplished by the school administrators has also three parts. Part I was about the respondents profile. Part II consisted the information about the teachers competency needs per observations done by school administrators, and Part III was about the suggested solutions preferred by school administrators relative to the competency needs of MSEP teachers in teaching Music.

Documentary Analysis. To ensure the response of the MSEF teachers, the researcher tried her best to get some documents which supply information regarding instructional competencies and educational qualifications of the teacher-respondent from the DECS, Division Office and from the EMIS (Educational Management Information System) of each respondents school. Performance Ratings of teacher respondents and result of the Division Post Test for SY 2000-2001 were also taken.

#### Validation of the Instruments

The questionnaire was constructed by the researcher after making a careful analysis to determine the vital information desired for the study. Then it was submitted to the adviser and to some members of the committee on Oral Examinations for review and corrections.

To test the questionnaire's validity, this was tried out in a dry run among the Grade V and VI MSEF teachers in San Jorge Central Elementary School. The teachers were requested to indicate their comments and suggestions to improve the instrument. Then it was submitted to her adviser for proofreading and comments, and later to the Dean of Graduate Studies, SSPC for approval of the criteria used. The items of the questionnaire were examined as to the importance, utility of data obtained for interpretation of

meaning, clarity and suitability to the respondents. These questionnaires were personally fielded by the researcher to ensure a 100 percent retrieval.

### Sampling Procedure

The researcher used a total enumeration since there were only very few intermediate MSEP teachers and administrators in the four districts of Catbalogan. Seventeen MSEP teachers and four (4) administrators were taken from Catbalogan I District, 19 teachers from Catbalogan II and 8 administrators, 15 teachers from Catbalogan III and 8 administrators, and 16 teachers from Catbalogan IV and 9 administrators, with a total of 67 MSEP teachers and 29 school administrators.

### Data Gathering Procedure

After the production of the research instruments, the researcher asked permission and approval of the study. The permit to distribute the questionnaires was obtained from the Schools Division Superintendent of Samar. Upon approval, questionnaires were personally distributed by the researcher to her respondents, giving them time to answer every item in the proper column as an answer to each question. As the respondents were able to answer all the items stated in the questionnaire, the researcher personally collected the



data. Out of 67 MSEF teachers, only 65 questionnaires were retrieved, 2 were unretrieved and out of 29 administrators, 28 questionnaires were retrieved. The data gathered were tallied on a master list using the most appropriate statistical tool.

To supplement and cross-check the responses given by the respondents through the questionnaires, an unstructured interview was done in order to get impression and reactions directly from both respondents.

### Statistical Treatment of Data

The data were tallied and organized for statistical analysis. Several statistical tools were used to answer the specific questions and corresponding hypothesis, namely; mean ( $\bar{X}$ ), weighted mean ( $\bar{X}_w$ ), standard deviation, t-test for independent samples, Z-test, Pearson Product Moment Correlation Coefficient ( $r_{xy}$ ) and Fisher's t-test. To guide the researcher in the interpretation, the ranges given below were used:

Weighted Mean	Interpretation
4.51 - 5.00	Most Needed (MN)/Extremely Preferred (EP)
3.51 - 4.50	Highly Needed (HN)/Highly Preferred (HP)
2.51 - 3.50	Moderately Needed (ModN)/ Moderately Preferred (ModP)
1.51 - 2.50	Slightly Needed (SN)/Slightly Preferred (HP)

1.00 - 1.50

Not Needed (NN)/Not Preferred (NP)

t-test for independent samples. This statistical tool was used to the first hypothesis which is designed to find out whether there is significant difference between the two groups of respondents. The formula used was recommended by Freud and Simon (1992: 325), as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 2)S_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

where:

t refers to the computed statistics

$\bar{X}_1$  refers to the mean for the first group

$\bar{X}_2$  refers to the mean for the second group

$n_1$  and  $n_2$  refers to the number of cases for group 1 and 2

$S_1^2$  and  $S_2^2$  refers to the variance for group 1 and 2

**Z - test**

$$Z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

where  $Z$  = refers to the computed statistics

$\bar{X}_1$  = refers to the mean for the first group

$\bar{X}_2$  = refers to the mean for the second group

$n_1$  and  $n_2$  = refers to the number of cases for group  
1 and 2

$S_1^2$  and  $S_2^2$  refers to the variance for group 1 and  
2

**Pearson Product Moment Correlation Coefficient.** This statistics is designed to determine relationship between the identified variates and the competency needs of the MSEPT teachers, using the formula below (Freund and Simon, 1992: 472):

$$r = \frac{S_{xy}}{\sqrt{S_{xx} \cdot S_{yy}}}$$

where:

$S_{xx}$  refers to the variance for the 1st group

$S_{yy}$  refers to the variance for the 2nd group

$S_{xy}$  refers to the covariance of the 1st & 2nd  
group

**Fisher's t-test.** This statistical tool is designed to test the second hypothesis by ascertaining the significance of the computed correlation coefficient (Freund & Simon, 1992: 481):



$$t = \frac{r \sqrt{n-2}}{\sqrt{1-r^2}}$$

where:

r refers to the computed correlation coefficient

n refers to the number of pairs

The 0.05 level of significance was used for the hypothesis testing. Moreover, compiler statistical application was used in the data processing to ensure accuracy of the results.

## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the data gathered, analysis and interpretation of the findings particularly on the specific questions presented at the beginning of the study. For purposes of clarity in the interpretation of data, appropriate tables, statistical tools and designs were used.

#### Profile of MSEP Teachers

This section discusses the profile of the MSEP teachers relative to age and sex, civil status, educational qualifications, teaching experience, performance ratings for the last three years, and in-service trainings attended relative to music education.

Age and sex. Table 1 shows the age and sex profile of the intermediate MSEP teachers in the four districts of Catbalogan, Division of Samar. As shown in the table, out of 65 MSEP teacher-respondents, the highest number which comprised 20 percent were within the age range of 41-45 years. On the other hand, the least number, equivalent to 6.15 percent were 46 to 50 years of age. Generally, the average age of the teacher-respondents was pegged at 45.62 years broken down as follows according to sex: 46.09 years for the females and 44.39 years for the males.



Table 1

Age and Sex Profile of the Intermediate MSEF  
Teachers in the Four Districts of  
Catbalogan, Division of Samar

Age Bracket	S e x		Total	Percentage
	Male	Female		
61 - 65	0	5	5	7.67
56 - 60	6	6	12	18.46
51 - 55	0	8	8	12.31
46 - 50	2	2	4	6.15
41 - 45	2	11	13	20.00
36 - 40	3	7	10	15.38
31 - 35	3	4	7	10.77
26 - 30	2	4	6	9.23
Total	18	47	65	100.0%
Percentage	27.69%	72.31%	100%	-
Average Age	44.39 years	46.09 yrs.	45.62 yrs.	-

Also, as shown in the table, the teacher respondents were dominated by females with a total of 47 or 72.31 percent as compared to the male MSEF teachers which is only 18 or 27.69 percent. Most of the female MSEF teachers fell within the age range of 41-45 numbering 11 while in the male group, the greatest number which is 6 fell with the age range of 56-60 years old. Hence, it can be disclosed that most of the female MSEF teachers belong to the middle-aged group while most of the male MSEF teachers belong to the older group.



The dominance of the female MSEF teacher may be due to the fact that MSEF as a subject is more attractive to the females than to the male teachers.

Civil Status. Table 2 shows the civil status profile of the intermediate MSEF teachers in the four districts of Catbalogan, Division of Samar. It was categorized into single, married, and widow/widower. Out of 65 teacher - respondents, majority, that is, 86.15 percent were married, 8 or 12.31 percent were single, and there is only 1 or 1.54 percent widower. Of the 56 married MSEF teachers, 40 were females and 16 were males. Among the single MSEF teachers, 2 were males and 6 were females.

The prevalence of married teacher-respondents could be attributed to the data in their age inasmuch as they already belong to the middle age group.

Educational Background. This is reflected in Table 3. As shown in the table, there were 32 or 49.23 percent out of 65 teacher-respondents graduated Bachelor's Degree but not majors/minors in Music or P.E. 33.85 percent graduated Bachelor's Degree with M.A. units in other field, 4.62 percent Completed Academic Requirements (CAR) in any field of specialization, and 1.54 percent pursued Master of Arts in other field with Ph.D. / Ed.D. units. To sum it up, there were 58 or 89.24 percent out of 65 teachers have no

Table 2

Civil Status Profile of the Intermediate  
MSEP Teachers in the Four Districts  
of Catbalogan, Division of Samar

=====				
Civil Status	S e x		Total	Percentage
	-----			
	Male	Female		
Single	2	6	8	12.31
Married	16	40	56	86.15
Widow/widower	0	1	1	1.54
Total	18	47	65	100.%
=====				

background in Music or P.E., and there were 7 or 10.78 percent out of 65 teacher respondents have background in Music or P.E.

As an overall evaluation of the MSEP teachers' educational background, majority of them do not have a background in Music or P.E.. The fact that teachers who graduated elementary education have no field of specialization and have not earned units in M.A. in Music or P.E., explained that MSEP teachers lack the needed knowledge and skills of the contents of music.

Teaching Experience. Table 4 reflects the number of years of teaching experience of the intermediate MSEP teacher-respondents. It can be noted that the highest number which is 33.85 percent have teaching experience of 25

Table 3

Profile of Educational Background of the  
Intermediate MSEF Teachers in the Four  
Districts of Catbalogan,  
Division of Samar

Educational Background	S e x		Total	Percentage
	Male	Female		
Bachelor's Degree (Non- music/PE major)	11	21	32	49.23
Bachelor's Degree (Music/ PE major)	0	0	0	0
Bachelor's Degree (w/ MA units in Music/PE)	1	2	3	4.62
Bachelor's Degree (w/ MA units in other field)	5	17	22	33.85
Completed Academic Require- ments (CAR in Music/PE)	0	2	2	3.08
Completed Academic Require- ments (CAR in any field of specialization)	0	3	3	4.62
Master of Arts (Music/ PE major)	1	1	2	3.08
Master of Arts with Ph.D./ Ed.D. units	0	1	1	1.54
Ph.D./Ed.D. graduate	0	0	0	0
Total	18	47	65	100%
Percentage	27.69%	72.31%	100%	-

years and above. This comprised the majority of the teacher respondents and the lowest number which is one 1 or 1.54



Table 4

Teaching Experience Profile of the Intermediate  
MSEP Teachers in the Four Districts of  
Catbalogan, Division of Samar

=====				
No. of Years: of Teaching : Experience :	S e x		Total	Percentage
	Male	Female		
25 and above	5	17	22	33.85
22 - 24	0	1	1	1.54
19 - 21	0	2	2	3.08
16 - 18	2	2	4	6.15
13 - 15	1	2	3	4.62
10 - 12	0	6	6	9.23
7 - 9	6	7	13	20.00
4 - 6	4	8	12	18.46
1 - 3	0	2	2	3.08
Total	18	47	65	100.0%
Percentage	27.69%	72.31%	100%	-
Average/Mean	13.67 years	15.60 yrs.	15.06 yrs.	-
=====				

percent had 22-24 years of teaching experience.

Looking into account that out of 65 teachers, 22 had teaching experience of 25 years and above, it can be said that these teachers are those teachers who belong to the older group and have acquired a quite number of teaching experience. Teachers who have 10-24 years of teaching experience were 16. These group of teachers are considered to belong to the middle-aged group. Since there were 27 teachers who have 1-9 years teaching experience, this can be regarded that these are the teachers who have few years of

teaching experience due to the fact that these teachers are young or they are newly hired teachers to teach. As an overall evaluation, majority of the teacher - respondents have more years of teaching experience.

Profile on the Performance Rating of the MSEP Teachers For the Last Three Years. This was reflected in Table 5. As shown on the table, 64 or 98.46 percent out of 65 teachers obtained a performance rating of 75-92 which is equivalent to a descriptive rating of VS (Very Satisfactory) and only 1 or 1.54 percent had an outstanding performance equivalent to a numerical rating of 93 percent and above. The data clearly illustrate that the teachers are very efficient in the performance of their task.

In-Service Trainings. Shown in Table 6 are the in-service trainings by the intermediate MSEP teachers relevant to Music Education. Out of 65 respondents, 52 or 82 percent have not attended any in-service training relevant to Music education. However, there were 8 or 12.31 percent who attended division down to school level, 2 or 3.08 percent have attended regional down to school level, another 2 or 3.08 percent have attended only district level and only 1 or 1.54 percent attended National level. It is sad to note that majority of the MSEP teachers have not attended in-service training in any level. This maybe due to the

Table 5

Profile on the Performance Rating For the Last  
Three Years of the Intermediate MSEP  
Teachers of the Four Districts of  
Catbalogan, Division of Samar

Performance Rating for the last Three Years		Sex		Total	Perce- tage
		Male	Female		
Numerical Rating	Descriptive Rating				
93 - above	Outstanding (O)	1	0	1	1.54
75 - 92	Very Satis- factory (VS)	17	47	64	98.46
Total		18	47	65	100%

following reasons : a) these teachers refused to attend in-service training because of financial problem; and b) inadequacy of in-service trainings held in all levels.

#### Competency Needs of the MSEP Teachers

The study probed into the competency needs of the MSEP teachers as perceived by the teachers themselves and administrators along the following aspects: knowledge, instructional materials, instructional strategies, and evaluation methods and approaches. The list of the MSEP teachers competency needs along the four areas of concern were indicated in the first column. This is followed by the responses of the respondents using a five-point scale as



Table 6

Profile on In-Service Trainings Attended Relevant  
to Music Education of the Intermediate MSEP  
Teachers in the Four Districts of  
Catbalogan, Division of Samar

In-Service Trainings Attended	Sex		Total	Percentage
	Male	Female		
National	1	0	1	1.54
Regional	0	2	2	3.08
Division	0	8	8	12.31
District	0	2	2	3.08
School-Based	0	0	0	0
Have not attended in any in- service training in Music Education	17	35	52	80.00
Total	18	47	65	100%

follows: 5 - Most Needed (MN); 4 - Highly Needed (HN); 3 - Moderately Needed (Mod.N); 2 - Slightly Needed (SN); 1 - Not Needed (NN). This part also indicates the number of respondents who perceived the competencies according to the degree of their needs. The column under "total" reflects the total number of respondents involved in the study.

Knowledge / Mastery of the Skills and Content as Perceived by the MSEP Teachers Themselves. These data are presented in Table 7. The table further shows that MSEP

teachers perceived all the competencies along knowledge of content as Highly Needed (HN) with a grand mean of 4.08. The prevalence of the difficulties along this aspect can be attributed to the fact that elementary grades teachers are not Music/P.E. majors or minors. This is evidenced by the data presented and as discussed under educational background profile.

Administrators' perception on the MSEF teachers competency needs along knowledge of content is reflected in Table 8. As shown in the table, the grand total obtained is 258.96 and the grand weighted mean is 4.25. This evaluation was interpreted as Highly Needed (HN).

**Utilization of Instructional Materials, Facilities and Equipment.** Table 9 presents the difficulties encountered by teachers in teaching MSEF as perceived by the teachers themselves along utilization of instructional materials. As gleamed in the table, majority of the teachers perceived all the competencies as most needed. However, there are teachers who perceived the competencies as highly needed. Hence, the grand total obtained is 47.14 and the grand weighted mean is 4.29. This resulted to consider all the competencies along this aspect as Highly Needed (HN). Consequently, the incompetencies of MSEF teachers along instructional materials may be due to the fact that

Table 7

Competency Needs of Teachers in Teaching MSEF  
as Perceived by the Teachers Themselves Along  
Mastery of Subject Matter & Content

Competencies	Responses					Total	Weighted Mean	Interpretation
	-----							
	: 5 : : MN :	: 4 : : HN :	: 3 : : ModN :	: 2 : : SN :	: 1 : : NN :			
-----								
<b>A. The Grandstaff</b>								
A.1 Identify the pitch names of the lines and spaces of a staff	36	9	13	5	2	65	4.11	HN
A.2 Identify and tell the uses of different clefs on the staff	33	14	11	5	2	65	4.09	HN
A.3 Recognize the notes on the staff	33	12	10	8	2	65	4.02	HN
A.4 Sing the so-fa syllables correctly with each pitch names	36	15	7	7	0	65	4.23	HN
<b>B. Family of Notes and Rests</b>								
B.1 Identify the symbols and values of different notes and rests	31	14	11	7	1	64	4.05	HN
B.2 Precise execution of values of different notes and rests	31	11	19	1	1	63	4.11	HN
B.3 Combine execution of notes and rests within a measure or measures	28	20	13	3	0	64	4.14	HN
<b>C. Key Signatures</b>								
C.1 Meaning of key signature	31	12	12	5	3	63	4.00	HN
C.2 Identify and construct the different sharp and flat keys and locate higher and lower "do"	31	14	12	7	0	64	4.08	HN
C.3 Scale the different key signatures	30	13	19	2	1	65	4.06	HN
C.4 Define the octave	31	11	17	0	1	60	4.18	HN
C.5 Illustrate the octave in a different keys	32	13	16	2	1	64	4.14	HN
C.6 Sing both the ascending and descending	39	6	13	4	3	65	4.14	HN
<b>D. Scales</b>								
D.1 Kinds of scales	28	18	13	6	1	66	4.00	HN
D.2 Find the location of the keynote (do) in major keys and (la) in minor keys	31	21	7	5	1	65	4.17	HN
D.3 Tell what notes are to be sharpened flatted on the scale	29	18	16	2	0	65	4.14	HN



(table 7, cont'd.)

D.4	Write the so-fa syllables and the pitch names in major & minor keys	28	20	13	4	0	65	4.11	HN
D.5	Sing the so-fa syllables in major and minor keys	31	20	13	1	0	65	4.25	HN
D.6	Create a simple melody of a song	35	11	11	6	1	64	4.14	HN
D.7	Sing the melody correctly	36	10	11	3	1	61	4.26	HN
<b>E. The Commonly Used Musical Symbols &amp; Signs</b>									
E.1	Identify and tell the uses of musical signs and symbols such as chromatic signs (sharp, flat, and natural sign), triplet, slur, tie, fermata, accent mark, repeat mark, breath mark, etc. used in simple music scores	32	15	14	3	1	65	4.14	HN
E.2	Used musical signs and symbols in a simple melody created	35	14	13	2	1	65	4.23	HN
<b>F. Rhythm and Time Signature</b>									
F.1	Use the different rhythmic patterns in different time signatures	29	20	9	6	0	64	4.13	HN
F.2	Understand the meaning of time signature	28	12	14	8	0	62	3.97	HN
F.3	Execute correctly how to beat the regular common time and the compound time signatures	29	12	14	8	0	63	3.98	HN
F.4	Interpret the different rhythms of a given time signature as: 2/2, 2/4, 3/4, 4/4, and 6/8	31	13	9	8	0	61	4.10	HN
F.5	Write the correct rhythmic patterns using the different kinds of notes and rests in a given time signature	28	19	12	6	0	65	4.06	HN
F.6	Recognize the basic rhythm of the march, polka and the waltz	27	16	16	4	0	63	4.05	HN
F.7	Understand syncopation	37	10	7	9	2	65	4.09	HN
F.8	Use a broken measure in a song	27	22	13	3	0	65	4.12	HN
<b>G. Melody</b>									
G.1	Show/Demonstrate expertise in singing, reading and writing	32	18	13	1	0	64	4.27	HN
G.2	Sing and read notes in the major keys.	33	16	13	2	0	64	4.25	HN
G.3	Sing and read notes in the minor keys	32	12	18	2	0	64	4.16	HN
G.4	Meaning of transposition	28	14	19	1	0	62	4.11	HN
G.5	Sing a melody in a different key signatures	35	7	18	3	0	63	4.17	HN
G.6	Sing a melody with the correct pitch	34	10	11	7	0	62	4.15	HN

(table 7, cont'd.)

## H. Forms

H.1	Value song or music piece according to form	27	17	18	3	0	65	4.05	HN
H.2	Recognize the form of a song/music piece, sung or listened to such as: Binary (AB), Ternary (ABC/ABA), and Rondo (ABACA)	29	18	15	3	0	65	4.12	HN
H.3	Recognize the uses of musical symbols in relation to form such as: Da Capo (D.C.), Al fine, D.C. Al fine, Dal Segno al fine	32	14	14	4	0	64	4.16	HN
H.4	Demonstrate ways of changing the mode or theme of a music piece	32	16	12	3	0	63	4.22	HN

## I. Timber

I.1	Recognize the different quality of tone (soprano, alto, tenors, bass)	29	19	10	5	0	63	4.14	HN
I.2	Discover the contrast of sounds in a musical piece heard or sung	23	10	21	8	0	62	3.77	HN
I.3	Identify ethnic instruments	25	16	17	6	0	64	3.94	HN
I.4	Recognize through listening the timber or sounds produces by ethnic instruments such as: woodwinds, brass, and percussion instruments	25	16	17	6	0	64	3.94	HN
I.5	Identify musical instruments used for brass bands	23	15	21	5	1	65	3.83	HN

## J. Dynamic

J.1	Recognize symbols used for dynamics (pp, ff, p, f, mp, mf, fff, ppp, crescendo, decresendo)	27	6	18	10	1	62	3.77	HN
J.2	Follow and interpret the symbols for dynamic while singing and listening	30	12	21	2	0	65	4.08	HN
J.3	Interpret dynamics symbols through bodily movements	28	11	20	6	0	65	3.94	HN

## K. Tempo

K.1	Tell the meaning of tempo	31	9	17	5	1	63	4.02	HN
K.2	Identify the different tempo used in simple songs or music scores heard or sung	28	16	17	4	0	65	4.05	HN

(table 7, cont'd.)

K.3	Follow and interpret the symbols for tempo like lento, andante, moderato, allegro, presto, vivace, largo, accelerando, ritardando, poco accelerando, etc.) while singing and doing different bodily movements	31	18	15	0	0	64	4.25	HN
<b>L. Texture and Harmony</b>									
L.1	Sing correctly songs with three-part round and four-part rounds	30	16	14	5	0	65	4.09	HN
L.2	Sing songs of two voices	26	14	14	7	2	63	3.87	HN
L.3	Sing songs of different texture such as: a) monophony - one melody, b) poliphony - more than one melody, c) homophony - one melody accompanied with one musical instrument	30	12	19	4	0	65	4.05	HN
L.4	Tell the musical terms used for the chords and triads	29	19	12	5	0	65	4.11	HN
L.5	Differentiate triads from chords	25	17	15	1	0	58	4.14	HN
L.6	Tell the musical terms used for the chords or triads as I (tonic) IV (sub-dominant), V (dominant) major or minor keys	31	12	18	4	0	65	4.08	HN
L.7	Identify the root note of the chords I and IV and V	29	13	17	6	0	65	4.00	HN
L.8	Identify the note consisting the tonic, sub-dominant, and dominant (major and minor)	28	15	13	8	0	64	3.98	HN
L.9	Write the notes in its root position first inversion, and second, inversion on the staff	28	15	15	5	0	63	4.05	HN
L.10	Use the chords or triads to accompany simple songs in major and minor keys	31	15	12	2	0	60	4.25	HN
Grand Total								249.27	
Grand Mean								4.08	HN

## Legend:

4.51 - 5.00	Most Needed	(MN)
3.51 - 4.50	Highly Needed	(HN)
2.51 - 3.50	Moderately Needed	(ModN)
1.51 - 2.50	Slightly Needed	(SN)
1.00 - 1.50	Not Needed	(NN)



Table 8

Competency Needs of Teachers in Teaching MSEP  
As Perceived by the Administrators Along  
Mastery of Subject Matter & Content

Competencies	Responses					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	MN	HN	ModN	SN	NN			
<hr/>								
<b>A. The Grandstaff</b>								
A.1 Identify the pitch names of the lines and spaces of a staff	16	5	3	2	2	28	4.11	HN
A.2 Identify and tell the uses of different clefs on the staff	15	6	3	2	2	28	4.07	HN
A.3 Recognizes the notes on the staff	14	8	3	2	1	28	4.14	HN
A.4 Sing the so-fa syllables correctly with each pitch names	14	7	5	1	1	28	4.14	HN
<b>B. Family of Notes and Rests</b>								
B.1 Identify the symbols and values of different notes and rests	13	8	5	1	1	28	4.11	HN
B.2 Precise execution of values of different notes and rests	16	5	6	1	0	28	4.29	HN
B.3 Combine execution of notes and rests within a measure or measures	17	5	4	2	0	28	4.32	HN
<b>C. Key Signatures</b>								
C.1 Meaning of key signature	18	5	2	2	1	28	4.32	HN
C.2 Identify and construct the different sharp and flat keys and locate higher and lower "do"	17	5	3	2	1	28	4.25	HN
C.3 Scale the different key signatures	15	6	4	2	1	28	4.14	HN
C.4 Define the octave	15	8	3	2	0	28	4.29	HN
C.5 Illustrate the octave in a different keys	15	8	4	0	1	28	4.29	HN
C.6 Sing both the ascending and descending	16	5	5	2	0	28	4.25	HN
<b>D. Scales</b>								
D.1 Kinds of scales	15	5	4	3	1	28	4.07	HN
D.2 Find the location of the keynote (do) in major keys and (la) in minor keys	15	8	3	2	0	28	4.29	HN
D.3 Tell what notes are to be sharpened flatted on the scale	15	6	5	2	0	28	4.21	HN

(table B, cont'd.)

---

D.4	Write the so-fa syllables and the pitch names in major & minor keys	15	7	5	1	0	28	4.29	HN
D.5	Sing the so-fa syllables in major and minor keys	15	7	5	1	0	28	4.29	HN
D.6	Create a simple melody of a song	14	7	5	2	0	28	4.18	HN
D.7	Sing the melody correctly	17	5	6	0	0	28	4.39	HN
<b>E. The Commonly Used Musical Symbols &amp; Signs</b>									
E.1	Identify and tell the uses of musical signs and symbols such as chromatic signs (sharp, flat, and natural sign), triplet, slur, tie, fermata, accent mark, repeat mark, breath mark, etc. used in simple music scores	17	6	3	1	1	28	4.32	HN
E.2	Use musical signs and symbols in a simple melody created	18	5	4	1	08	28	4.43	HN
<b>F. Rhythm and Time Signature</b>									
F.1	Use the different rhythmic pattern in different time signatures	15	6	5	2	0	28	4.21	HN
F.2	Understand the meaning of time signature	14	6	5	2	1	28	4.07	HN
F.3	Execute correctly how to beat the regular common time and the compound time signatures	15	5	6	2	0	28	4.18	HN
F.4	Interpret the different rhythm of a given time signature as: 2/2, 2/4, 3/4, 4/4, and 6/8	16	6	2	3	1	28	4.18	HN
F.5	Write the correct rhythmic patterns using the different kinds of notes and rests in a given time signature	14	5	4	3	1	27	4.04	HN
F.6	Recognize the basic rhythm of the march, polka and the waltz	13	6	4	4	0	27	4.04	HN
F.7	Understand syncopation	12	8	5	2	0	27	4.11	HN
F.8	Use a broken measure in a song	11	11	5	0	1	28	4.11	HN
<b>G. Melody</b>									
G.1	Show/Demonstrate expertise in singing, reading and writing	19	6	2	1	0	28	4.54	HN
G.2	Sing and read notes in the major keys	15	9	3	1	0	28	4.36	HN
G.3	Sing and read notes in the minor keys	15	9	3	1	0	28	4.36	HN
G.4	Meaning of transposition	14	6	8	0	0	28	4.21	HN
G.5	Sing a melody in a different key signatures	20	5	8	0	0	28	4.21	HN
G.6	Sing a melody with the correct pitch	19	5	2	2	0	28	4.46	HN

---

(table B, cont'd.)

**H. Forms**

H.1	Value song or music piece according to form	14	8	4	1	1	28	4.18	HN
H.2	Recognize the form of a song/music piece, sung or listened to such as: Binary (AB), Ternary (ABC/ABA), and Rondo (ABACA)	16	7	4	0	1	28	4.32	HN
H.3	Recognize the uses of musical symbols in relation to form such as: Da Capo (D.C.), Al fine, D.C. Al fine, Dal Segno al fine	19	4	2	2	1	28	4.36	HN
H.4	Demonstrate ways of changing the mode or theme of a music piece	19	5	2	2	0	28	4.46	HN

**I. Timbre**

I.1	Recognize the different quality of tone (soprano, alto, tenors, bass)	16	6	3	3	0	28	4.25	HN
I.2	Discover the contrast of sounds in a musical piece heard or sung	15	4	3	3	1	26	4.12	HN
I.3	Identify ethnic instruments	15	6	5	1	1	28	4.18	HN
I.4	Recognize through listening the timber or sounds produces by ethnic instruments such as: woodwinds, brass, and percussion instruments	14	5	5	3	1	28	4.00	HN
I.5	Identify musical instruments used for brass bands	15	5	5	3	0	28	4.14	HN

**J. Dynamic**

J.1	Recognize symbols used for dynamics (pp, ff, p, f, mp, mf, fff, ppp, crescendo, decrescendo)	17	3	3	2	2	27	4.15	HN
J.2	Follow and interpret the symbols for dynamic while singing and listening	16	6	4	0	1	27	4.33	HN
J.3	Interpret dynamics symbols through bodily movements	15	8	3	2	0	28	4.29	HN

**K. Tempo**

K.1	Tell the meaning of tempo	18	3	3	2	2	28	4.18	HN
K.2	Identify the different tempo used in simple songs or music scores heard or sung	16	5	3	3	1	28	4.14	HN



(table 8, cont'd.)

<hr/>									
K.3	Follow and interpret the symbols for tempo like lento, andante, moderato, allegro, presto, vivace, largo, accelerando, ritardando, poco accelerando, etc.) while singing and doing different bodily movements	18	5	3	2	0	28	4.39	HN
<hr/>									
L.	Texture and Harmony								
L.1	Sing correctly songs with three-part round and four-part rounds	15	10	0	2	1	28	4.29	HN
L.2	Sing songs of two voices	13	7	8	0	0	28	4.18	HN
L.3	Sing songs of different textures such as: a) monophony - one melody, b) polyphony - more than one melody, c) homophony - one melody accompanied with one musical instrument	15	10	3	0	0	28	4.43	HN
L.4	Tell the musical terms used for the chords and triads	14	9	5	0	0	28	4.32	HN
L.5	Differentiate triads from chords	14	8	5	1	0	28	4.25	HN
L.6	Tell the musical terms used for the chords or triads as I (tonic) IV (sub-dominant), V (dominant) major or minor keys	16	6	5	1	0	28	4.32	HN
L.7	Identify the root note of the chords I and IV and V	14	5	8	1	0	28	4.14	HN
L.8	Identify the note consisting the tonic, sub-dominant, and dominant (major and minor)	14	8	5	1	0	28	4.25	HN
L.9	Write the notes in its root position first inversion, and second, inversion on the staff	15	8	5	0	0	28	4.36	HN
L.10	Use the chords or triads to accompany simple songs in major and minor keys	16	5	6	1	0	28	4.29	HN
<hr/>								258.96	
Grand Total									
<hr/>								4.25	HN
Grand Mean									
<hr/>									

## Legend:

4.51 - 5.00	Most Needed	(MN)
3.51 - 4.50	Highly Needed	(HN)
2.51 - 3.50	Moderately Needed	(ModN)
1.51 - 2.50	Slightly Needed	(SN)
1.00 - 1.50	Not Needed	(NN)

Table 9

Difficulties Encountered by Teachers in Teaching  
MSEP as Perceived by the Teachers Themselves  
Along Utilization of Instructional Materials

Competencies	Responses					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	MN	HN	ModN	SN	NN			
1. Knows how to select (or construct), organize and use appropriate instructional materials and equipment to facilitate learning activities	33	14	11	4	0	62	4.23	HN
2.a Pictures of different musical instruments	28	18	11	7	0	64	4.05	HN
b. Charts/flashcards of different musical signs and symbols, rhythmic patterns of different time signatures, and scales of different key signatures	27	19	10	7	0	63	4.05	HN
c. Music textbooks and other supplementary books	41	14	5	6	0	66	4.36	HN
d. Film strips	33	17	8	4	0	62	4.27	HN
e. Bulletin boards	33	12	11	3	1	60	4.22	HN
f. Recording machines	37	16	6	1	1	61	4.43	HN
g. Record player	38	10	9	2	1	60	4.37	HN
h. Radio cassette recorder	41	10	9	3	1	64	4.36	HN
i. Pitch pipe	36	11	10	3	0	60	4.33	HN
j. Piano/keyboard or any musical instruments that could be played	40	9	7	1	1	58	4.48	HN
Grand Total							47.14	
Grand Mean							4.29	HN

## Legend:

4.51 - 5.00	Most Needed	(MN)
3.51 - 4.50	Highly Needed	(HN)
2.51 - 3.50	Moderately Needed	(ModN)
1.51 - 2.50	Slightly Needed	(SN)
1.00 - 1.50	Not Needed	(NN)

teachers' capability of utilizing appropriate IM's are restrictive since these teachers lack in-service trainings on the utilization of IM's, facilities and equipment for music education. Teacher's initiative and resourcefulness may also be considered.

Table 10 presents the difficulties encounters by teachers in teaching MSEP as perceived by administrators along utilization of instructional materials. As shown in the table, administrators considered the following competencies as Most Needed (MN): 1) know how to select (or construct), organize and use appropriate instructional materials and equipment to facilitate learning activities; 2) Use the variety of resources and materials such as the following: a) pictures of different musical instruments; b) music textbook and other supplementary books; c) film strips; d) recording machines; e) radio-cassette recorders; f) pitch pipe. Other competencies were considered as Highly Needed (HN).

From these competencies, a grand total of 50.09 was obtained and a grand weighted mean of 4.55. This was interpreted that all of these competencies are considered by the administrators as Most Needed (MN).



Table 10

Competency Needs of Teachers in Teaching MSEF  
as Perceived by the Administrators Along  
Utilization of Instructional Materials

Competencies	Responses					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	MN	HN	ModN	SN	NN			
1. Knows how to select (or construct), organize and use appropriate instructional materials and equipment to facilitate learning activities	19	7	0	1	0	27	4.63	MN
2.a Pictures of different musical instruments	19	3	2	1	0	25	4.60	MN
b. Charts/flashcards of different musical signs and symbols, rhythmic patterns of different time signatures, and scales of different key signatures	16	6	1	0	1	24	4.50	HN
c. Music textbooks and other supplementary books	21	7	0	0	0	28	4.75	MN
d. Film strips	20	5	3	0	0	28	4.61	MN
e. Bulletin boards	19	4	3	0	2	28	4.36	HN
f. Recording machines	20	4	3	1	0	28	4.46	HN
g. Record player	18	6	3	1	0	28	4.46	MN
h. Radio cassette recorder	21	4	2	1	0	28	4.61	MN
i. Pitch pipe	18	7	3	0	0	28	4.54	MN
j. Piano/keyboard or any musical instruments that could be played (please specify)	20	3	4	1	0	28	4.50	HN
Grand Total							50.09	
Grand Mean							4.55	MN

## Legend:

4.51 - 5.00	Most Needed	(MN)
3.51 - 4.50	Highly Needed	(HN)
2.51 - 3.50	Moderately Needed	(ModN)
1.51 - 2.50	Slightly Needed	(SN)
1.00 - 1.50	Not Needed	(NN)

The data presented in Table 9 and 10 clearly illustrated that the perception of the two groups of respondents relative to the MSEP teachers' competency needs along instructional materials have significant difference. This may be due to the fact that during classroom visits done by school administrators, the existence and appropriate utilization of some of the instructional materials were not observed.

**Instructional Strategies / Approaches.** Table 11 shows the competency needs of teachers in teaching MSEP as perceived by the teachers themselves along instructional strategies. As shown in the table, the teachers' responses obtained a grand total of 84.70, which is equivalent to a grand weighted mean of 4.23. This result was appraised as Highly Needed competencies for the MSEP teachers, This result revealed that MSEP teachers lack the needed knowledge and skills along instructional strategies may be because MSEP teachers are not Music/P.E. majors. However, teachers dedication and commitment to teach the subject may also be regarded.

Table 12 shows the competency needs of teachers in teaching MSEP as perceived by the administrators along instructional strategies. Looking into the result, the following competencies along instructional strategies

Table 11

Competency Needs of Teachers in Teaching MSEP  
as Perceived by the Teachers Along  
Instructional Materials

Competencies	Responses					Total	Weighted Mean	Interpretation
	5 MN	4 HN	3 ModN	2 SN	1 NN			
1. Use a variety of instructional strategies	33	14	12	3	0	62	4.24	HN
2. Use convergent and divergent inquiry strategies	31	18	13	1	0	63	4.25	HN
3. Establish transitions and sequences in instruction which are varied	33	16	10	5	0	64	4.20	HN
4. Modify instructional activities accommodate identified learner needs	29	17	14	3	0	63	4.14	HN
5. Demonstrate ability to work with individuals, small groups, and large groups	33	16	11	4	0	64	4.22	HN
6. Structure the use of time to facilitate pupils learning	33	11	11	3	0	58	4.28	HN
7. Provide learning experiences which enable pupils to transfer principles and generalizations to situations outside of school	31	19	11	2	0	63	4.25	HN
8. Provide assignments/learning opportunities interesting and appropriate to different levels of pupils	31	19	10	5	0	65	4.17	HN
9. Demonstrate knowledge in the subject area being taught	33	17	10	5	0	65	4.20	HN
10. Demonstrate self-direction and conveys the impression of knowing.	31	16	9	2	0	58	4.31	HN
11. Work effectively as a member of and instructional team	33	17	12	4	0	66	4.20	HN
12. Use acceptable written and oral expression with learners	32	18	10	4	0	64	4.22	HN
13. Adjust components of the physical / learning environment over which the teacher has control to facilitate learning	30	20	12	2	0	64	4.22	HN
14a. Demonstrate techniques that are appropriate to different levels of learning	31	21	10	4	1	67	4.15	HN



table 11 cont'd.

14b. Adjust techniques to different learning styles	15	8	3	2	0	28	4.29	HN
14c. Use a variety of techniques methods to teach specific skills or concept	15	6	5	2	0	28	4.21	HN
14d. Give directions that are clear, concise, and appropriate to the pupils learning level	15	7	5	1	0	28	4.29	HN
14e. Establish two-way communication with pupils and utilizes feedback to determine teaching strategies	15	7	5	1	0	28	4.29	HN
14f. Demonstrate a purpose has been determined for the instruction	14	7	5	2	0	28	4.18	HN
14g. Exhibit evidence or effective planning	17	5	6	0	0	28	4.39	HN
Grand Total							84.70	
Grand Mean							4.23	HN

## Legend:

4.51 - 5.00	Most Needed	(MN)
3.51 - 4.50	Highly Needed	(HN)
2.51 - 3.50	Moderately Needed	(ModN)
1.51 - 2.50	Slightly Needed	(SN)
1.00 - 1.50	Not Needed	(NN)

that were considered as Most Needed (MN) were the following:

- 1) use a variety of instructional strategies;
- 2) demonstrate knowledge in the subject area being taught;
- 3) demonstrate self-direction and convey the impression of knowing;
- and 4) adjust techniques to different learning styles.

The overall evaluation on the competencies along this particular aspect is 4.42. This result was considered as Highly Needed (HN). Basing on this result, it can be disclosed that administrators' perception on the teachers' competencies along instructional strategies which they

Table 12

Competency Needs of Teachers in Teaching MSEP  
as Perceived by the Administrators Along  
Instructional Strategies

Competencies	Responses					Total	Weighted Mean	Interpre- tation
	5	4	3	2	1			
	MN	HN	ModN	SN	NN			
1. Use a variety of instructional strategies	20	5	3	0	0	28	4.61	MN
2. Use convergent and divergent inquiry strategies	17	8	3	0	0	28	4.50	HN
3. Establish transitions and sequences in instruction which are varied	16	8	4	0	0	28	4.43	HN
4. Modify instructional activities accommodate identified learner needs	17	6	5	0	0	28	4.43	HN
5. Demonstrate ability to work with individuals, small groups, and large groups	17	5	4	2	0	28	4.32	HN
6. Structure the use of time to facilitate pupils learning	17	6	5	0	0	28	4.43	HN
7. Provide learning experiences which enable pupils to transfer principles and generalizations to situations outside of school	16	7	4	1	0	28	4.36	HN
8. Provide assignments/learning opportunities interesting and appropriate to different levels of pupils	16	6	4	0	0	28	4.50	HN
9. Demonstrate knowledge in the subject area being taught	19	6	3	0	0	28	4.57	MN
10. Demonstrate self-direction and conveys the impression of knowing	19	5	4	0	0	28	4.54	MN
11. Work effectively as a member of and instructional team	16	5	7	0	0	28	4.32	HN
12. Use acceptable written and oral expression with learners	17	5	6	0	0	28	4.39	HN
13. Adjust components of the physical / learning environment over which the teacher has control to facilitate learning	18	4	5	1	0	28	4.39	HN

table 12 cont'd.

14a. Demonstrate techniques that are appropriate to different levels of learning	19	2	7	0	0	28	4.43	HN
14b. Adjust techniques to different learning styles	19	5	4	0	0	28	4.54	MN
14c. Use a variety of techniques methods to teach specific skills or concept	18	3	3	1	1	26	4.38	HN
14d. Give directions that are clear, concise, and appropriate to the pupils learning level	18	5	5	1	0	29	4.38	HN
14e. Establish two-way communication with pupils and utilizes feedback to determine teaching strategies	14	7	3	1	0	25	4.36	HN
14f. Demonstrate a purpose has been determined for the instruction	17	5	3	3	0	28	4.29	HN
14g. Exhibit evidence or effective planning	17	5	3	3	0	28	4.29	HN
Grand Total							88.42	
Grand Mean							4.42	HN

## Legend:

4.51 - 5.00	Most Needed	(MN)
3.51 - 4.50	Highly Needed	(HN)
2.51 - 3.50	Moderately Needed	(ModN)
1.51 - 2.50	Slightly Needed	(SN)
1.00 - 1.50	Not Needed	(NN)

themselves observed during classroom visits done are the competencies which the teachers need in order for them to achieve quality music instruction. The teachers' incompetence in this aspect is believed to have the following factors: 1) teachers' educational background is handicapped; and 2) inadequacy of in-service trainings attended.

Evaluation Methods and Approaches. Table 13 reflects



Table 13

Competency Needs of Teachers in Teaching MSEP as  
Perceived by the Teachers Themselves Along  
Evaluation Methods and Approaches

Competencies	Responses					Total	Weighted Mean	Interpretation
	5 MN	4 HN	3 ModN	2 SN	1 NN			
1. Gather, organize, and evaluate pertinent information about pupils for effective instruction	31	17	14	4	0	66	4.14	HN
2. Identify and evaluate learning problems of pupils in content area being taught	29	21	12	5	0	67	4.10	HN
3. Use criteria and effective procedures for determining pupil achievement of learning objectives	32	19	10	6	0	67	4.15	HN
4a. Formative tests (criterion-reference test)	27	20	12	6	0	65	4.05	HN
4b. Performance achievement test or skill test	30	18	11	6	0	65	4.06	HN
4c. Performance and behavioral observation	29	18	13	6	0	66	4.06	HN
4d. Group evaluation activities	32	9	15	4	0	60	4.15	HN
4e. Homework	29	17	14	6	0	66	4.05	HN
4f. Notebooks and notetaking	29	14	17	6	0	66	4.00	HN
4g. Quizzes	26	17	16	5	0	64	4.00	HN
5. Collect, quantify and interpret data from appropriate assessment instrument	24	19	19	4	0	66	3.95	HN
6. Maintain evaluation records.	27	17	12	5	1	62	4.03	HN
Grand Total							48.79	
Grand Mean							4.07	HN

## Legend:

4.51 - 5.00	Most Needed	(MN)
3.51 - 4.50	Highly Needed	(HN)
2.51 - 3.50	Moderately Needed	(ModN)
1.51 - 2.50	Slightly Needed	(SN)
1.00 - 1.50	Not Needed	(NN)

the competency needs of teachers in teaching MSEP as perceived by the teachers themselves along evaluation

methods and approaches. As shown in the table, majority of the teachers perceived all of the competencies as Most Needed (MN). However there were some teachers who perceived these difficulties as Highly Needed (HN). Others perceived as Moderately Needed (ModN), and only few responded Slightly Needed (SN). Hence, the obtained grand total of all the responses is 48.79. The obtained grand weighted mean is computed 4.07 and therefore, it is generally interpreted as Highly Needed (HN). It indicates, therefore, that teachers who have responded or perceived the competencies as most needed are may be those teachers who are not Music/P.E. majors and have not attended any in-service trainings in MSEP in all levels. Those teachers who have responded as Highly Needed (HN) and Moderately Needed (ModN) are may be those teachers who have backgrounds in Music/P.E. acquired in graduate/post graduate studies and in-service trainings attended relative to Music/P.E.. These teachers comprise the 10.78 percent of the total number of teacher-respondents as discussed earlier under educational background profile.

Table 14 reflects the administrators' perception on the competency needs of teachers in teaching MSEP along evaluation methods and approaches. As shown in the table, out of 28 administrator - respondents, 17-21 of them perceived the competencies as most needed. These number of

Table 14

Competency Needs of Teachers in Teaching MSEF  
as Perceived by the Administrators Along  
Evaluation Methods and Approaches

Competencies	Responses					Total	Weighted Mean	Interpretation
	5 MN	4 HN	3 ModN	2 SN	1 NN			
1. Gather, organize, and evaluate pertinent information about pupils for effective instruction	20	5	2	1	0	28	4.57	MN
2. Identify and evaluate learning problems of pupils in content area being taught	19	6	2	1	0	28	4.54	MN
3. Use criteria and effective procedures for determining pupil achievement of learning objectives	21	4	2	1	0	28	4.61	MN
4a. Formative tests (criterion-reference test)	19	6	1	1	1	28	4.46	HN
4b. Performance achievement test or skill test	19	5	2	2	0	28	4.46	HN
4c. Performance and behavioral observation	19	6	1	2	0	28	4.50	HN
4d. Group evaluation activities	21	3	2	2	0	28	4.54	HN
4e. Homework	18	4	4	1	1	28	4.32	HN
4f. Notebooks and notetaking	19	2	5	1	1	28	4.32	HN
4g. Quizzes	19	2	5	1	1	28	4.32	HN
5. Collect, quantify and interprets data from appropriate assessment instrument	17	7	4	0	0	28	4.46	HN
6. Maintain evaluation records	19	5	2	2	0	28	4.46	HN
Grand Total							53.57	
Grand Mean							4.46	HN

## Legend:

4.51 - 5.00	Most Needed	(MN)
3.51 - 4.50	Highly Needed	(HN)
2.51 - 3.50	Moderately Needed	(ModN)
1.51 - 2.50	Slightly Needed	(SN)
1.00 - 1.50	Not Needed	(NN)



respondents comprise the majority group of the administrator - respondents. From the 12 competencies indicated, the first three competencies obtained a weighted mean ranging from 4.51-5.00 and is interpreted as Most Needed (MN). These were the following: 1). gather, organize, and evaluate pertinent information about pupils for effective instruction; 2). identify and evaluate learning problems of pupils in content area being taught; and 3). Use criteria and effective procedures for determining pupil achievement of learning objectives. Other indicators reflected in the table were perceived as Highly Needed (HN). However, the overall evaluation along this aspect obtained a grand total of 53.57. The computed grand mean is 4.46 and is interpreted as Highly Needed (HN). Therefore, as gleamed in tables 13 and 14, both teachers and administrators agree that the competencies along evaluation methods and approaches are indispensable to meet the teachers' need in teaching MSEP.

Comparison of the Perceptions of  
the Teachers and Administrators  
Relative to the Competency Needs  
of the MSEP Teachers

These evaluation is shown in Tables 15-18 which summarizes the perceptions of the two groups of respondents (teachers and administrators, on the competency needs of the

MSEP teachers in teaching MSEP along the four areas of concern. The areas which were also expressed in behavioral objectives were indicated under the column "competencies". The next column reflected the computed means of the respondents' responses that were taken from the data on tables 7 -14. The weighted means of both respondents were combined and interpreted using the following legend: 4.51-5.00 Most Needed (MN); 3.51-4.50 Highly Needed (HN); 2.51-3.50 Moderately Needed (ModN); 1.51-2.50 Slightly Needed (SN); and 1.00-1.50 Not Needed (NN). The perceived competency needs of both respondents were compared using the appropriate statistical tools, and the 0.05 level of significance was used for the hypothesis testing.

**Knowledge and Mastery of the Subject Matter and Content.** This is reflected in Table 15. As seen in the table, the teacher-respondents obtained a grand total of 249.06 which is equivalent to a grand mean of 4.08. This was interpreted that all of the competencies along this area is regarded as Highly Needed (HN). The administrator - respondents obtained a grand total of 258.99 which is equivalent to a grand mean of 4.25. This was also interpreted as Highly Needed (HN). The grand total obtained by of the groups was 252.06 and is equivalent to a grand mean of 4.13. This result was considered as Highly Needed (HN). The Z for the two groups was found to be 7.34, numerically

Table 15

Summary of the Perceptions of the Teachers  
and Administrators on the Competency  
Needs of the MSEP Teachers in  
Teaching MSEP Along Mastery of  
Subject Matter & Content

Competencies	Respondents' Category						Combined Mean	Interpre- tation
	-----							
	Teachers			Administrators				
	-----							
	Mean	Interpre-		Mean	Interpre-			
	:	tation	:	:	tation	:		
-----								
A. The Grandstaff								
A.1 Identify the pitch names of the lines and spaces of a staff	4.11	HN		4.11	HN		4.11	HN
A.2 Identify and tell the uses of different clefs on the staff	4.09	HN		4.07	HN		4.08	HN
A.3 Recognize the notes on the staff	4.02	HN		4.14	HN		4.06	HN
A.4 Sing the so-fa syllables correctly with each pitch names	4.23	HN		4.14	HN		4.20	HN
B. Family of Notes and Rests								
B.1 Identify the symbols and values of different notes and rests	4.05	HN		4.11	HN		4.07	HN
B.2 Precise execution of values of different notes and rests	4.11	HN		4.29	HN		4.16	HN
B.3 Combine execution of notes and rests within a measure or measures	4.14	HN		4.32	HN		4.19	HN
C. Key Signatures								
C.1 Meaning of key signature	4.00	HN		4.32	HN		4.10	HN
C.2 Identify and construct the different sharp and flat keys and locate higher and lower "do"	4.08	HN		4.25	HN		4.13	HN
C.3 Scale the different key signatures	4.06	HN		4.14	HN		4.08	HN
C.4 Define the octave	4.03	HN		4.29	HN		4.11	HN
C.5 Illustrate the octave in a different keys	4.18	HN		4.29	HN		4.21	HN
C.6 Sing both the ascending and descending	4.14	HN		4.25	HN		4.17	HN



(table 15, cont'd.)

D. Scales							
D.1	Kinds of scales	4.00	HN	4.07	HN	4.02	HN
D.2	Find the location of the keynote (do) in major keys and (la) in minor keys	4.17	HN	4.29	HN	4.21	HN
D.3	Tell what notes are to be sharped flatted on the scale	4.14	HN	4.21	HN	4.16	HN
D.4	Write the so-fa syllables and the pitch names in major & minor keys	4.11	HN	4.29	HN	4.16	HN
D.5	Sing the so-fa syllables in major and minor keys	4.25	HN	4.29	HN	4.26	HN
D.6	Create a simple melody of a song	4.12	HN	4.18	HN	4.14	HN
D.7	Sing the melody correctly	4.26	HN	4.39	HN	4.30	HN
E. The Commonly Used Musical Symbols and Signs							
E.1	Identify and tell the uses of musical signs and symbols such as chromatic signs (sharp, flat, and natural sign triplet, slur, tie, fermata, accent mark, repeat mark, breath mark, etc. used in simple music scores	4.14	HN	4.32	HN	4.19	HN
E.2	Uses musical signs and symbols in a simple melody created	4.23	HN	4.43	HN	4.29	HN
F. Rhythm and Time Signature							
F.1	Use the different rhythmic patterns in different time signatures	4.13	HN	4.21	HN	4.15	HN
F.2	Understand the meaning of time signature	3.97	HN	4.07	HN	4.00	HN
F.3	Execute correctly how to beat the regular common time and the compound time signatures	3.98	HN	4.18	HN	4.04	HN
F.4	Interpret the different rhythm of a given time signature as: 2/2, 2/4, 3/4, 4/4, and 6/8	4.10	HN	4.18	HN	4.12	HN
F.5	Write the correct rhythmic patterns using the different kinds of notes and rests in a given time signature	4.06	HN	4.04	HN	4.05	HN
F.6	Recognize the basic rhythm of the march, polka and the waltz	4.05	HN	4.04	HN	4.05	HN
F.7	Understand syncopation	4.09	HN	4.11	HN	4.10	HN
F.8	Use a broken measure in a song	4.12	HN	4.11	HN	4.12	HN

(table 15, cont'd.)

---

G. Melody

G.1	Show/Demonstrate expertise in singing, reading and writing	4.27	HN	4.54	MN	4.35	HN
G.2	Sing and read notes in the major keys	4.25	HN	4.36	HN	4.28	HN
G.3	Sing and read notes in the minor key	4.16	HN	4.36	HN	4.22	HN
G.4	Meaning of transposition	4.11	HN	4.21	HN	4.14	HN
G.5	Sing a melody in different key signatures	4.17	HN	4.61	MN	4.30	HN
G.6	Sing a melody with the correct pitch	4.15	HN	4.46	HN	4.24	HN

## H. Forms

H.1	Value song or music piece according to form	4.05	HN	4.18	HN	4.09	HN
H.2	Recognize the form of a song/music piece, sung or listened to such as: Binary (AB), Ternary (ABC/ABA), and Rondo (ABACA)	4.12	HN	4.32	HN	4.18	HN
H.3	Recognize the uses of musical symbol in relation to form such as: Da Capo (D.C.), Al fine, D.C. Al fine, Dal Segno al fine	4.16	HN	4.36	HN	4.22	HN
H.4	Demonstrate ways of changing the mode or theme of a music piece	4.22	HN	4.46	HN	4.29	HN

## I. Timbre

I.1	Recognize the different qualities of tone (soprano, alto, tenors, bass)	4.14	HN	4.25	HN	4.17	HN
I.2	Discover the contrast of sounds in a musical piece heard or sung	3.77	HN	4.12	HN	3.88	HN
I.3	Identify ethnic instruments	3.94	HN	4.18	HN	4.01	HN
I.4	Recognize through listening the timber or sounds produces by ethnic instruments such as: woodwinds, brass, and percussion instruments	3.83	HN	4.00	HN	3.88	HN
I.5	Identify musical instruments used for brass bands	3.80	HN	4.14	HN	3.90	HN

---

(table 15, cont'd.)

---

J. Dynamic

J.1 Recognize symbols used for dynamics (pp, ff, p, f, mp, mf, fff, ppp, crescendo, decrescendo)	3.77	HN	4.15	HN	3.88	HN
J.2 Follow and interpret the symbols for dynamic while singing and listening	4.08	HN	4.33	HN	4.16	HN
J.3 Interpret dynamics symbols through bodily movements	3.94	HN	4.29	HN	4.05	HN

## K. Tempo

K.1 Tell the meaning of tempo	4.05	HN	4.18	HN	4.09	HN
K.2 Identify the different tempo used in simple songs or music scores heard or sung	4.05	HN	4.14	HN	4.08	HN
K.3 Follow and interpret the symbols for tempo like lento, andante, moderato, allegro, presto, vivace, largo, accelerando, ritardando, poco accelerando, etc.) while singing and doing different bodily movements	4.25	HN	4.39	HN	4.29	HN

## L. Texture and Harmony

L.1 Sing correctly songs with three-part round and four-part rounds	4.09	HN	4.29	HN	4.15	HN
L.2 Sing songs of two voices	3.87	HN	4.18	HN	3.96	HN
L.3 Sing songs of different textures such as: a) monophony - one melody, b) poliphony - more than one melody, c) homophony - one melody accompanied with one musical instrument	4.05	HN	4.43	HN	4.16	HN
L.4 Tell the musical terms used for the chords and triads	4.11	HN	4.32	HN	4.17	HN
L.5 Differentiate triads from chords	4.14	HN	4.25	HN	4.17	HN
L.6 Tell the musical terms used for the chords or triads as I (tonic) IV. (sub-dominant), V (dominant) major or minor keys	4.08	HN	4.32	HN	4.15	HN
L.7 Identify the root note of the chords I and IV and V	4.00	HN	4.14	HN	4.04	HN
L.8 Identify the note consisting the tonic, sub-dominant, and dominant (major and minor)	3.98	HN	4.25	HN	4.06	HN

---



(table 15, cont'd.)

L.9	Write the notes in its root position first inversion, and second, inversion on the staff	4.05	HN	4.36	HN	4.14	HN
L.10	Use the chords or triads to accompany simple songs in major and minor keys	4.25	HN	4.29	HN	4.26	HN
Grand Total		249.06		258.99		252.05	
Grand Mean		4.08	HN	4.25	HN	4.13	HN
Z		-7.34					
Z Critical two-tail		1.96 at .05 level of significance (Reject $H_0$ )					
Legend:							
	4.51 - 5.00	Most Needed			(MN)		
	3.51 - 4.50	Highly Needed			(HN)		
	2.51 - 3.50	Moderately Needed			(ModN)		
	1.51 - 2.50	Slightly Needed			(SN)		
	1.00 - 1.50	Not Needed			(NN)		

higher than the Z critical two - tail 1.96 at .05 level of significance. This resulted further to the rejection of the hypothesis that, "there is no significant difference between the perceptions of the two groups of respondents relative to the MSEF teachers competency need along knowledge and mastery of the skills and content of music." This is indicative of the fact that the teachers and the administrators differed in their assessment of the difficulties encountered by the MSEF teachers along Evaluation Methods and Approaches, since MSEF teachers obtained a grand mean of 4.08 while the administrators obtained 4.25. Administrators' assessment is numerically higher than the teacher may be due to the fact that they felt a great need for the teachers to improve their teaching

Table 16

Summary of the Perceptions of the Teachers  
and Administrators on the Competency  
Needs of MSEP Teachers in Teaching  
MSEP Along Utilization of  
Instructional Materials

Competencies	Respondents' Category					
	Teachers		Administrators		Combined	Interpre-
					Mean	tation
	Mean	Interpre-	Mean	Interpre-		
		tation		tation		
1. Know how to select (or construct), organize and use appropriate instructional materials and equipment to facilitate learning activities	4.23	HN	4.63	MN	4.35	HN
2.a Pictures of different musical instruments	4.31	HN	4.60	MN	4.39	HN
b. Charts/flashcards of different musical signs and symbols, rhythmic patterns of different time signatures and scales of different key signatures	4.05	HN	4.50	HN	4.19	HN
c. Music textbooks and other supplementary books	4.36	HN	4.75	MN	4.48	HN
d. Film strips	4.27	HN	4.61	MN	4.37	HN
e. Bulletin boards	4.22	HN	4.36	HN	4.26	HN
f. Recording machines	4.43	HN	4.54	MN	4.46	HN
g. Record player	4.37	HN	4.46	HN	4.40	HN
h. Radio cassette recorder	4.36	HN	4.61	MN	4.44	HN
i. Pitch pipe	4.33	HN	4.54	MN	4.39	HN
j. Piano/keyboard or any musical instruments that could be played	4.48	HN	4.50	HN	4.49	HN
Grand Total	47.14		50.10		48.62	
Grand Mean	4.29	HN	4.55	MN	4.42	HN
Computed t-value			5.11			
Critical t at .05 level of significance & df = 20			2.09	(Reject $H_0$ )		

competencies as observed during classroom visits done and may be due to the performance of the pupils during evaluation of MSEF instruction.

**Utilization of Instructional Materials, Facilities and Equipment.** This is reflected in Table 16. As shown in the table, the obtained grand mean for the first group of respondents (teachers) is 4.29 and the second group (administrators) obtained 4.55. It can be noticed that the teachers responses were interpreted as Highly Needed while the administrators' responses were regarded as Most Needed. However, as the grand means of the two groups were combined, it gives a total of 4.42 which was interpreted as Highly Needed. The t-value was computed 5.23 and the critical t at 0.05 level of significance &  $df = 20$  is 2.09. This resulted to the rejection of the hypothesis that, "there is no significant difference between the perceptions of the two groups of respondents relative to the MSEF teachers competency need along utilization of instructional materials." This indicates further that the teachers and administrators differed in their perceptions of the competency needs along instructional materials, facilities and equipment, may be due to the fact that administrators were not satisfied with the teachers' performance on this aspect since during observations done, the teachers did not



Table 17

Summary of the Perceptions of the Teachers and  
Administrators on the Competency Needs of  
MSEP Teachers in Teaching MSEP Along  
Instructional Materials

Competencies	Respondents' Category					
	Teachers		Administrators		Combined	Interpre-
					Mean	tation
	Mean	Interpre-	Mean	Interpre-		
		tation		tation		
1. Use a variety of instructional strategies	4.24	HN	4.61	MN	4.35	HN
2. Use convergent and divergent inquiry strategies	4.25	HN	4.50	HN	4.33	HN
3. Establish transitions and sequences in instruction which are varied	4.20	HN	4.43	HN	4.27	HN
4. Modify instructional activities accommodate identified learner needs	4.14	HN	4.43	HN	4.23	HN
5. Demonstrate ability to work with individuals, small groups, and large groups	4.22	HN	4.32	HN	4.25	HN
6. Structure the use of time to facilitate pupils learning	4.28	HN	4.43	HN	4.33	HN
7. Provide learning experiences which enable pupils to transfer principles and generalizations to situations outside of school	4.25	HN	4.36	HN	4.28	HN
8. Provide assignments/learning opportunities interesting and appropriate to different levels of pupils	4.17	HN	4.50	HN	4.27	HN
9. Demonstrate knowledge in the subject area being taught	4.20	HN	4.57	MN	4.31	HN
10. Demonstrate self-direction and conveys the impression of knowing	4.31	HN	4.54	MN	4.31	HN
11. Work effectively as a member of and instructional team	4.20	HN	4.32	HN	4.24	HN
12. Use acceptable written and oral expression with learners	4.22	HN	4.39	HN	4.27	HN

(table 17, cont'd.)

13. Adjust components of the physical / learning environment over which the teacher has control to facilitate learning	4.22	HN	4.39	HN	4.27	HN
14a. Demonstrate techniques that are appropriate to different levels of learning	4.15	HN	4.43	HN	4.23	HN
14b. Adjust techniques to different learning styles	4.29	HN	4.54	MN	4.37	HN
14c. Use a variety of techniques methods to teach specific skills or concept	4.29	HN	4.38	HN	4.26	HN
14d. Give directions that are clear, concise, and appropriate to the pupils learning level	4.29	HN	4.38	HN	4.32	HN
14e. Establish two-way communication with pupils and utilizes feedback to determine teaching strategies	4.29	HN	4.36	HN	4.31	HN
14f. Demonstrate a purpose has been determined for the instruction	4.18	HN	4.29	HN	4.21	HN
14g. Exhibit evidence of effective planning	4.39	HN	4.29	HN	4.36	HN
Grand Total	84.70		88.46		85.83	
Grand Mean	4.24	HN	4.42	HN	4.29	HN
Computed t-value			7.54			
Critical t at .05 level of significance & df = 38			2.02	(Reject H <sub>0</sub> )		

## Legend:

4.51 - 5.00	Most Needed	(MN)
3.51 - 4.50	Highly Needed	(HN)
2.51 - 3.50	Moderately Needed	(ModN)
1.51 - 2.50	Slightly Needed	(SN)
1.00 - 1.50	Not Needed	(NN)

utilize the most appropriate instructional materials for the specific lessons, which resulted to the low performance outputs of the pupils in MSEF.

Instructional Strategies.

Table 17 shows the

summary of the perceptions of the teachers and the administrators on the difficulties encountered by MSEF teachers in teaching MSEF along instructional strategies. As seen in the table, the first group of respondents obtained a grand mean of 4.24 while the second group obtained 3.56. The two grand means were combined and obtained 3.90 which was interpreted as Highly Needed (HN). The computed t-value for the two groups is 7.54 and is higher than the critical t at 0.05 level of significance and  $df = 38$  which is 2.02. Thus the hypothesis that "there is no significant difference between the perceptions of the two groups of respondents relative to the MSEF teachers competency need along instructional strategies", is rejected.

Evaluation Methods and Procedures. This is reflected in Table 18. This table evaluated and compared the perceptions of the two groups of respondents along evaluation methods and procedures. As shown in the table, the first group of respondents obtained a grand mean of 4.07 while the second group obtained 4.46. These means were combined and their sum was divided by two (number of respondents) and obtained a quotient of 4.19. This was interpreted as Highly Needed (HN). The computed t-value



which is 11.37 is higher than the critical  $t$  at .05 level of significance and  $df = 22$ , which is 2.07. This resulted in the rejection of the hypothesis that, "there is no significant difference between the perception of the two groups of respondents relative to the MSEP teachers' competency need along evaluation methods and procedures.

#### Relationship Between the Competency Needs of the MSEP Teachers and the Different Variates

To be able to determine whether there is a significant relationship between the competency needs of the MSEP teachers and the different variates like age, sex, civil status, teaching experience, performance rating, educational background, and in-service trainings, these two variables were computed with the use of Pearson Product Moment Correlation Coefficient (Pearson  $r$ ). To verify the reliability of the computed  $r$ , Fisher's  $t$ -test was also computed. The 0.05 level of significance was used for the hypothesis testing. These data are shown in Table 19.

Age. As depicted in the table, under knowledge of content, Pearson  $r$  is  $-0.32$ . The computed Fisher's  $t$ -value is 2.69 at .05 level of significance and  $df = 63$ , critical  $t = 1.64$ . The variables are considered as significant, which resulted to the rejection of the hypothesis that, "there is no significant relationship

Table 18

Summary of the Perceptions of the Teachers and  
Administrators on the Competency Needs of  
MSEP Teachers in Teaching MSEP Along  
Evaluation Methods and Procedures

Competencies	Respondents' Category					
	Teachers		Administrators		Combined	Interpre-
					Mean	tation
	Mean	Interpre-	Mean	Interpre-		
		tation		tation		
1. Gather, organize, and evaluate pertinent information about pupils for effective instruction	4.14	HN	4.57	MN	4.27	HN
2. Identify and evaluate learning problems of pupils in content area being taught	4.14	HN	4.54	MN	4.26	HN
3. Use criteria and effective procedures for determining pupil achievement of learning objectives	4.15	HN	4.61	MN	4.29	HN
4a. Formative tests (criterion-reference test)	4.05	HN	4.46	HN	4.17	HN
4b. Performance achievement test or skill test	4.11	HN	4.46	HN	4.22	HN
4c. Performance and behavioral observation	4.06	HN	4.50	HN	4.19	HN
4d. Group evaluation activities	4.15	HN	4.54	MN	4.27	HN
4e. Homework	4.05	HN	4.32	HN	4.13	HN
4f. Notebooks and notetaking	4.00	HN	4.32	HN	4.10	HN
4g. Quizzes	4.00	HN	4.32	HN	4.10	HN
5. Collect, quantify and interpret data from appropriate assessment instrument	3.95	HN	4.46	HN	4.10	HN
6. Maintain evaluation records	4.03	HN	4.46	HN	4.16	HN
Grand Total	48.83		53.56		50.25	
Grand Mean	4.07	HN	4.46	HN	4.19	HN
Computed t-value			11.62			
Critical t at .05 level of significance & df = 22			2.07	(Reject $H_0$ )		

between the competency needs of MSEF teachers along knowledge of content and their age." This implies that older teachers due to the fact that they have lengthy years of teaching experience encountered lower levels of difficulty than the younger ones.

Under utilization of instructional materials, facilities and equipment, the Pearson  $r$  is 0.01. The computed Fisher's  $t$ -value is 0.06 and at .05 level of significance and  $df = 63$ ; critical  $t = 1.64$ . This evaluation is considered as Not Significant (NS). This resulted to accept the hypothesis that, "there is no significant relationship between the competency needs of MSEF teachers along instructional materials and their age." It is tacitly understood therefore, that age is not consequential to the teachers' competencies along this aspect. Teachers can utilize a variety and appropriate teaching aids and devices, facilities and equipment regardless of their age. These competencies may depend on the resourcefulness and creativity of the MSEF teachers. However, the absence of these instructional materials like textbooks may also affect the teaching - learning situation.

Under instructional strategies, the Pearson  $r$  is 0.06. The computed Fisher's  $t$ -value is 0.48, and the significance at .05 level and  $df = 63$ ; critical  $t = 1.64$  is considered as



Not Significant (NS) With this result, the hypothesis that, "there is no significant relationship between the competency needs of the MSEP teachers along instructional strategies and their age," is accepted. It implies that age is not an important factor that affects the MSEP teachers' competencies along instructional strategies. The older group of teachers could possibly be competent along this aspect considering that they have been in the teaching position for a quite number of years, and for this reason, they have had more opportunities to attend related in-service trainings. However, younger teachers could also be more competent in Music teaching if they had educational background in Music. Hence, it could be said, that there could be some other factor aside from age factor that affected the teachers' competencies along this aspect.

Along evaluation approaches, the Pearson  $r$  is 0.07. The computed Fisher's  $t$ -value is 0.59 and the significance at .05 level at  $df = 63$ ; critical  $t=1.64$  was considered as Not Significant (NS) that which resulted to accept the hypothesis that "there is no significant relationship between the competency needs along evaluation approaches with their age." This also implies that age is not a factor which affects the MSEP teachers' competency needs along evaluation approaches. MSEP teachers, no matter how

old or young they are could be competent along this aspect depending on his capability to teach.

Sex. As shown in the table, the Pearson  $r$  obtained along knowledge of content is  $-0.33$ , and the computed Fisher's  $t$ -value is  $-2.77$ . The significance at .05 level at  $df = 63$ ; critical  $t = 1.64$  is significant (S). This resulted to reject the hypothesis that, "there is no significant relationship between the competency needs along knowledge of content and their sex." This implies that sex is one of the factors that affect the teachers' competency needs along this aspect. The abilities and interest of every individual differ according to their sexes, in which case, female teachers tend to be more interested in teaching Music than the male teachers. Considering the fact that teaching profession is dominated by the female specie, MSEF as a subject is also more appealing to them. However, great Filipino musicians belong to the male specie. In such case the administration could not select who among the teachers are competent to teach the subject due to the inadequacy of qualified teaching personnel especially in the elementary education curriculum.

Under utilization of instructional materials, facilities and equipment, the Pearson  $r$  is  $0.34$ . The significance at .05 level at  $df = 63$ ; critical  $t = 1.64$  is

Table 19

Relationship and Test of Significance Between the  
Competency Needs of the MSEF Teachers and  
the Different Variates Considered

Area of Competence	: : Age :	: : Sex :	: : Civil : Status	: : Teaching : Experience	: : Perfor- : mance : Rating	: : Education- : nal Back- : ground	: : In-Ser- : vice : Training
Knowledge of Content							
Pearson r	-0.32	-0.33	-0.02	-0.14	-0.32	-0.07	-0.11
Computed Fisher's t-value	-2.69	-2.77	-0.16	-1.16	-2.66	-0.54	-0.87
Significance at .05 level & df = 63; critical t = 1.64	S	S	NS	NS	S	NS	NS
Utilization of IMs, Facilities and Equipment							
Pearson r	-0.01	0.04	-0.01	-0.03	0.13	-0.14	-0.18
Computed Fisher's t-value	-0.06	0.34	-0.11	-0.23	1.03	-1.09	-1.47
Significance at .05 level & df = 63; critical t = 1.64	NS	NS	NS	NS	NS	NS	NS
Instructional Strategies							
Pearson r	-0.06	0.09	-0.03	-0.14	0.13	-0.25	-0.27
Computed Fisher's t-value	-0.48	0.69	-0.22	-1.14	1.04	-2.06	-2.18
Significance at .05 level & df = 63; critical t = 1.64	NS	NS	NS	NS	NS	S	S
Evaluation Approaches							
Pearson r	-0.07	-0.10	0.04	0.03	0.16	-0.12	0.28
Computed Fisher's t-value	-0.59	-0.79	0.29	0.25	1.25	-0.97	2.34
Significance at .05 level & df = 63; critical t = 1.64	NS	NS	NS	NS	NS	NS	S

Legend:

S = Significant (Reject  $H_0$ )  
NS = Not Significant (Accept  $H_0$ )

considered as Not Significant (NS). For instructional strategies, the Pearson r is -0.09 and the computed Fisher's t-value is 0.69. The significance at .05 level at df = 63; critical t - value 1.64 is considered Not Significant (NS).



In evaluation approaches, the Pearson  $r$  is 0.10 and the computed Fisher's  $t$ -value is -0.79. The significance at .05 level at  $df=64$ ; critical  $t = 1.64$  is also considered as Not Significant (NS).

Basing on the data presented, the hypotheses that "there is no significant relationship between the competency needs of MSEP teachers along the following: a) utilization of instructional materials; b) instructional strategies; and c) evaluation methods.), and their sex," is accepted. This result deliberately reveals that sex could not affect the teachers' competencies along the three areas of competence. Both species could utilize the needed teaching aids and devices, different strategies, and appropriate evaluation methods depending on the capability, commitment and dedication of the MSEP teachers.

Civil Status. As shown in the table, the Pearson  $r$  for knowledge of content obtained -0.02 and the computed Fisher's  $t$ -value is -0.16. Under utilization of instructional materials, facilities and equipment, the Pearson  $r$  is -0.01 and the computed Fisher's  $t$ -value is 0.11. For instructional strategies, the Pearson  $r$  is 0.03 and the computed Fisher's  $t$ -value is -0.22. For evaluation approaches, the Pearson  $r$  is 0.04 and the computed Fisher's  $t$ -value is 0.29. The 0.05 level of significance at  $df = 63$ ;

critical  $t = 1.64$  for these four areas of competence are considered as Not Significant (NS). This resulted to accept the hypothesis that, "there is no significant relationship between the competency needs of the MSEP teachers and their civil status."

As an analysis of the result of this study, it can be said that civil status is not an important aspect that affects the MSEP teachers' competency needs along the four areas of concern.

Teaching experience. The Pearson  $r$  under knowledge of content is  $-0.14$  and the computed Fisher's  $t$ -value is  $-1.16$ . Under utilization of instructional materials, facilities and equipment, the Pearson  $r$  is  $-0.03$  and the computed Fisher's  $t$ -value is  $-0.23$ . The Pearson  $r$  for instructional strategies is  $-0.14$  and the computed Fisher's  $t$ -value is  $-1.14$ . For evaluation approaches the Pearson  $r$  is  $0.03$  and the computed Fisher's  $t$ -value is  $0.25$ .

A cursory view of the result of this evaluation, as reflected in the table under each of the four areas of competence, the significance at .05 level at  $df = 63$ ; critical  $t = 1.63$  is considered as Not Significant (NS). This resulted to accept the hypothesis between the competency needs of the MSEP teachers and their teaching experience. This reveals further that teaching experience

is not an important aspect to consider along the four identified areas of competence. This may be due to the fact that there were teachers who had more years of teaching experience but are newly assigned to teach MSEP. These teachers may have been assigned to teach other subjects in the previous years or in the lower primary. It can also be that these teachers, in spite of having more years of teaching experience have not attended in-service trainings relevant to music education aside from the fact that their educational background in music is inadequate. Some other factors must have affected along this area of competence.

Performance Rating. The Pearson  $r$  obtained under knowledge of content is  $-0.32$  and the computed Fisher's  $t$ -value is  $-2.66$ . The significance at  $.05$  level at  $df = 63$ ; critical  $t = 1.64$  is considered as Significant (S). This resulted to reject the hypothesis that, "there is no significant relationship between the competency needs of the MSEP teachers and their performance rating." This implies that performance rating is an important aspect along knowledge of content. This may be due to the fact that performing teachers are competent along knowledge of the subject matter. These teachers can easily manage what to teach to their pupils. Teachers who are not performing better are may be those teachers whose knowledge in the subject



matter is so limited, and this could affect his performance rating.

Under utilization of instructional materials, facilities and equipment, the Pearson  $r$  is 0.13 and the computed Fisher's  $t$ -value is 1.03. The significance at .05 level at  $df = 63$ ; critical  $t = 1.64$  is considered as Not Significant (NS). For instructional strategies, the Pearson  $r$  is 0.13, the computed Fisher's  $t$ -value is 1.04 and the significance at .05 level at  $df = 63$ , critical  $t = 1.64$  is considered as Not Significant (NS). Under evaluation approaches the Pearson  $r$  is 0.16, the computed Fisher's  $t$  is 1.25 and the significance at .05 level &  $df = 63$ ; critical  $t = 1.64$  is also considered as Not Significant (NS). The evaluation along utilization of IM's, instructional strategies, and evaluation approaches resulted to accept the hypothesis that, "there is no significant relationship between the competency needs of the MSEF teachers and their performance rating." It can be affirmed, therefore, that performance rating could not affect the teachers'. Competence along utilization of IM's, instructional strategies and evaluation approaches. It could only affect along knowledge of the content.

**Educational Background.** Generally, teachers endeavor to develop their effectiveness and competencies by upgrading

their educational qualifications. To be able to determine whether there is a significant relationship between the competency needs of the MSEF teachers and their educational background, these two variables were compared and computed. The obtained Pearson  $r$  for knowledge of content is  $-0.07$ . The computed Fisher's  $t$ -value is  $-0.54$ . The significance at  $.05$  level and  $df = 63$ ; critical  $t = 1.64$  is Not Significant (NS). This suggested to accept the hypothesis. For utilization of IM's, facilities and equipment, the Pearson  $r$  obtained is  $-0.14$ , and the computed Fisher's  $t$ -value is  $-1.09$ . Likewise, the  $0.05$  level of significance is Not Significant (NS). Hence the hypothesis that "there is no significant relationship between the competency needs of the MSEF teachers along this two aspects and their educational background" is accepted. This may be due to the fact that most of the MSEF teachers are not qualified to teach MSEF as discussed under MSEF teachers' profile.

On the other hand, the obtained Pearson  $r$  for instructional strategies is  $-0.25$  and the computed Fisher's  $t$ -value is  $-2.06$ . The significance at  $.05$  level and  $df=63$ ; critical  $t= 1.64$  is Significant (S). The given computation suggests that the hypothesis that, "there is no significant relationship between the competency needs of the MSEF teachers along instructional strategies and their educational background", is rejected. This means that

teachers' educational background has something to do with the MSEP teachers' competency needs along instructional strategies. If the teacher has a sound background in her subject matter, he would be able to analyze what is required in the situation and to select the most suitable technique and strategies from her repertoire.

Along evaluation approaches, the obtained Pearson  $r$  is  $-0.12$ , and the computed Fishers'  $t$ -value is  $-0.97$ . The significance at .05 level and  $df=63$ ; critical  $t=1.64$  was indicated Not Significant (NS). In this aspect, the hypothesis that there is no correlation between the two variables is accepted. Teachers' educational background along evaluation approaches has no significant relationships.

In-Service Training. In order for the elementary grades teachers to upgrade their competencies in Music teaching, it is necessary that their attendance to in-service trainings relevant to Music education be regarded as Most Needed. To determine the significance of this aspect their correlation was computed. The obtained  $r$  for knowledge of content is  $-0.11$  and the computed Fishers'  $t$ -value is  $-0.87$ . For utilization of IM's, facilities and equipment, the Pearson  $r$  obtained was  $-0.18$  and the computed Fishers'  $t$ -value is  $-1.47$ . To test the hypothesis, the



significance at 0.05 level and  $df = 63$ ; critical  $t = 1.64$  was used for these two areas of competence and were found to be Not Significant (NS). This resulted to accept the hypothesis that, "There is no significant relationship between the competency needs of the MSEP teachers and their in-service trainings. These data shows that knowledge of content and utilization of instructional materials have no significant relationship with in-service trainings. This may be due to the fact that majority of the teachers have not attended in-service trainings relevant to Music education as discussed under in-service trainings profile.

Under instructional strategies, the obtained  $r$  is  $-0.27$  and the computed Fishers'  $t$ -value is  $-2.18$ . For evaluation approaches, the Pearson  $r$  is  $0.28$  and the computed Fishers'  $t$ -value is  $2.34$ . Both of these areas obtained a significance at .05 level and  $df = 63$ ; critical  $t = 1.64$  as Significant (S), which resulted to reject the hypothesis that, "there is no significant relationship between the competency needs of the MSEP teachers along instructional strategies and evaluation approaches and their in-service trainings". It implies that these two areas of competence could be achieved if the teachers have attended various in-service trainings in music education.

### Solutions Suggested by the Respondents

To fix the bounds of the solutions suggested by the MSEP teachers and the school administrators of the four districts of Catbalogan, Division of Samar, the responses of these respondents along the indicated solutions suggested were tallied in a master list according to their choice of preference. The following 5-point scale was used: 5 - Extremely Preferred (EP); 4 - Highly Preferred (HP); 3 - Moderately Preferred (MP); 2 - Slightly Preferred (SP); and 1 - Not Preferred (NP). The column under "Total" reflects the number of respondents who responded opposite each indicator. The weighted means were also computed and interpreted with use of the following legend: 4.51-5.00 Extremely Preferred (EP); 3.51- 4.50 Highly Preferred (HP); 2.51-3.50 Moderately Preferred (MP); 1.51-2.50 Slightly Preferred (SP); and 1.00-1.50 Not Preferred (NP). These data are clearly illustrated in Tables 20 and 21.

Table 20 shows the solutions suggested by the MSEP teachers relative to the competency needs in teaching MSEP. The data presented in the table indicate that majority of the MSEP teachers considered most of these solutions, as Extremely Preferred (EP). These competencies were ranked according to the highest weighted mean obtained and interpreted as Extremely Preferred.

The hierarchy of these competencies were as follows: 1)

Table 20

Solutions Suggested by MSEP Teachers Relative  
to the Competency Needs in Teaching MSEP

Suggested Solutions	Responses					Total	Weighted Mean	Interpre- tation
	5 EP	4 HP	3 MP	2 SP	1 NP			
1. There should be a special music teacher for the intermediate grades at least to attain a more effective music instruction	42	18	4	1	0	65	4.55	EP
2. There should be an adequate and ample supply of teaching aids and devices to facilitate teacher's instruction.	44	15	5	0	0	64	4.61	EP
3. There should be adequate provisions of recorded musical songs or compositions suggested to be used by the teacher to teach a specific skill especially found in the PELC	41	19	4	0	0	64	4.58	EP
4. Every school shall own a record player and suitable records for listening	42	18	3	0	0	63	4.62	EP
5. Every school shall own at least one or two musical instruments that could be played and used by the teacher during his instruction	43	16	3	2	0	64	4.56	EP
6. Every child starting from Grade III shall be able to have a textbook in Music	47	13	1	2	0	63	4.67	EP
7. MSEP teachers should have self-confidence and be dedicated to teach Music	47	15	3	0	0	65	4.68	EP



table 20 cont'd.

---

8. MSEP teachers should be equipped with the needed knowledge and skills in teaching the subject	48	16	1	0	0	65	4.72	EP
9. MSEP teachers should use a variety of teaching strategies and methods of teaching Music depending on the abilities and skills of the learners	40	22	3	0	0	65	4.57	EP
10. MSEP teachers should be selective, and resourceful in the utilization of instructional materials and equipment to facilitate learning activities.	41	21	3	0	0	65	4.58	EP
11. Different evaluative methods and approaches should be utilized and carefully planned to assess the strength and weaknesses of the learners, and thereby improve teaching-learning situations.	35	23	7	0	0	65	4.43	HP
12. Local administrators should not overlook Music in his supervision	35	20	7	0	2	64	4.34	HP
13. In-service trainings in Music Education should be conducted annually before the opening of classes utilizing skilled resource persons in the field so that the contents and skills in Music will be facilitated effectively	43	13	8	1	0	65	4.51	EP
14. Every division shall have a supervisor of Music who is a major or minor in Music who will supervise teachers in the proper implementation of the Music program in schools	42	18	4	1	0	65	4.55	EP
15. Teachers should be encouraged to continually upgrade their teaching competencies in Music through in-service trainings or to enroll in post-graduate studies more so in Music	37	21	6	0	0	64	4.48	HP

---

table 20 cont'd.

16. Music Education should be treated as equally important as the other learning areas in the curriculum	36	22	6	0	0	64	4.47	HP
17. Competitions of various levels relative to Music Education should be conducted at least once a year to motivate pupils to learn Music	33	19	13	0	0	65	4.31	HP
18. MSEP should be included or subjected to any kind of evaluation in the curriculum	31	20	14	0	0	65	4.26	HP
19. Small group conferences with MSEP teachers should be conducted at least once a month with the administrator requesting the assistance of a skilled resource persons to discuss difficulties in teaching the subject	35	22	4	0	0	61	4.51	EP
Grand Total							86.01	
Grand Mean							4.58	EP

## Legend:

4.51 - 5.00	Extremely Preferred	(EP)
3.51 - 4.50	Highly Preferred	(HP)
2.51 - 3.50	Moderately Preferred	(ModP)
1.51 - 2.50	Slightly Preferred	(SP)
1.00 - 1.50	Not Preferred	(NP)

MSEP teachers should be equipped with the needed knowledge and skills in teaching the subject, 2) MSEP teachers should have self-confidence and be dedicated to teach Music. 3). Every child starting from Grade III shall be able to have a textbook in Music. Competencies numbering 4, 2, 3, 10, 9, 5, 1, 14, 19 and 13 follow then.

Other competencies numbering 11, 12, 15, 16, 17 and 18 were interpreted as Highly Needed (HN).

Through a careful analysis on the foregoing extremely preferred suggested solutions, it can be deemed that these solutions pertain to the following areas of competence: 1) knowledge of the content; 2) instructional materials; and 3) instructional strategies. Moreover, supervision and teachers' dedication and commitment to teach the subject could also be considered.

As an overall evaluation in this aspect, the computed grand total is 86.01 and the obtained grand mean is 4.58. This result was considered as Extremely Preferred (EP).

Table 21 shows the solutions suggested by the administrators relative to the competency needs of MSEP teachers in teaching MSEP. These data were based on the observations made by administrators during classroom visits done. A careful investigation of the data presented would reveal that majority of the administrators assessed most of the suggested solutions as Extremely Preferred (EP).

Among the competencies indicated in the table, numbers 1 to 10, 13, 14, and 19 were considered as Extremely Preferred (EP), while numbers 11, 12, 15, 16, 17 and 18 were considered as Highly Needed (HN). Eventually, the obtained grand total is 86.39 which is equivalent to a grand mean of 4.58. This result was interpreted as Extremely Preferred (EP).



Table 21

Solutions Suggested by Administrators  
Relative to the Comptency Needs  
of Teachers Teaching MSEP

Suggested Solutions	Responses					Total	Weighted Mean	Interpretation
	5	4	3	2	1			
	EP	HP	MP	SP	NP			
1. There should be a special music teacher for the intermediate grades at least to attain a more effective music instruction	22	5	1	0	0	28	4.75	EP
2. There should be an adequate and ample supply of teaching aids and devices to facilitate teacher's instruction	20	5	2	1	0	28	4.57	EP
3. There should be adequate provisions of recorded musical songs or compositions suggested to be used by the teacher to teach a specific skill especially found in the PELC	17	7	3	1	0	28	4.43	EP
4. Every school shall own a record player and suitable records for listening	17	7	4	0	0	28	4.46	EP
5. Every school shall own at least one or two musical instruments that could be played during and used by the teacher during his instruction	17	7	3	1	0	28	4.43	EP
6. Every child starting from Grade III shall be able to have a textbook in Music	19	7	1	0	1	28	4.54	EP
7. MSEP teachers should have self-confidence and be dedicated to teach Music	20	7	1	0	0	28	4.68	EP

table 21 cont'd.

---

8. MSEP teachers should be equipped with the needed knowledge and skills in teaching the subject	23	4	1	0	0	28	4.79	EP
9. MSEP teachers should use a variety of teaching strategies and methods of teaching Music depending on the abilities and skills of the learners	21	5	2	0	0	28	4.68	EP
10. MSEP teachers should be selective, and resourceful in the utilization of instructional materials and equipment to facilitate learning activities	20	5	3	0	0	28	4.61	EP
11. Different evaluative methods and approaches should be utilized and carefully planned to assess the strength and weaknesses of the learners, and thereby improve teaching-learning situations	18	8	2	0	0	28	4.57	HP
12. Local administrators should not overlook Music in their supervision	18	6	4	0	0	28	4.50	HP
13. In-service trainings in Music Education should be conducted annually before the opening of classes utilizing skilled resource persons in the field so that the contents and skills in Music will be facilitated effectively	17	7	4	0	0	28	4.57	EP
14. Every division shall have a supervisor of Music who is a major or minor in Music who will supervise teachers in the proper implementation of the Music program in schools	20	4	3	1	0	28	4.54	EP
15. Teachers should be encouraged to continually upgrade their teaching competencies in Music through in-service trainings or to enroll post-graduate studies more so in Music	21	5	2	0	0	28	4.68	HP

---

table 21 cont'd.

16. Music Education should be treated as equally important as the other learning areas in the curriculum	18	8	2	0	0	28	4.57	HP
17. Competitions of various levels relative to Music Education should be conducted at least once a year to motivate pupils to learn Music	17	7	4	0	0	28	4.46	HP
18. MSEP should be included or subjected to any kind of evaluation in the curriculum	17	8	3	0	0	28	4.50	HP
19. Small group conferences with MSEP teachers should be conducted at least once a month with the administrator requesting the assistance of a skilled resource persons to discuss difficulties in teaching the subject	16	4	6	1	1	28	4.18	EP
Grand Total							86.39	
Grand Mean							4.58	EP
Legend:								
4.51 - 5.00	Extremely Preferred						(EP)	
3.51 - 4.50	Highly Preferred						(HP)	
2.51 - 3.50	Moderately Preferred						(ModP)	
1.51 - 2.50	Slightly Preferred						(SP)	
1.00 - 1.50	Not Preferred						(NP)	

A cursory glance to compare the competencies suggested by the two groups of respondents disclosed that both respondents have a definite similarity on the solutions suggested. In other words, the suggested solutions treated by the MSEP teachers as most desirable or extremely preferred were also treated by the school administrators as such. This implies therefore, that the commonly suggested solutions could probably help MSEP teachers uplift or upgrade their competency needs in teaching MSEP.



## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings of the research study. In the light of the findings, conclusions are formulated and recommendations are suggested for adaption or implementation of the proposed intervention program for music education.

#### Summary of Findings

The research study reveals the following findings:

1. Of the 65 teacher - respondents, the highest number which comprised 20 percent were within the age range of 41-45 years. On the other hand, the least number, equivalent to 6.15 percent were 46 to 50 years of age. Generally, the average age of the teacher - respondents was pegged at 45.62 years broken down as follows according to sex: 46.09 years for the females and 44.39 for the males.

2. Out of 65 teacher - respondents, 47 or 72.31 percent were females and 18 or 27.69 percent were males. Most of the female MSEF teachers fell within the age range of 41 to 45 years numbering 11 while in the male group, the greatest number which is 6 fell within the age range of 56 to 60 years old.

3. As to civil status, majority of the teacher -

respondents, that is 86.15 percent are married; 12.31 percent are single; and only 1.54 percent is a widower.

4. As to educational background, 89.24 percent of the teacher - respondents who do not have background in music/P.E. and only 10.78 percent out of 65 teacher - respondents have background in music/P.E.

5. As to teaching experience, majority of the teacher - respondents comprising 33.85 percent have teaching experience of 25 years and above; 20 percent had 7 to 9 years; and 18.46 percent had 4 to 6 years. The least number of teacher - respondents comprising 1.54 percent had 22 to 24 years of teaching experience.

6. As to performance rating, out of 65 teacher - respondents, 98.46 percent obtained a performance rating of 75 - 92, which is equivalent to a descriptive rating of VS and only 1 or 1.54 percent had an outstanding performance.

7. As to in - service training, 80 percent have not attended any in - service training relevant to music/P.E.; and the remaining 20 percent attended in - service trainings broken down according to different levels as follows: 12.31 percent attended division; 3.08 percent attended regional; another 3.08 percent attended district level; and only 1 or 1.54 percent attended national level training.

8. The teacher - respondents perceived all the

competencies along knowledge of content as Highly Needed (HN) with a grand mean of 4.08.

9. Administrators' perception on the MSEP teachers' competency needs along knowledge of content obtained a grand total of 258.96, which is equivalent to a grand weighted mean of 4.25. This evaluation was interpreted as Highly Needed (HN).

10. Along utilization of instructional materials, facilities and equipment, the teacher - respondents obtained a grand total of 47.14 and a grand weighted mean of 4.29 which is interpreted as Highly Needed (HN). The administrator -respondents obtained a grand total of 50.09 which is equivalent to a grand weighted mean of 4.55. This result was interpreted as Most Needed (MN).

11. Along instructional strategies / approaches, the teacher-respondents obtained a grand total of 84.70, and the weighted mean is 4.23. This result is considered as Highly Needed (HN). For the administrator-respondents, 4.42 grand weighted mean was obtained which was also interpreted as Highly Needed (HN).

12. For evaluation methods and approaches, the teacher-respondents obtained a grand weighted mean of 4.07 while administrator-respondents had 4.46. Generally, their value is considered as Highly Needed (HN).

13. The computed Z value for comparing the perceptions



of the two groups of respondents relative to the competency needs of the MSEP teachers along knowledge of contents is found to be 7.34, higher than the Z critical two tail 1.96 at .05 level of significance. This resulted further to the rejection of the hypothesis that, "there is no significant difference between the perceptions of the two groups of respondents relative to the MSEP teachers' competency need along knowledge and of the content."

14. The computed t-value for comparing the perceptions of the two groups of respondents along utilization of IM's, facilities and equipment is 5.23 and the critical t at 0.05 level of significance and  $df=20$  is 2.09. Thus, the hypothesis that, "there is no significant difference between the perceptions of the two groups of respondents relative to the MSEP teachers competency need along utilization of instructional materials," is rejected.

15. The computed t-value for comparing the perceptions of the two groups of respondents relative to the competency needs of the MSEP teachers along instructional strategies is 7.54, higher than the critical t at 0.05 level of significance and  $df=38$  which is 2.02. Thus, the hypothesis that, "there is no significant difference between the perceptions of the two groups of respondents relative to the MSEP teachers competency need along instructional strategies", is rejected.

16. The computed t-value for comparing the perceptions of the two groups of respondents along evaluation methods and procedures is 11.37, higher than the critical t at .05 level of significance and  $df = 22$  which is 2.07. This resulted in the rejection of the hypothesis that, "there is no significant difference between the perception of the two groups of respondents relative to the MSEP teachers' competency need along evaluation methods and procedures".

17. On identifying the relationship between the competency need of the MSEP teachers and the age, the following results were obtained: a. Under knowledge of content, the Pearson r obtained was -0.32. The computed Fisher's t-value is -2.69. At .05 level of significance and  $df=63$ ; critical  $t=1.64$ , the variables were considered as significant which resulted to the rejection of the hypothesis, that, "there is no significant relationship between the competency need of the MSEP teachers along knowledge of content and their age."

18. With regards to utilization of IM's, facilities and equipment, the Pearson r is -0.01. The computed Fisher's t-value is -0.06 and at .05 level of significance and  $df=63$ ; critical  $t=1.64$ , the variables were considered as Not Significant (NS). This resulted to accept the hypothesis that, "there is no significant relationship between

the competency needs of the MSEP teachers and their age."

19. Under instructional strategies, the Pearson  $r$  is  $-0.06$ . The computed Fisher's  $t$ -value is  $-0.48$  and the significance at  $.05$  level and  $df=63$ ; critical  $t=1.64$  is considered as Not Significant (NS). With this result, the hypothesis that, "there is no significant relationship between the competency needs of the MSEP teachers along instructional strategies and their age," is accepted.

20. The Pearson  $r$  along evaluation approaches is  $0.07$  and the computed Fisher's  $t$ -value is  $0.59$ . The significance at  $.05$  level and  $df=63$ ; critical  $t=1.64$ , is considered as Not Significant (NS) that which resulted to accept the hypothesis that, "there is no significant relationship between the competency needs along evaluation approaches with their age."

21. Under the variate sex, the Pearson  $r$  obtained along knowledge of content is  $-0.33$ , and the computed Fisher's  $t$ -value is  $2.77$ . The significance at  $.05$  level and  $df = 63$ ; critical  $t=1.64$  is significant (S). This resulted to the rejection of the hypothesis that there is no significant relationship between the competency needs along knowledge of content and their sex.

22. Under the same variate, the Pearson  $r$  obtained for utilization of IM's is  $0.04$  and the computed Fisher's  $t$ -value is  $0.34$ . For instructional strategies, the Pearson  $r$



is  $-0.09$  and the computed Fisher's  $t$ -value is  $0.69$ . For evaluation approaches, the Pearson  $r$  is  $-0.10$  and the computed Fisher's  $t$ -value is  $-0.79$ . At  $.05$  level of significance and  $df = 63$ ; critical  $t=1.64$ , these three areas were considered as Not Significant (NS). This resulted to accept the hypothesis that there is no significant relationship between the competency needs of the MSEF teachers along these three areas and their sex.

23. On the teacher-respondents' civil status, the Pearson  $r$  obtained for knowledge of content is  $-0.02$  and the computed Fisher's  $t$ -value is  $-0.16$ . For utilization of IM's, the Pearson  $r$  is  $-0.01$  and computed Fisher's  $t$ -value is  $0.11$ . For instructional strategies, the Pearson  $r$  is  $-0.03$  and the computed Fisher's  $t$ -value is  $-0.22$ , and for evaluation approaches, the Pearson  $r$  is  $0.04$  and the computed Fisher's  $t$ -value is  $0.29$ . With the use of  $0.05$  level of significance and  $df=63$ ; critical  $t=1.64$ , these four areas of competence were regarded as Not Significant (NS) which resulted to accept the hypothesis that, "there is no significant relationship between the competency needs of the MSEF teachers and their civil status".

24. With regards to the respondents' teaching experience, the Pearson  $r$  obtained for knowledge of content is  $-0.14$  and the computed Fisher's  $t$ -value is  $-1.16$ . For utilization of IM's, facilities and equipment, the obtained

Pearson  $r$  is  $-0.03$  and the computed Fisher's  $t$ -value is  $-0.23$ . The Pearson  $r$  for instructional strategies is  $-0.14$  and the computed Fisher's  $t$ -value is  $-1.14$ , and for evaluation approaches, the Pearson  $r$  is  $0.03$  and the computed Fisher's  $t$ -value is  $0.25$ . Using the  $.05$  level of significance and  $df=63$ ; critical  $t=1.64$ , these areas of concern were considered as Not Significant (NS) which resulted to accept the hypothesis that, "there is no significant relationship between the competency needs of the MSEF teachers and their teaching experience."

25. On the respondents' performance rating, the Pearson  $r$  obtained for knowledge of content is  $-0.32$  and the computed Fisher's  $t$ -value is  $-2.66$ . The significance at  $.05$  level and  $df = 63$ ; critical  $t=1.64$  is considered as Significant (S). This resulted in the rejection of the hypothesis that there is no significant relationship between the competency needs along knowledge of content of the MSEF teachers and their performance rating. On the other hand, the Pearson  $r$  and the Fisher's  $t$ -value for utilization of IM's, instructional strategies and evaluation approaches were likewise computed. With the use of  $.05$  level of significance and  $df=63$ ; critical  $t=1.64$ , these three areas of competencies were considered as Not Significant (NS). These resulted to accept the hypothesis that, "there is no significant relationship between the

competency needs of the MSEF teachers and their performance rating."

26. On teachers' educational background, the following areas of competence were considered as Not Significant (NS): 1) knowledge of the content; 2) utilization of IM's facilities and equipment; and 3) evaluation approaches. These resulted to accept the hypothesis that, "there is no significant relationship between the competency needs of the MSEF teachers along these three areas and their educational background." Along instructional strategies, the Pearson  $r$  is  $-0.25$  and the computed Fisher's  $t$ -value is  $-2.06$ . Using the  $.05$  level of significance and  $df=63$ ; critical  $t=1.64$ , this area is considered as Significant (S) which resulted in the rejection of the hypothesis.

27. With regards to the teachers' in-service trainings, the Pearson  $r$  for knowledge of content is  $-0.11$  and the computed Fisher's  $t$ -value is  $-0.87$ . For utilization of IM's, the Pearson  $r$  is  $-0.18$  and the computed Fisher's  $t$ -value is  $-1.47$ . With the use of  $0.05$  level of significance and  $df=63$ ; critical  $t = 1.64$ , the two areas were considered as Not Significant (NS). This resulted to accept the hypothesis. For instructional strategies Pearson  $r$  is  $-0.27$  and the computed Fisher's  $t$ -value is  $2.18$ . For evaluation approaches, the Pearson  $r$  is  $-0.28$  and the computed Fisher's  $t$ -value is  $2.34$ . With the use of  $.05$  level of significance



for hypothesis testing, these two areas were considered as Significant (S). This resulted in the rejection of the hypothesis that, "there is no significant relationship between the competency needs along instructional strategies and evaluation approaches and the respondents in-service trainings.

28. The obtained grand total for the suggested solutions by the MSEP teachers relative to their competency needs in teaching MSEP is 86.01 and the computed grand mean is 4.58. This evaluation was considered as extremely preferred (EP). Among the solutions suggested by the respondents, the first three which obtained the highest weighted mean pertains to the following aspects: 1.) teacher's knowledge and skills in teaching Music; 2.) MSEP teachers' extent of dedication to teach the subject; and 3.) adequacy of instructional materials and equipment.

29. The obtained grand total for the solutions suggested by administrators relative to the competency needs of teachers in teaching MSEP is 86.39 and the computed grand mean is 4.58. Both results were noted to be closely similar, since both evaluation obtained exactly the same grand mean, thus the solutions indicated are considered as extremely preferred (EP).

30. Most MSEP teachers lack competence in teaching music which is considered as a hindrance in attaining

quality music instruction. In which case, there is a need to develop an intervention program that will help MSEP teachers improve their teaching instructions.

### Conclusions

In view of the foregoing findings, the following conclusions were made:

1. MSEP teachers in the four districts of Catbalogan, at the time of research were middle-aged with an average age of 45.62 years and are dominated by females.
2. Majority of the MSEP teachers of the four districts of Catbalogan were married inasmuch as they already belong to the middle-age group.
3. Majority of the MSEP teachers were not qualified to teach the subject since these teachers are not majors/minors in Music and had not attended in-service trainings in any level.
4. Teachers and administrators differed in their assessment of the competency needs of the MSEP teachers along the four considered areas of competence.
5. Older teachers due to the fact that they have lengthy years of teaching experience encountered lower levels of difficulty than the younger ones, along the area of knowledge and skills of the content of Music. However, this variate is not consequential along utilization of IM's,

instructional strategies and evaluation techniques due to the fact that younger sets of teachers still lack the number of years of teaching experience and their in-service trainings attended because they are still new in the service.

6. Sex is one of the factors that affect the teacher's competency needs along knowledge of the content due to the fact that female teachers tend to be more interested to teach music than the male teachers. To connote this idea MSEP as a subject is more appealing to the female group of teachers. On the other hand, this aspect could not affect the teachers' competencies along utilization of instructional materials, teaching strategies, and evaluation approaches. These could tacitly be understood that both male and female group of teachers could be competent depending on their knowledge and ability to teach.

7. Civil status does not affect the teachers' competencies along the four considered areas of competence.

8. Teaching experience is not an indispensable aspect along the four considered areas of competence. This could be disclosed that teachers' competency needs could be enhanced not only through teaching experience but in some other areas like educational background in music and relevant in-service trainings attended.



9. High performing teachers are those teachers who are competent along knowledge of the content of music. In spite of that performance rating it is not a significant aspect to consider along utilization of IM's, instructional strategies and evaluation techniques because this could be attributed to the fact that teachers are rated by their school administrators in all aspects of the performance of their jobs.

10. Educational background is affirmed to be significant in the teachers' competencies along knowledge of the music content, utilization of IM's and evaluation techniques. This is due to the fact that majority of the teacher-respondents are not qualified to teach MSEF because they are not music majors/minors. However, this aspect affects the MSEF teachers' competencies along instructional strategies due to the fact that majority of the teacher respondents lack the needed skills in the application of different instructional methods in music since these teachers have neither background in music nor earned units in the graduate/post graduate studies particularly in music education.

11. In-service training has no significance along the teachers' knowledge of the content and utilization of Im's since the in-service trainings attended by the teachers respondents are not relevant to music education.

Consequently, this aspect could be attributed to be necessary in order to enhance the teachers' music competency needs.

12. With the evaluation obtained along the suggested solutions by the two groups of respondents, it can be concluded that both respondents agree that the solutions indicated and were considered as extremely preferred solutions could help teachers to be more competent in teaching MSEP.

### Recommendations

On the basis of the conclusions just presented the researcher hereby recommends the following:

1. Administrators should encourage teachers to enroll in graduate studies along this field to improve their music teaching competencies.

2. Administrators in the Division should provide INSETS with emphasis on the music content, utilization of IM's, facilities and equipment, teaching strategies, and evaluation techniques requiring all teachers teaching MSEP to attend.

3. School level seminars focused on competency needs of the MSEP teachers in teaching music should be conducted through School - Based In - Service Training Programs.

4. Local administrators should encourage teachers to

attend in-service training held in any level.

5. There should be adequate provisions of music instructional materials in every school district like textbooks, supplementary reading materials, and audio-visual aids and devices to be used by the music teachers in their music lessons.

6. Tap local government officials or some civic-spirited individuals in the procurement of some IM's, facilities and equipment for the implementation of music programs in schools.

7. MSEP teachers should have commitment and dedication to implement music programs in schools.

8. Finally, the following areas are recommended for further research if only to enrich the existing information and evaluation of the subject:

8.1 Relationship between the competency needs of the MSEP teachers and achievement of pupils.

8.2 Evaluation of the pupils achievement in Music Education.

8.3 Effectiveness of In-Service Trainings Attended by MSEP teachers relevant to Music Education to enhance teachers' competencies in Music teaching.

8.4 Evaluation research to find out the effectiveness of the Proposed Intervention Program.



## Chapter 6

### A PROPOSED INTERVENTION PROGRAM FOR MUSIC EDUCATION IN THE ELEMENTARY GRADES

#### Introduction

The proposed intervention program for music education in the elementary grades is a process or outgrowth of the research study entitled, "Competency Needs of MSEP teachers in Teaching Music: Bases for an Intervention Program." The main objective of this proposal is to ferment an intervention program that would urge or motivate MSEP teachers and administrators implement a more effective and functional music program in the elementary grades. This proposal will also function as an operating or working paper that will suffice the MSEP teachers' quest in addressing their competency needs in teaching music. Furthermore, for the school administrator, to assist and evaluate music programs in their respective schools.

To foster the growth and development of the pupils' musical ability and to raise the competency level of the MSEP teachers, this working paper will be suggested for consideration to the Education officials of Samar Division as a pertinent material.

Hopefully, through the core of this intervention program, the whole Division of Samar would eventually

develop and improve the quality of Music instruction and moreover, the whole music program in the elementary schools.

### Rationale

Music aims to provide the child with the basic skills and appreciation of musical rhythm, melody, form, timbre, dynamics, tempo, texture and harmony. The attainment of this objective which was laid down as a guide in the learning competencies prescribed by the Department of Education is anchored on effective MSEP instruction which can only be realized when the teacher is competent in all aspects of teaching.

Inasmuch that the present study revealed that majority of the MSEP teachers in the four districts of Catbalogan have insufficient musical knowledge and skills, as attested by the results of the study, the researcher believes that diagnosis must precede curative treatments, therefore, immediate remedial measures may be instituted by providing an intervention program.

### Objectives of the Program:

1. To enhance MSEP teachers' competencies along knowledge and skills of the content of music.
2. To improve classroom instruction through the development of more interesting teaching techniques, strategies approaches, and utilization of instructional

materials and evaluation techniques.

3. To influence the children to make music a part of their daily living.
4. To encourage the organization of school and community bands, rondallas, orchestras, and glee clubs with the school providing the leadership.
5. To arouse interest in the preservation of our musical heritage through the collection and compilation of hitherto unpublished folk music and through acquaintance with our native musical instruments.
6. To develop refined taste and a sense of discrimination especially in the selection of suitable music for listening.
7. To recognize the importance of music as a medium for cultural contacts and improved human relations.
8. To strengthen MSEF teachers assessment techniques to evaluate the learning of music.
9. To raise the achievement level of pupils in MSEF.

To attain the objectives set by this program, the researcher developed a structure of the Music Intervention Program focused on the following areas of concern: a) Teacher Development Program; b) Music Enhancement Program; c) Music Appreciation Program in the School and Community; d) Facilities and Curriculum Resources; and 5) Special



### Monitoring and Supervisory Patterns.

The foregoing areas of concern were based on the outcome of the unstructured interview conducted and are also based upon the suggested solutions and recommendations made by both respondents of this research study.

# THE STRUCTURE OF THE MUSIC INTERVENTION PROGRAM FOR ELEMENTARY SCHOOLS

AREA OF CONCERN	SUGGESTED ACTIVITIES	EXPECTED OUTPUTS	PERSON INVOLVED	TIME FRAME	RESOURCES
A. Teacher Development Program 1. In-service Trainings a. The Music Intervention Program b. The Four (4) areas of competence Contents of Music/ Fundamentals of Music Utilization of IM's, facilities and Equipments Instructional Strategies Evaluation Techniques	- Conduct of Division-District Based Seminar-Workshop on Music Education Program  - School level lecture discussions and demonstrations to improve teaching techniques in music.	- Improved subject matter knowledge and skills in music teaching and effective implementation of the music program in schools.  - Improved music instructions  - Strengthening teacher's competence in music teaching	School's Division Superintendent, Div. Supervisors of Music, District Supervisors, School Principals, MSEP teachers  Schools Administrators & MSEP teachers	Annual/ during summer vacation  Once a month	Division/School  Local
2. School-Based Structured Learning Action Cell (SLAC)	- Implementation of Music activities during MSEP classes by grade level.  - Selection of all musically gifted from all grade levels in the school for enrichment activities - Putting-up a music corner in every classroom - Compilation of folk music by class - Conducting musical competitions during school co-curricular activities	- More enhanced music program activities in the school	MSEP teachers/ pupils/school administrators	year round	Local
B. Music Enhancement Program 1. Graded Music Activities  2. Other activities like the following: * Pull-out program  * Putting-up a music corner  * Learning and compilation of folk music * Various musical competitions					



AREA OF CONCERN	SUGGESTED ACTIVITIES	EXPECTED OUTPUTS	PERSON INVOLVED	TIME FRAME	RESOURCES
C. Music Appreciation Program in the School and Community	<ul style="list-style-type: none"> <li>- Organization of different music clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Well-organized music clubs</li> </ul>	Administrators, Teachers, Pupils, PTCA organizations	Year round	Local
D. Facilities and Curriculum Resources	<ul style="list-style-type: none"> <li>- Production of visual aids</li> <li>- Collections/solicitations from LGU's and private citizens</li> </ul>	<ul style="list-style-type: none"> <li>- Well equipped music rooms</li> </ul>	Administrators, MSEP teachers, PTCA	Year round	Local
E. Special Monitoring and Supervisory Patterns	<ul style="list-style-type: none"> <li>- Observation of MSEP classes for evaluation</li> <li>- Program monitoring</li> </ul>	<ul style="list-style-type: none"> <li>- Effective music program</li> </ul>	Music specialists, school administrators	Year round	Local



### Program Description

The intervention program for music education is a program of activities that aims to improve the existing instructional program for music education through the development of teachers' competencies in teaching along knowledge of content, interesting teaching strategies, utilization of appropriate instructional aids and devices, appropriate assessment tools and techniques and to make music a part of the pupils daily living and wonderful experiences. It also aims to develop pupils music appreciation and perhaps the hidden musical talents and skills that still remain dormant, and finally, motivate them to learn music, thus raise the achievement level of pupils in MSEP.

### Mechanics / Strategies of Implementation

In order to enhance the MSEP teachers' competence in teaching music, the following programs are recommended:

#### **A. Teacher Development Program for Music Education**

This program sustains professional upgrading or development of teachers through revitalization of In-Service Trainings held in any level and of the existing School-Based Structured Learning Action Cell (SLAC).

The former shall aim to improve the MSEP teachers'

competencies in teaching music along the following areas: 1) mastery of the skills and content of music; 2) utilization of instructional materials, facilities and equipment; 3) application of various techniques of teaching; 4) strengthening teachers' assessment techniques to evaluate the learning of music; and 5) to acquaint teachers and school administrators how music intervention program is implemented. This training will be carried out using the structured intervention program. INSETS will generally involve lecture-discussion, cooperative and interactive modes of learning, demonstration teaching, workshops on utilization and/or production of instructional materials, individual-group work, etc. The training will be conducted annually during summer vacation for at least 72 hours utilizing skilled resource persons in the field and with the guidance or assistance of the Division Supervisor of Music. A feedback mechanism will be appropriate to allow constructive criticism and suggestions for improvement in teaching.

The latter, (SLAC) shall aim to attend to the immediate need of teachers on some of their competency needs in teaching music. The administrator may, however, invite resource persons to give talks on music or to give

Division District-Based Seminar-Workshop on  
Music Intervention Program in the Elementary Level

**TRAINING MATRIX**

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
7:30 - 8:00	Registration of Participants	Pep - up programs	Pep - up programs	Pep - up programs	Pep - up programs
8:00 - 9:45	Opening Program Overview of the Seminar	The Four (4) Areas of Music Competencies - Contents of Music	Different Evaluation Techniques in Music	Choral Conducting Cooperative and Interactive Modes of Learning Music	Demonstrations on the different strategies in music teaching
9:45 - 10:00	<b>- SNACKS -</b>				
10:00 - 12:00	The Music Intervention Program - Program Description - Objectives of the Program - The Structure of the Program	Fundamentals of Music - Elements of Music - Five areas of Music experiences	The Music Enhancement Program	Facilities and Curricular Resources	Demonstration teaching
<b>LUNCH BREAK</b>					
1:00 - 3:00	Music Program Activities	Utilization of Music Instructional Materials	Graded Music Activities Other Music Activities	Playing Musical Instruments	Demonstration teaching
3:00 - 3:15	<b>- SNACKS -</b>				
3:15 - 5:00	Strategies of Implementation of the music program	Instructional Strategies in Music Teaching	Music Appreciation Program	Playing Musical Instruments	Critiquing



TIME	DAY 6	DAY 7	DAY 8	DAY 9
7:30 - 8:00	Pep - up programs	Pep - up programs	Pep - up programs	Pep - up programs
8:00 - 9:45	Workshop on Lesson Planning	Workshop on Production of Music IM's	Continuation of Workshop	Special Monitoring and Supervisory Patterns
9:45 - 10:00	- S N A C K S -			
10:00 - 12:00	Continuation of the Workshop on Lesson Planning	Continuation of the Workshop	Continuation of Workshop	Exhibits of the produced Music Instructional Materials
L U N C H B R E A K				
1:00 - 3:00	Test Construction	Continuation of the Workshop	Group Presentation of Outputs	Open Forum Clearing House
3:00 - 3:15	- S N A C K S -			
3:15 - 5:00	Test Construction	Continuation of the Workshop	Presentation of Outputs	Closing Program

Expected Outputs and Graded Performance Percentage

1. Improved subject matter knowledge and skills -50%
  2. Sample teaching aids and devices, evaluation instruments -20%
  3. Practicum -20%
- 
- 100%

demonstrations on singing, conducting or playing of instruments. Conducting demonstration on improved teaching techniques in music may also be done.

### **B. Music Enhancement Program**

This program aims to provide graded music activities which give the children all the five areas of music experiences namely: 1) song singing; 2) listening; 3) rhythmic bodily responses to music; 4) instrumental playing; and 5) creative activities.

The foregoing experience could enhance and develop pupils' ability, interest, and appreciation of music. These will also guide the MSEF teachers in the implementation of the proposed intervention music program for elementary schools.

#### **Graded Music Activities First Grade**

1. Singing
  - a. Learning songs by imitation
  - b. Matching tones
  - c. Singing familiar songs with neutral syllables  
and so-fa syllables
  - d. Identifying like and unlike phrases
  - e. Playing singing games
2. Rhythmic Response to Music
  - a. Making free rhythmic responses to music suitable

for activities such as walking, skipping, hopping, etc.

b. Playing simple directed folk dances and games.

3. Listening

Distinguishing simple elements in music, such as mood, rhythm and instrument.

4. Playing Instrument

Learning to use rhythm instruments-triangle, drum, sticks, cymbals, woodblocks, etc.

5. Creative Activity

Giving opportunities for original responses in rhythms, songs, playing and listening.

### Second Grade

1. Singing

a. Learning songs by imitation

b. Matching tones

c. Continue singing with neutral and so-fa syllables

d. Playing singing games

e. Attention to tonal and rhythmic characteristics of music such as identifying high and low tones, like and unlike phrases, etc.

f. Singing of rounds and descants.

2. Rhythmic Responses to Music

a. Continuation of free rhythmic activity



- b. Responding to rhythmic patterns heard
- c. Playing simple directed folk dances and games
- 3. Listening
  - a. Distinguishing mood, rhythm and instruments.
  - b. Recognizing music used by different groups of peoples such as Moro, Igorot, Visayan, Tagalog, Ilocano, Indians, Mexicans, etc.
- 4. Playing Instruments
  - Continuing use of rhythm instruments such as melody bells, xylophone, etc.
- 5. Creative Activity
  - Giving opportunities for original responses in rhythms, songs, playing and listening.

### Third Grade

- 1. Singing
  - a. Learning some songs by imitation
  - b. Reading familiar songs in staff notation
  - c. Copying very simple notation
  - d. Greater skill in applying so-fa syllables to familiar tunes.
  - e. Acquaintance with simple elements of notation
  - f. Singing simple rounds
- 2. Rhythmic Response to Music
  - a. Clapping the rhythmic patterns of songs

- b. Chanting new songs
  - c. Continueing the use of rhythms for establishing the basic beat
3. Listening
- a. Listen to detect fast from slow music
  - b. Feel phrase and phrase repetition in musical compositions
  - c. Identify the double and the triple beat
4. Playing Instruments
- a. Continue rhythm band work
  - b. Experience in playing simple melody instruments
5. Creative Activity
- a. Dramatizing familiar songs
  - b. Enhancing the singing of songs with toy instruments - blocks for galloping, bells for ice cream man, whistle for birds, etc.

#### Fourth Grade

1. Listening
- a. Learning through reading
  - b. Copying simple notation and learning the terms used, staff, G clef, bar, etc.
  - c. Continue applying so-fa syllables to familiar tunes
  - d. Singing simple rounds and descants

- e. Analyze songs by detecting phrase repetitions and noticing similarities of tonal or rhythmic patterns
  - f. Singing for expression
2. Rhythmic Response to Music
- a. Children listen and decide what activity each piece suggests
  - b. Upon hearing a piece of music, the children decide whether to march, to skip, to walk or to waltz
3. Listening
- a. Listening to a piece with understanding of its human setting.
  - b. Listening to become aware of appealing and beautiful melodies, rhythms and harmonies.
4. Playing Instruments
- a. Discover different kinds of rhythm-four, threes, or twos
  - b. Playing simple melody instruments, like water glasses, tuned water bottles, xylophones, etc.
5. Creative Activity
- a. Creating rhythmic patterns for familiar tunes
  - b. Creating simple melody of a song.
  - c. Dramatizing familiar songs
  - d. Choosing songs for special occasions



### Fifth Grade

1. Learning songs through reading
2. Introduce two-part singing
3. Mastery of the elements of notation
4. Singing for expression
5. Musical terms and symbols as they are met in songs
6. Singing descants
7. Listening to different musical instruments
8. Ability to create and write simple songs in staff notation

### Sixth Grade

1. Greater skill in music reading
2. Introduce three-part singing
3. Greater skill in copying and writing notation
4. Better interpretation of songs
5. Listening to detect different kinds of voices
6. Sensitivity to aesthetic appeal and harmonic effect of songs in two or more voices
7. Listening to get acquainted with simple musical forms like the kundiman, opera, operetta, ballet, etc.
8. Knowledge of the characteristics of different musical instruments and their proper use.
9. A rich vocabulary of musical terms.

10. Acquaintance with noted Filipino and foreign composers
11. Experience in conducting simple songs
12. Participation in a school band or rondalla and in a glee club.

Other activities that could also enhance music programs are the following:

1. Pull out program. Under this scheme, the musically gifted pupils are pulled out from their classes and provided with enrichment activities by teachers who have expertise in music. These pupils may come from one grade level or from different grades.
2. Putting-up a music corner in every classroom.
3. Learning and compiling unpublished folk music. There is a wealth of folk songs in the barrios that are still unwritten. Teachers, with the aid of local musicians should strive to gather and have these songs notated for study and appreciation. Schools should take the lead in popularizing these folk songs so that the people would want to sing them better than the popular songs heard over the radio and television.
4. Various music competitions like song writing competitions of any theme, playing musical instrument, singing competitions (Vocal Solo, or choral singing), music quiz bee, etc.

### C. Music Appreciation Program in School and Community

School programs for special occasions is one of the school activities which give the pupils the opportunity to participate in different musical presentations. This activity shall be an outgrowth of music enhancement program that could motivate pupils and PTA to appreciate and love music.

To develop appreciation and love for music, the following activities are also suggested for implementation:

1. Organizing every primary class into a rhythm band by itself.
2. Organizing teachers' and pupils' choral groups.
3. Organizing PTA or teachers' rondalla (This should eventually lead into the organization of pupils' rondallas).

In establishing a music appreciation program for the school and community, teachers and administrators should be aware of the limitations caused by existing conditions especially in rural communities such as absence of electric current, lack of permanent meeting place or recreation center, and lack of money with which to buy expensive instruments. The school and the PTA organizations can help each other provide these facilities for the realization of the program.



It would be wise to analyze the musical resources of the community and plan out activities according to the materials available like musical instruments. Some musical instruments could be found among the members of the organization and among the community people. A resourceful teacher will ask who among them have these materials. Perhaps there is an old man who plays the harp or another old instrument. His knowledge should be handed on to the younger generation so that his instrument will continue to live even after he has gone.

#### D. Facilities and Curriculum Resources

This area refers to the music educational facilities like IM's, facilities and equipment used in the implementation of the proposed music intervention program. These facilities are indispensable components of a music program. They serve as facilitating agent for all the musical activities that take place in it. The availability of satisfactory music educational facilities is one of the requisites for implementation of music program. Its basic function is to provide a more effective teaching and learning.

Music educational facilities are the primary concern and responsibility of not only the school administrator but also of all those involved in the implementation of the

music program. To carry out the objectives of this program, the following facilities and curriculum resources are suggested:

1. Psychological aids
  - a. Public performance
  - b. Music clubs
  - c. Assembly singing
2. Visual aids
  - a. Picture of composers
  - b. Pictures of different musical instruments
  - c. Books
  - d. Film strips
  - e. Bulletin board
3. Auditory aids
  - a. Recording machines
  - b. Record player
  - c. Suitable recorded songs for the grades
  - d. Piano and or other instruments that could be played  
by the teacher
  - e. Radio
4. Sources of materials
  - a. School library
  - b. Local Museums
  - c. Audio-visual center of the nearest normal school,  
if any.

- d. Collections from private citizens or from LGU's

#### E. Special Monitoring and Supervisory Patterns

This aspect refers to the administrative work and supervisory functions of Educational Officials responsible in the implementation of the foregoing program. For a more effective and successful music program the following personnel with their functions are involved:

1. Schools Division Superintendent

The Schools Division Superintendent initiates, and directs the development of the music program. She is the one responsible in the conduct of in-service trainings of MSEP teachers to keep them posted on new trends for advancement and improvement of instruction and administration of music education program.

2. Division MSEP Supervisor

The MSEP Supervisor is considered as the music specialist. He must follow the importance of relationship with other members of the staff. The following are some of his functions:

- a. Assists the Superintendent in carrying out music educational programs in the division; and
- b. Visits the different districts and elementary schools in the division to provide assistance to



district supervisors, principals, and MSEP teachers in evaluating the music program, and improving teachers' competencies and job performance.

### 3. District Supervisor

The District Supervisor is the educational leader. He organizes and administers all elementary schools within his district. The responsibilities of the District Supervisor require that he possesses inspiring leadership, tact, sympathy, vision and administrative ability. For a music program to succeed, he must do the following functions:

- a. Provides leadership in the implementation of music education program in the district.
- b. Directs, advises and assists elementary school principals and teachers in his district implement the program.
- c. Promotes the efficiency of the MSEP teachers under his charge through effective supervision and in-service trainings.
- d. Leads in the evaluation of achievement in the district.

### 4. Elementary School Principal

The elementary school principals are the official who has direct contact with the MSEP teachers, who are

considered as the implementing arms of the program, and therefore, he has the following functions:

- a. Supervises MSEP teachers in all music educational activities and programs in the school.
- b. Provides leadership in the development and implementation of the program.
- c. Promotes the efficiency of teaching and learning music education in all classes through in-service trainings, observations, etc.
- d. coordinates musical activities for the wholesome growth and development of all pupils and MSEP teachers in the school.
- e. Evaluates and rates the performance of the MSEP teachers in the school and recommends the deserving ones for incentives or promotions.
- f. Plans and organizes co-curricular activities to enhance music appreciation program in the school.
- g. Conducts in-service education program for the teachers relevant to music education.

The overall planning music intervention program necessitates close relationships among the educational officials responsible for the implementations of the program.

## F. Expected Outcomes in Five Years

1. First Year
  - a. Organization of rhythm band in every primary class.
  - b. Improved music instruction
  - c. Improved singing
2. Second Year
  - a. Improved techniques of the rhythm band
  - b. More improved music instruction
  - c. Improved teaching techniques
  - d. Organization of glee club
  - e. Organization of PTA or Teachers' rondallas
  - f. Preparation of more visual and auditory devices in music
  - g. Public performances to interest the community in good music
3. Third Year
  - a. Organization of pupils' rondallas
  - b. More varied teaching techniques
  - c. Improved teachers' competencies in all aspects
  - d. Greater appreciation of music by the community
  - e. More polished and better organized public performance
4. Fourth Year
  - a. A greater enthusiasm for music made obvious by a desire to learn to play musical instruments.



- b. A more discriminating taste in the selection of pieces to listen to and in the preparation of programs
- c. More varied activities in classroom music teaching.

5. Fifth Year

- a. A well-equipped music room with piano, record player and or tape recorder or radio, and suitable pictures.
- b. Well-organized choral and instrumental groups composed of teachers as well as pupils with more extensive repertoire.
- c. More varied approaches to music instruction.
- d. A greater appreciation and understanding of our own culture.
- e. Better personal adjustment of pupils and teachers resulting in good morale and finer school spirit.

## BIBLIOGRAPHY

## **A. BOOKS**

Balgan, Cirilo L. V. Music and P.E.5, FNB Edu'l, Inc. Copyright 1990.

Bantam, Scribner. English Dictionary, Bantam Books Co. Copyright 1982.

Dykema, Peter W. Significant Relationship of Music to other Subjects. Music Education. Thirty fifth Yearbook of National Society for the Study of Education. Part II. Bloomington, Illinois; Public School Publishing Company, 1979.

Freud, John E. and Gary A Simon., Modern Elementary Statistics, 8th Ed., New Jersey. Prentice-Hall Inc., 1992.

Good, Carter. Dictionary of Education, University of Cincinnati; McGraw-Hill Book Co. 1978.

Gregorio, Herman C. Principles and Methods of Teaching, Revised Edition, R.P. Garcia Publishing Company, 1976.

Isidro, Antonio, Principles of Education, Revised Edition. Phoenix Press Inc. Copyright 1975.

Leonard, Charles and Robert Houses. Foundations and Principles of Music Education, New York: McGraw-Hill Company, Inc. 1972.

Locke, John. An Essay Concerning Human Understanding. Vol. 2. A.C. Fraser, Ed., Oxford: Clarendon Press 1986.



Norton, Monte A. A Major Problem of Teacher Loads, Extra Duties for teachers. New Jersey: Prentice-Hall, Inc. 1970.

Ornstein, Allan C. Strategies for Effective Teaching, Copyright 1990 by Harper-Collens Publishers, Inc.

Pangilinan, Efigenia P. Music, Arts and Physical Education. FNB Educational Inc. Copyright 1990.

Plato. The Republic (Book VII) G.M.A. Grube Trans, Indianapolis, Ind.: Hackett, 1974, Reprinted by Permission.

Raeback, Louis and Lawrence Wheeler, New Approaches to Music in the Elementary Schools. Iowa. W.M.C. Brown Co. 1989.

Rivadelo, Rosita F. Music Education: Materials and Methods. Copyright 1987.

Santos, Ramon P. Music Education in the Philippines with Reference to the Teaching of Non-Western Music Materials for the Advisory Panel on World Music, Copyright 1991.

Silver, Burdett and Company. The Music Hour: Teacher's Guide for the Fifth Book, 1970.

Siruno, Tarcila V. General Music Education. REX Book Store, Rex Printing Company, Inc. 1980.

Webster, Merriam. International Dictionary. USA Merriam Co.  
Springfield Mass, 1972.

### **B. PERIODICALS/JOURNALS/PUBLICATION**

Del Rosario, Florida G. "Who Should Be Teachers?" The Modern  
Teacher, Vol. VLI No. 4 Set. 1992.

Garcia, Crispina C. Creative Music Activities for Children". The  
Philippine Journal of Education. Vol. XXIXIV No. 4 October,  
1982.

Gatzon, Narcisa M. "Who Should Be Music Teachers?" Modern  
Teacher, Vol. XXIX, No. 29, October, 1992.

Gloria, Ricardo T. Educational Excellence for Philippines 2000". The  
Philippine Journal of Education. Vol. LXVIV. No. 6 November  
1995.

Maquiso, Elizabeth D. Instructional Program" The Modern Teacher Vol.  
XXV No. 28, 1984.

Ocampo, Milagros A. A Philosophy of Music Education", The Modern  
Teacher Vol. XV, No. 9, 1976.

Paculan, Edita Y. Indicators of teacher Effectiveness. Articles Published,  
May, 1991.

Ramos, Juan. New Development in Music Education on the Teachers Training Level for the Development of the Philippines Music Methodology", *The Modern Teacher*, Vol. XXIII, No. 7, Oct. 1974.

Yee, Albert M. "Source and Direction of Causal Influence in Teacher-Pupil Relationship in Music Teaching". *Journal of Educational Psychology*, American Psychological Asso., Inc. LIV No. 4, August, 1970.

### **C. UNPUBLISHED WORKS**

Adan, Simeon, "An Evaluative Survey of the Methods and Procedures by the Teachers in the Teaching of Music in the Elementary Grades in the Division of Camarines", Unpublished Master's Thesis, University of Camarines Sur, 1990.

Badilla, Lorna Echavia. "The Problems of Physical Education Teachers District of Maribojoc Bohol", Unpublished Master's Thesis, University of Bohol, Tagbilaran City, 1996.

Del Puerto Ester D. "The Status of Elementary School Music Program in the District of Calabanga, Division of Camarines Sur". Unpublished Master's Thesis, University of St. Anthony, City of Iriga, 1990.

Fagyan, Lydia R. "A Study on the Problems of Teachers Teaching Music in the Elementary Grades, District of Maribojoc, Bohol",



Unpublished Master's Thesis, University of Bohol, Tagbilaran City, 1992.

Garde, Gloria O. "A Study on a Proposed Music Readiness Program in Grade I in Bangan District I & II, Division of La Union". Unpublished Master's Thesis, St. Louis College, San Fernando, La Union, 1994.

Habaradas, Elias V. "A Study of the Problems of Music Teachers in Some Elementary Schools in Iloilo", Unpublished Master's Thesis, University of San Agustin, 1991.

Llanes, Zenith D. "The Difficulties of Music Reading Met by Grade VI Pupils and Teachers of La Trinidad District, Baguio City, 1993.

Mabini, Arturo A. "Difficulties Encountered by Physical Education, Health and Music (PEHM) Teachers in Public High Schools in the Division of Samar, Unpublished Master's Thesis, SSPC, Catbalogan, Samar, 1998.

Maravilla, Salud. "The Problems and Difficulties of Teaching Music Reading of Grade IV Pupils in the District of Agoo West", Unpublished Master's Thesis, Don Mariano Marcos Memorial State University, Agoo, La Union, 1995.

Pastores, Maximo V. "The Physical Education Program: Evaluation of Its Implementation in the Public Elementary Schools in Sison, Pangasinan, 1984-1985". (Unpublished Master's Thesis, Baguio Central University, 1995.

Resurreccion, Eulalio A. "Difficulties Experienced in Learning Music by Intermediate Pupils of Public Elementary Schools of District II, Baguio City". Unpublished Master's Thesis, Baguio Central University, Baguio City, 1990.

Rodriguez, Rosario F. "Difficulties Experienced by Intermediate Pupils and Teachers in Music Reading". Unpublished Master's Thesis, Zamboanga State College, 1995.

## APPENDICES



## APPENDIX A

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

November 24, 1998

The Dean of Graduate/Post-Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

Madam:

In my desire to start writing my thesis proposal, I have the honor to submit for approval one of the following research problem, preferably problem No. 1:

1. COMPETENCY NEEDS OF MSEP TEACHERS IN TEACHING MUSIC: BASES FOR AN INTERVENTION PROGRAM.
2. ACHIEVEMENTS IN MSEP AND FILIPINO AS CORRELATES OF THE OVERALL SCHOLASTIC PERFORMANCE OF GRADE SIX PUPILA IN CATBALOGAN IV DISTRICT
3. TARGETTED AND ACTUAL PERFORMANCE OF GRADE SIX PUPILS IN MSEP IN CATBALOGAN IV DISTRICT: A COMPARATIVE STUDY

I hope for your early and favorable action on this request.

Very truly yours,

(SGD.) NANCY M. DION  
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate & Post-Graduate Studies

## APPENDIX B

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

## APPLICATION FOR ASSIGNMENT OF ADVISER

NAME DION, NANCY M.  
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: Master of Arts

AREA OF SPECIALIZATION: Physical Education

TITLE OF PROPOSED THESIS/DISSERTATION: COMPETENCY

NEEDS OF MSEP TEACHERS IN TEACHING MUSIC: BASES  
FOR AN INTERVENTION PROGRAM

(SGD.) NANCY M. DION  
Applicant

(SGD.) MIRIAM D. CASURAO  
Name of Designated Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.  
Dean, Graduate Studies

CONFORMED:

MIRIAM D. CASURAO  
Adviser

In 3 copies: 1st copy - for the Dean  
2nd copy - for the Adviser  
3rd copy - for the Applicant

## APPENDIX C

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
Division of Samar  
DISTRICT OF CATBALOGAN IV  
Catbalogan, Samar

January 14, 2002

The Schools Division Superintendent  
Division of Samar  
Catbalogan

Madam:

I have the honor to request permission from your good Office to conduct a survey among your teachers and administrators in the four districts of Catbalogan, Division of Samar.

This is in connection with the master's thesis the undersigned is undertaking on now entitled, "COMPETENCY NEEDS OF MSEP TEACHERS IN TEACHING MUSIC: BASES FOR AN INTERVENTION PROGRAM".

I am expressing my heartfelt appreciation in advance for your kind assistance and approval to this request. It is hoped that the result of this study may help improve the quality of our music instruction in the Division of Samar.

Thank you and more power.

Very truly yours,

(SGD.) NANCY M. DION  
Researcher

APPROVED:

(SGD.) THELMA C. QUITALIG, Ph.D., CESD V  
Schools Division Superintendent



## APPENDIX D

Republic of the Philippines  
Department of Education, Culture and Sports  
Region VIII  
Division of Samar  
DISTRICT OF CATBALOGAN IV  
Catbalogan, Samar

January 15, 2002

---

District Supervisor  
Catbalogan \_\_\_\_ District  
Catbalogan, Samar

Sir/Madam:

I have the honor to request permission to conduct a survey among your teachers and administrators and intermediate MSEF teachers in your district, in connection with the master's thesis I am writing on now entitled, "COMPETENCY NEEDS OF MSEF TEACHERS IN TEACHING MUSIC: BASES FOR AN INTERVENTION PROGRAM".

I am expressing my heartfelt appreciation for your kind assistance and approval to this request.

It is hoped that the result of this study will probably help improve the quality of our music instruction in the Division of Samar.

Thank you and more power.

Very truly yours,

(SGD.) NANCY M. DION  
Researcher

## APPENDIX E

Republic of the Philippines  
SAMAR STATE POLYTECHNIC COLLEGE  
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

January 14, 2002

The Dean  
College of Graduate Studies  
Samar State Polytechnic College  
Catbalogan, Samar

Sir:

This thesis/dissertation entitled "COMPETENCY NEEDS OF MSEP TEACHERS IN TEACHING MUSIC: BASES FOR AN INTERVENTION PROGRAM" prepared and submitted by Mrs. Nancy M. Dion in partial fulfillment of the requirements for the degree of M.A. P.E. is recommended for Pre oral examination on the date and time convenient to your office.

(SGD.) MIRIAM D. CASURAD  
Adviser

Date of Oral Defense

August 17, 2001  
Friday - Day  
1:00 P.M. - Time

SSPC GRADUATE SCHOOL  
Dean's Office

## APPENDIX F

QUESTIONNAIRE B  
(For Administrators)

Dear Respondent:

For the purpose of improving the quality of our Music Instruction in the Division of Samar, the researcher desires to determine the problems and difficulties existing in our educational system.

You have been selected as a partner then, for the study that she is undertaking entitled, "COMPETENCY NEEDS OF MSEP TEACHERS IN TEACHING MUSIC: BASES FOR AN INTERVENTION PROGRAM".

The data and information that you will provide will help pave the way in attaining quality education. Please fill-in all the blanks provided for in the attached questionnaire as accurately as possible and to the best of your knowledge. Please do not hesitate to answer all the questions therein. Rest assured that everything you give will be treated highly confidential.

Your kind indulgence is much appreciated.

Thank you and more power.

Very truly yours,

(SGD.) NANCY M. DION  
Researcher

=====

PART I - RESPONDENTS PROFILE

Direction: Please fill-in the needed data on the blanks provided for. For other information, please write them below each item.

1. Name (optional): \_\_\_\_\_
2. Designation: \_\_\_\_\_
3. School/District: \_\_\_\_\_



## PART II - COMPETENCY NEEDS IN TEACHING MUSIC

Direction: Listed below are indicators of competency which your MSEF teachers probably need in teaching Music as one of the components of MSEF. Per observations during classroom visits done assess these indicators in terms of the extent to which they need them using the scales below:

- 5 - Most Needed (MN)
- 4 - Highly Needed (HN)
- 3 - Moderately Needed (MN)
- 2 - Slightly Needed (SN)
- 1 - Not Needed (NN)

Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
I - Knowledge and mastery of the skills and content					
A. The Grandstaff					
1. Identify the pitch names of the lines and spaces of a staff.					
2. Identify and tell the uses of different clefs on the staff.					
3. Recognize the notes on the staff.					
4. Sing the so-fa syllables correctly with each pitch names.					
5. Others, please specify.					
B. Family of Notes and Rests					
1. Identify the symbols and values of different notes and rests.					
2. Precise execution of values of different notes and rests.					
3. Combine execution of notes and rests within a measure or measures.					
4. Others, please specify.					
C. Key Signatures					
1. Meaning of key signature.					
2. Identify and construct the different sharp and flat keys and locate higher and lower "do".					
3. Scale the different key signatures.					

Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
4. Define an octave.					
5. Illustrate an octave in different keys.					
6. Sing both the ascending and descending.					
7. Others, please specify.					
D. Scales					
1. Kinds of scales.					
2. Find the location of the keynote (do) in major keys and (la) in minor keys.					
3. Tell what notes are to be sharpened/flattened on the scale.					
4. Write the so-fa syllables and the pitch names in major and minor keys.					
5. Sing the so-fa syllables in major and minor keys.					
6. Create a simple melody of a song.					
7. Sing the melody correctly.					
8. Others, please specify.					
E. The Commonly Used Musical Symbols and Signs					
1. Identify and tell the uses of musical signs and symbols such as: chromatic signs (sharp, flat, and natural sign), triplet, slur, tie, fermata, accent mark, repeat mark, breath mark, etc., used in simple music scores.					
2. Use musical signs and symbols in a simple melody created.					
3. Others, please specify.					
F. Rhythm and Time Signature					
1. Use the different rhythmic patterns in different time signatures.					
2. Understand the meaning of time signature.					



Competencies Needed	Rating Scale				
	5 (MN)	4 (HN)	3 (MN)	2 (SN)	1 (NN)
3. Execute correctly how to beat the regular common time and the compound time signatures.					
4. Interpret the different rhythms of a given time signature as; 2/2, 2/4, 3/4, 4/4, and 6/8.					
5. Write the correct rhythmic patterns using the different kinds of notes and rests in a given time signature.					
6. Recognize the basic rhythm of the march, polka and the waltz.					
7. Understand syncopation.					
8. Use a broken measure in a song.					
9. Others, please specify.					
G. Melody					
1. Show/Demonstrate expertise in singing, reading and writing music notation in major and minor key.					
2. Sing and read notes in the major keys.					
3. Sing and read notes in the minor keys.					
4. Meaning of transposition.					
5. Sing a melody in a different key signatures.					
6. Sing a melody with the correct pitch.					
7. Others, please specify.					
H. Forms					
1. Value song or music piece according to form.					
2. Recognize the form of a song/music piece, sang or listened to such as: Binary (AB), Ternary (ABC/ABA), and Rondo (ABACA).					
3. Recognize the uses of musical symbols in relation to form such as: Da Capo (D.C.), Al fine, D.C. Al fine, Dal Segno al fine.					



Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
4. Demonstrate ways of changing the mode or theme of a music piece.					
5. Others, please specify.					
I. Timbre					
1. Recognize the different qualities of tone (soprano, alto, tenor, bass).					
2. Discover the contrast of sounds in a musical piece heard or sung.					
3. Identify ethnic instruments.					
4. Recognize through listening the timbre or sounds produced by ethnic instruments such as; woodwinds, brass, and percussion instruments.					
5. Identify musical instruments used for brass bands.					
6. Identify musical instruments used for orchestra.					
7. Others, please specify.					
J. Dynamic					
1. Recognize symbols used for dynamics (pp, ff, p, f, mp, mf, fff, ppp, crescendo, decrescendo).					
2. Follow and interpret the symbols for dynamics while singing and listening.					
3. Interpret dynamics symbols through bodily movements.					
7. Others, please specify.					
K. Tempo					
1. Tell the meaning of tempo.					
2. Identify the different tempos used in simple songs or music scores heard or sung.					
3. Follow and interpret the symbols for tempo like lento, andante, moderato, allegro, presto, vivace,					

Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
largo, accelerando, ritardando, poco accelerando, etc.) while singing and doing different bodily movements.					
4. Others, please specify.					
L. Texture and Harmony					
1. Sing correctly songs with three-part round and four-part rounds.					
2. Sing songs of two voices.					
3. Sing songs of different texture such as:					
a. monophony - one melody					
b. poliphony - more than one melody					
c. homophony - one melody accompanied one musical instrument.					
4. Tell the musical terms used for the chords and triads.					
5. Differentiate triads from chords.					
6. Tell the musical terms used for the chords or triads as I (tonic), IV, (sub-dominant), V (dominant) major or minor keys.					
7. Identify the root note of the chords I, IV and V.					
8. Identify the note consisting the tonic, sub-dominant, and dominant: (major and minor).					
9. Write the notes in its root position, first inversion, and second inversion on the staff.					
10. Use the chords or triads to accompany simple songs in major and minor keys.					
11. Others, please specify.					
II. Utilization of Instructional Materials					
1. Know how to select (or construct), organize and use appropriate					



Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
instructional materials and equipment to facilitate learning activities.					
2. Use the variety of resources and materials such as the following:					
a. pictures of different musical instruments.					
b. charts/flashcards of different musical signs and symbols, rhythmic patterns of different time signatures, and scales of different time signatures, and scales of different key signatures.					
c. Music textbooks and other supplementary books.					
d. film strips.					
e. bulletin boards					
f. recording machines					
g. record player					
h. radio cassette recorder					
i. pitch pipe					
j. piano/keyboard or any musical instruments that could be played (please specify)					
III- Utilization of Instructional Strategies					
1. Use a variety of instructional strategies.					
2. Use convergent and divergent inquiry strategies.					
3. Establish transitions and sequences in instruction which are varied..					
4. Modify instructional activities to accommodate identified learner needs.					
5. Demonstrate ability to work with individuals, small groups, and large groups.					
6. Structure the use of time to facilitate pupil learning.					



Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
7. Provide learning experiences which enable pupils to transfer principles and generalizations to situations outside of school.					
8. Provide assignments/learning opportunities interesting and appropriate to different levels of pupils.					
9. Demonstrate knowledge in the subject area being taught.					
10. Demonstrate self-direction and convey the impression of knowing.					
11. Work effectively as a member of and instructional team.					
12. Use acceptable written and oral expression with learners.					
13. Adjust components of the physical/learning environment over which the teacher has control to facilitate learning.					
14. Demonstrate appropriate strategies for teaching.					
a. Demonstrate techniques that are appropriate to different levels of learning.					
b. Adjust techniques to different learning styles.					
c. Use a variety of techniques methods to teach specific skill or concept such as:					
* Rote singing (entire song method, phrase method, analysis method, ear-and-eye method)					
* Music reading/note reading					
* Ward method					
* Kodally method					
* Others (please specify) _____					
d. Give directions that are clear, concise, and appropriate to the pupil learning level.					

Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
e. Establish two-way communication with pupils and utilizes feedbacks to determine teaching strategies.					
f. Demonstrate a purpose has been determined for the instruction.					
g. Exhibit evidence of effective planning.					
15. Others, please specify.					
IV - Evaluation Methods and Approaches					
1. Gather, organize, and evaluate pertinent information about pupils for effective instruction.					
2. Identify and evaluate learning problems of pupils in content area being taught.					
3. Use criteria and effective procedures for determining pupil achievement of learning objectives					
4. Select /Develop appropriate assessment techniques and instruments for instructional activities such as:					
a. formative tests (criterion-referenced test)					
b. performance achievement test or skill test					
c. performance and behavioral observations					
d. group evaluation activities					
e. homework					
f. notebooks and notetaking					
g. quizzes					
h. others, (please specify)					
5. Collect, quantify, and interpret data from appropriate assessment instruments.					
6. Maintain evaluation records.					
7. Others, (please specify).					



Part III - SUGGESTED SOLUTIONS PREFERRED BY THE ADMINISTRATORS  
RELATIVE TO THE COMPETENCY NEEDS OF MSEP TEACHERS IN  
TEACHING MUSIC

Direction: Below are suggested solutions preferred relative to the competency needs in teaching Music. Please indicate with a check mark the appropriate items corresponding the preferred solutions using the following scales:

- 5 - if suggested solution is Extremely Preferred (EP)
- 4 - if suggested solution is Highly Preferred (HP)
- 3 - if suggested solution is Moderately Preferred (MP)
- 2 - if suggested solution is Slightly Preferred (SP)
- 1 - if suggested solution is Not Preferred (NP)

		Rating Scale				
		5	4	3	2	1
		(EP)	(HP)	(MP)	(SP)	(NP)
Suggested Solutions						
1.	There should be a special music teacher for the intermediate grades at least to attain a more effective music instruction.					
2.	There should be an adequate and ample supply of teaching aids and devices to facilitate teacher's instructions.					
3.	There should be adequate provisions of recorded musical songs or compositions suggested to be used by the teacher to teach a specific skill especially found in the PELC.					
4.	Every school shall own a record player and suitable records for listening.					
5.	Every school shall own at least one or two musical instruments that could be played and used by the teacher during his instruction.					
6.	Every child starting from Grade III shall be able to have a textbook in Music.					
7.	MSEP teachers should have self-confidence and be dedicated to teach Music.					



Suggested Solutions	Rating Scale				
	5	4	3	2	1
	(EP)	(HF)	(MP)	(SP)	(NP)
8. MSEP teachers should be equipped with the needed knowledge and skills in teaching the subject.					
9. MSEP teachers should use a variety of teaching strategies and methods of teaching Music depending on the abilities and skills of the learners.					
10. MSEP teachers should be selective, initiative and resourceful in the utilization of instructional materials and equipment to facilitate learning activities.					
11. Different evaluative methods and approaches should be utilized and carefully planned to assess the strength and weaknesses of the learners, and thereby improve teaching-learning situations.					
12. Local administrators should not overlook Music in their supervision.					
13. In-Service Training in Music Education should be conducted annually before the opening of classes utilizing skilled resource persons in the field so that the contents and skills in Music will be facilitated effectively.					
14. Every division shall have a supervisor of Music who is a major or minor in Music who will supervise teachers in the proper implementation of the Music program in schools.					
15. Teachers should be encouraged to continually upgrade their teaching competencies in Music through in-service trainings or to enroll in post-graduate studies more so in Music.					
16. Music Education should be treated as equally important as the other learning areas in the curriculum.					

Suggested Solutions	Rating Scale				
	5	4	3	2	1
	(EP)	(HP)	(MP)	(SP)	(NP)
17. Competitions of various levels rela-	:	:	:	:	:
tive to Music Education should be	:	:	:	:	:
conducted at least once a year to	:	:	:	:	:
motivate pupils to learn Music.	:	:	:	:	:
18. MSEP should be included or subjected	:	:	:	:	:
to any kind of evaluation in the	:	:	:	:	:
curriculum.	:	:	:	:	:
19. Small group conferences with MSEP	:	:	:	:	:
teachers should be conducted at	:	:	:	:	:
least once a month with the adminis-	:	:	:	:	:
trator requesting the assistance of	:	:	:	:	:
a skilled resource person to discuss	:	:	:	:	:
competency needs' teaching the subject	:	:	:	:	:
20. Others, (please specify)	:	:	:	:	:

Thank you very much !!!!

## APPENDIX F

QUESTIONNAIRE A  
(For Teachers)

Dear Respondents:

For the purpose of improving the quality of our Music Instruction in the Division of Samar, the researcher desires to determine the problems and difficulties existing in our educational system.

You have been selected as a partner then, for the study that she is undertaking entitled, "COMPETENCY NEEDS OF MSEP TEACHERS IN TEACHING MUSIC: BASES FOR AN INTERVENTION PROGRAM".

The data and information that you will provide will help pave the way in attaining quality education. Please fill-in all the blanks provided for in the attached questionnaire as accurately as possible and to the best of your knowledge. Please do not hesitate to answer all the questions therein. Rest assured that everything you give will be treated highly confidential.

Your kind indulgence is much appreciated.

Thank you and more power.

Very truly yours,

(SGD.) NANCY M. DION  
*Researcher*

=====

PART I - RESPONDENTS PROFILE

Direction: Please fill-in the needed data on the blanks provided for. For other informations, please write them below each item.

1. Name (optional): \_\_\_\_\_
2. Age \_\_\_\_\_
3. Sex \_\_\_\_\_
4. School \_\_\_\_\_
5. Civil Status \_\_\_\_\_



6. Educational Background (Check below)
- \_\_\_\_\_ Bachelor's Degree (Non-music or Non-PE major) \_\_\_\_\_ minor
- \_\_\_\_\_ Bachelor's Degree (Music or PE major) \_\_\_\_\_ minor
- \_\_\_\_\_ Bachelor's Degree (with MA units in Music or PE)
- \_\_\_\_\_ Bachelor's Degree (with MA units Non-Music or PE)
- \_\_\_\_\_ Completed Academic Requirements (CAR) in any field of specialization
- \_\_\_\_\_ Completed Academic Requirements (CAR) in Music or PE
- \_\_\_\_\_ Master of Arts (Music/PE major)
- \_\_\_\_\_ Master of Arts (major in any field)
- \_\_\_\_\_ Master of Arts with Ph.D./Ed.D. units
- \_\_\_\_\_ Ph.D./Ed.D.

7.1 Teaching Experience: \_\_\_\_\_

7.2 Teaching Experience in teaching Music: \_\_\_\_\_

1998 1999 2000

8. Performance Rating for the last three years: \_\_\_\_\_

9. In-Service Trainings Attended: (Only those relevant to Music Education)

Title of Training	Sponsoring Agency	Level	Period of Training
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## PART II - COMPETENCY NEEDS IN TEACHING MUSIC

Direction: Listed below are indicators of competency which you probably need in teaching Music as one of the components of MSEP. Please assess these indicators in terms of the extent to which you need them using the scales below:

- |   |   |                   |      |
|---|---|-------------------|------|
| 5 | - | Most Needed       | (MN) |
| 4 | - | Highly Needed     | (HN) |
| 3 | - | Moderately Needed | (MN) |
| 2 | - | Slightly Needed   | (SN) |
| 1 | - | Not Needed        | (NN) |

Rating Scale					
5	4	3	2	1	
(MN)	(HN)	(MN)	(SN)	(NN)	
Competencies Needed					
I - Knowledge and mastery of the skills and content					
A. The Grandstaff					
1. Identify the pitch names of the lines and spaces of a staff.					
2. Identify and tell the uses of different clefs on the staff.					
3. Recognize the notes on the staff.					
4. Sing the so-fa syllables correctly with each pitch names.					
5. Others, please specify.					
B. Family of Notes and Rests					
1. Identify the symbols and values of different notes and rests.					
2. Precise execution of values of different notes and rests.					
3. Combine execution of notes and rests within a measure or measures.					
4. Others, please specify.					
C. Key Signatures					
1. Meaning of key signature.					
2. Identify and construct the different sharp and flat keys and locate higher and lower "do".					
3. Scale the different key signatures.					
4. Define and octave.					
5. Illustrate an octave in a different keys.					
6. Sing both the ascending and descending.					
7. Others, please specify.					
D. Scales					
1. Kinds of scales.					
2. Find the location of the keynote (do) in major keys and (la) in minor keys.					
3. Tell what notes are to be sharpened/flatted on the scale.					



Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
4. Write the so-fa syllables and the pitch names in major and minor keys.					
5. Sing the so-fa syllables in major and minor keys.					
6. Create a simple melody of a song.					
7. Sing the melody correctly.					
8. Others, please specify.					
E. The Commonly Used Musical Symbols and Signs					
1. Identify and tell the uses of musical signs and symbols such as: chromatic signs (sharp, flat, and natural sign), triplet, slur, tie, fermata, accent mark, repeat mark, breath mark, etc., used in simple music scores.					
2. Use musical signs and symbols in a simple melody created.					
3. Others, please specify.					
F. Rhythm and Time Signature					
1. Use the different rhythmic patterns in different time signatures.					
2. Understand the meaning of time signature.					
3. Execute correctly how to beat the: regular common time and the compound time signatures.					
4. Interpret the different rhythm of a given time signature as: 2/2, 2/4, 3/4, 4/4, and 6/8.					
5. Write the correct rhythmic patterns using the different kinds of notes and rests in a given time signature.					
6. Recognize the basic rhythm of the: march, polka and the waltz.					
7. Understand syncopation.					
8. Use a broken measure in a song.					
9. Others, please specify.					



Competencies Needed		Rating Scale				
		5	4	3	2	1
		(MN)	(HN)	(MN)	(SN)	(NN)
G.	Melody					
	1. Show/Demonstrate expertise in singing, reading and writing music notation in major and minor key.					
	2. Sing and read notes in the major keys.					
	3. Sing and read notes in the minor keys.					
	4. Meaning of transposition.					
	5. Sing a melody in a different key signatures.					
	6. Sing a melody with the correct pitch.					
	7. Others, please specify. _____					
H.	Forms					
	1. Value song or music piece according to form.					
	2. Recognize the form of a song/music piece, sung or listened to: such as: Binary (AB), Ternary (ABC/ABA), and Rondo (ABACA).					
	3. Recognize the uses of musical symbols in relation to form such as: Da Capo (D.C.), Al fine, D.C., Al fine, Dal Segno al fine.					
	4. Demonstrate ways of changing the mode or theme of a music piece.					
	5. Others, please specify. _____					
I.	Timber					
	1. Recognize the different quality of tone (soprano, alto, tenors, bass).					
	2. Discover the contrast of sounds in a musical piece heard or sung.					
	3. Identify ethnic instruments.					
	4. Recognize through listening the timber or sounds produces by ethnic instruments such as:					

		Rating Scale				
Competencies Needed		5	4	3	2	1
		(MN)	(HN)	(MN)	(SN)	(NN)
	woodwinds, brass, and percussion instruments.	:	:	:	:	:
5.	Identify musical instruments used for brass bands.	:	:	:	:	:
6.	Identify musical instruments used for orchestra.	:	:	:	:	:
7.	Others, please specify.	:	:	:	:	:
J.	Dynamic	:	:	:	:	:
1.	Recognize symbols used for dynamics (pp, ff, p, f, mp, mf, fff, ppp, crescendo, decrescendo).	:	:	:	:	:
2.	Follow and interpret the symbols for dynamics while singing and listening.	:	:	:	:	:
3.	Interpret dynamics symbols through bodily movements.	:	:	:	:	:
7.	Others, please specify.	:	:	:	:	:
K.	Tempo	:	:	:	:	:
1.	Tell the meaning of tempo.	:	:	:	:	:
2.	Identify the different tempo used in simple songs or music scores heard or sung.	:	:	:	:	:
3.	Follow and interpret the symbols for tempo like lento, andante, moderato, allegro, presto, vivace, largo, accelerando, ritardando, poco accelerando, etc.) while singing and doing different bodily movements.	:	:	:	:	:
4.	Others, please specify.	:	:	:	:	:
L.	Texture and Harmony	:	:	:	:	:
1.	Sing correctly songs with three-part round and four-part rounds.	:	:	:	:	:
2.	Sing songs of two voices.	:	:	:	:	:
3.	Sing songs of different texture such as:	:	:	:	:	:

Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
a. monophony - one melody	:	:	:	:	:
b. poliphony - more than one melody	:	:	:	:	:
c. homophony - one melody accom-	:	:	:	:	:
panied with one musical	:	:	:	:	:
instrument.	:	:	:	:	:
4. Tell the musical terms used for	:	:	:	:	:
the chords and triads.	:	:	:	:	:
5. Differentiate triads from chords.	:	:	:	:	:
6. Tell the musical terms used for	:	:	:	:	:
the chords or triads as I (tonic),	:	:	:	:	:
IV, (sub-dominant), V (dominant)	:	:	:	:	:
major or minor keys.	:	:	:	:	:
7. Identify the root note of the	:	:	:	:	:
chords I, IV and V.	:	:	:	:	:
8. Identify the note consisting the	:	:	:	:	:
tonic, sub-dominant, and dominant	:	:	:	:	:
(major and minor).	:	:	:	:	:
9. Write the notes in its root posi-	:	:	:	:	:
tion, first inversion, and second	:	:	:	:	:
inversion on the staff.	:	:	:	:	:
10. Use the chords or triads to accom-	:	:	:	:	:
pany simple songs in major and	:	:	:	:	:
minor keys.	:	:	:	:	:
11. Others, please specify.	:	:	:	:	:
II. Utilization of Instructional	:	:	:	:	:
Materials	:	:	:	:	:
1. Knows how to select (or construct),	:	:	:	:	:
organize and use appropriate	:	:	:	:	:
instructional materials and	:	:	:	:	:
equipment to facilitate learning	:	:	:	:	:
activities.	:	:	:	:	:
2. Uses the variety of resources and	:	:	:	:	:
materials such as the following:	:	:	:	:	:
a. pictures of different musical	:	:	:	:	:
instruments.	:	:	:	:	:
b. charts/flashcards of different	:	:	:	:	:
musical signs and symbols,	:	:	:	:	:
rhythmic patterns of different	:	:	:	:	:
time signatures, and scales of	:	:	:	:	:
different time signatures, and	:	:	:	:	:
scales of different key signatures.	:	:	:	:	:



Competencies Needed	Rating Scale				
	5 (MN)	4 (HN)	3 (MN)	2 (SN)	1 (NN)
c. Music textbooks and other supplementary books.					
d. film strips.					
e. bulletin boards					
f. recording machines					
g. record player					
h. radio cassette recorder					
i. pitch pipe					
j. piano/keyboard or any musical instruments that could be played (please specify)					
III- Utilization of Instructional Strategies					
1. Uses a variety of instructional strategies.					
2. Uses convergent and divergent inquiry strategies.					
3. Establishes transitions and sequences in instruction which are varied..					
4. Modifies instructional activities to accommodate identified learner needs.					
5. Demonstrate ability to work with individuals, small groups, and large groups.					
6. Structures the use of time to facilitate pupil learning.					
7. Provides learning experiences which enable pupils to transfer principles and generalizations to situations outside of school.					
8. Provides assignments/learning opportunities interesting and appropriate to different levels of pupils.					
9. Demonstrates knowledge in the subject area being taught.					
10. Demonstrates self-direction and conveys the impression of knowing:					
11. Works effectively as a member of					

Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
and instructional team.					
12. Uses acceptable written and oral expression with learners.					
13. Adjust components of the physical/learning environment over which the teacher has control to facilitate learning.					
14. Demonstrate appropriate strategies for teaching.					
a. Demonstrates techniques that are appropriate to different levels of learning.					
b. Adjust techniques to different learning styles.					
c. Uses a variety of techniques methods to teach specific skill or concept such as:					
* Rote singing (entire song method, phrase method, analysis method, ear-and-eye method)					
* Music reading/note reading					
* Ward method					
* Kodally method					
* Others (please specify) _____					
d. Gives directions that are clear, concise, and appropriate to the pupil learning level.					
e. Establishes two-way communication with pupils and utilizes feedbacks to determine teaching strategies.					
f. Demonstrates a purpose has been determined for the instruction.					
g. Exhibits evidence or effective planning.					
15. Others, please specify. _____					
IV - Evaluation Methods and Approaches					
1. Gathers, organizes, and evaluates pertinent information about pupils for effective instruction.					



Competencies Needed	Rating Scale				
	5	4	3	2	1
	(MN)	(HN)	(MN)	(SN)	(NN)
2. Identifies and evaluates learning problems of pupils in content area being taught.					
3. Uses criteria and effective procedures for determining pupil achievement of learning objectives					
4. Selects/Develops appropriate assessment techniques and instruments for instructional activities such as:					
a. formative tests (criterion-referenced test)					
b. performance achievement test or skill test					
c. performance and behavioral observations					
d. group evaluation activities					
e. homework					
f. notebooks and notetaking					
g. quizzes					
h. others, (please specify)					
5. Collects, quantifies, and interprets data from appropriate assessment instruments.					
6. Maintains evaluation records.					
7. Others, (please specify).					

**Part III - Suggested Solutions Preferred by the MSEF teachers  
Relative to the Competency Needs in Teaching Music.**

**Direction:** Below are suggested solutions preferred relative to the competency needs in teaching Music. Please indicate with a check mark the appropriate items corresponding the preferred solutions using the following scales:

- 5 - if suggested solution is Extremely Preferred (EP)
- 4 - if suggested solution is Highly Preferred (HP)
- 3 - if suggested solution is Moderately Preferred (MP)
- 2 - if suggested solution is Slightly Preferred (SP)
- 1 - if suggested solution is Not Preferred (NF)



		Rating Scale				
Suggested Solutions		5	4	3	2	1
		(EP)	(HP)	(MP)	(SP)	(NP)
1.	There should be a special music teacher for the intermediate grades at least to attain a more effective music instruction.					
2.	There should be an adequate and ample supply of teaching aids and devices to facilitate teacher's instructions.					
3.	There should be an adequate provisions of a recorded musical songs or compositions suggested to be used by the teacher to teach a specific skill especially found in the PELC.					
4.	Every school shall own a record player and suitable records for listening.					
5.	Every school shall own at least one or two musical instruments that could be played and used by the teacher during his instruction.					
6.	Every child starting from Grade III shall be able to have a textbook in Music.					
7.	MSEP teachers should have self-confidence and is dedicated to teach Music.					
8.	MSEP teachers should be equipped with the needed knowledge and skills in teaching the subject.					
9.	MSEP teachers should use a variety of teaching strategies and methods of teaching Music depending on the abilities and skills of the learners.					
10.	MSEP teachers should be selective, initiative and resourceful in the utilization of instructional materials and equipments to facilitate learning activities.					
11.	Different evaluative methods and approaches should be utilized and carefully planned to assess the strength and weaknesses of the learners, and thereby improve teaching-learning situations.					

Suggested Solutions	Rating Scale				
	5	4	3	2	1
	(EP)	(HP)	(MP)	(SP)	(NP)
12. Local administrators should not overlook Music in his supervision.					
13. In-Service T be an adequate and ample supply of trainings in Music Education should be conducted annually before the opening of classes utilizing skilled resource persons in the field so that the contents and skills in Music will be facilitated effectively.					
14. Every division shall have a supervisor of Music who is a major or minor in Music who will supervise teachers the proper implementation of the Music program in schools.					
15. Teachers should be encouraged to continually upgrade their teaching competencies in Music through in-service trainings or to enroll post-graduate studies more so in Music.					
16. Music Education should be treated as equally important as the other learning areas in the curriculum.					
17. Competitions of various levels relative to Music Education should be conducted at least once a year to motivate pupils to learn Music.					
18. MSEP should be included or subjected to any kind of evaluation in the curriculum.					
19. Small group conferences with MSEP teachers should be conducted at least once a month with the administrator requesting the assistance of a skilled resource persons to discuss competency needs in teaching the subject					
20. Others, (please specify)					

Thank you very much !!!!



## CURRICULUM VITAE



## CURRICULUM VITAE

NAME : NANCY MENDOZA DION

ADDRESS : 1028 Purok 7, Brgy. Mercedes  
Catbalogan, Samar

DATE OF BIRTH : October 29, 1962

PLACE OF BIRTH : Catbalogan, Samar

PRESENT POSITION : Head Teacher III

STATION : Pupua Elementary School  
Catbalogan IV District

CIVIL STATUS : Married

## EDUCATIONAL BACKGROUND

Elementary . . . . . Catbalogan II Central Elementary  
School  
Catbalogan, Samar  
1970-1976

Secondary . . . . . Samar School of Arts and Trades  
Catbalogan, Samar  
1976-1980

College . . . . . Samar State Polytechnic College  
Catbalogan, Samar  
1980-1985

Graduate Studies . . . . . Samar State Polytechnic College  
Catbalogan, Samar  
1996 to present

Curriculum Pursued . . . . . Master of Arts in Physical Educ.

Major . . . . . Physical Education

## CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers (PBET),  
October 26, 1986, - 74.50%

## HONORS AND AWARDS RECEIVED

First Honors . . . . .	Grade I - VI Catbalogan I Central and Catbalogan II Central School Catbalogan, Samar
District Certificate . . of Recognition	Trainor/Facilitator/Demo Teacher District Training in MSEP Catbalogan IV Central Elem. School September 12-14, 1996
District Certificate... of Recognition	District Trainor District Training of Teachers in Physical Education for Grade V and VI
District Certificate.... of Recognition	Chairman District Timpalakan '98 Catb. IV Central Elem. School
Division Certificate . . of Recognition	Discussant/Facilitator Division Seminar-Workshop in MSEP BSP Conference Hall, Catbalogan, Samar August 12-16, 1996
Division Certificate .. of Recognition . . . .	Division Training of District Trainers in P.E. for Grade V & VI Catb. II Central Elem. School Catbalogan, Samar September 11-13, 1997
Division Certificate of Recognition	Discussant/Facilitator Division Seminar-Workshop in Music Education August 18-19, 2001
Division Certificate of Recognition	Learning Area Discussant (MSEP) Division Special BEC Training June 10-15, 2002 Catbalogan, Samar

### IN-SERVICE TRAININGS/SEMINARS AND WORKSHOPS

- National Training of Science Teachers on the Use of Instructional Materials on Natural Hazards for Elementary Schools, January 10-12, 1995, DECS RELC, Candahug, Palo, Leyte.
- 1996 National Folk Dance Workshop, May 27 - June 2, 1996, CCP, Tanghalang Francisco Balagtas, Folk Arts Theater, Manila.
- 1997 National Folk Dance Workshop, May 20-25, 1997, CCP, Tanghalang Francisco Balagtas, Folk Arts Theater, Manila.
- 1996 Folk Dance Workshop and Dance Congress, October 5-7, 1996, Dulag National High School, Dulag, Leyte.
- Creative Dance Seminar-Workshop, March 5-8, 1997, HRDC Gymnasium, Tacloban City.
- Regional Training-Workshop in Archery and Gymnastics for DECS Coaches and Trainers, January 8-10, 1997, Ormoc City High School, Ormoc City.
- Regional Seminar-Workshop on the Division, District PESS MESS (EMIS) Data Bank, September 28-30, 1992, Catbalogan I Central Elementary School, Catbalogan, Samar.
- 1st Division Echo Folk Dance Workshop, April 8-12, 1996, Samar Provincial Auditorium, Catbalogan, Samar
- Division Training of District Trainers in P.E. for Grade V and VI, September 11-13, 1997, Catbalogan II Central Elementary School, Catbalogan, Samar
- Division Clinic on Dance and Songs, October 17-18, 1996, Catbalogan, Samar
- DFA - Seminar-Workshop, September 3-5, 1992, GSP Samar Council, Catbalogan, Samar
- Division Seminar-Workshop in Special Education for the Gifted/Fast Learner and the Mentally Retarded/Slow Learner, July 16-17, 1994, Catbalogan I Central Elementary School, Catbalogan, Samar



District-Based Division Mass Training for All Teachers in English, Science and Math, September 16-21, 1996, Catbalogan IV Central School, Catbalogan, Samar

District Training Program (DTP) in Elementary School Mathematics, August 15-16, 1995, Catbalogan IV Central Elementary School, Catbalogan, Samar.

## LIST OF TABLES

TABLES	PAGE
1     Age and Sex Profile of the Intermediate MSEP Teachers in the Four Districts of Catbalogan, Division of Samar . . . . .	68
2     Civil Status Profile of the Intermediate MSEP Teachers in the Four Districts of Catbalogan, Division of Samar . . . . .	70
3     Profile of Educational Background of the Intermediate MSEP Teachers in the Four Districts of Catbalogan, Division of Samar . . . . .	71
4     Teaching Experience Profile of the Inter- mediate MSEP Teachers in the Four Districts of Catbalogan, Division of Samar . . . . .	72
5     Profile on the Performance Rating for the Last Three Years of the Interme- diate MSEP Teachers of the Four District of Catbalogan, Division of Samar . . . . .	74
6     Profile on In-Service Trainings Attended Relevant to Music Education of the Intermediate MSEP Teachers in the Four Districts of Catbalogan, Division of Samar . . . . .	75
7     Competency Needs of Teachers in Teaching MSEP as Perceived by the Teachers Themselves Along Mastery of Subject Matter and Content . . . . .	77
8     Competency Needs of Teachers in Teaching MSEP as Perceived by the Administrators Along Mastery of Subject Matter and Content . . . . .	81
9     Difficulties Encountered by Teachers in Teaching MSEP as Perceived by the Teachers Themselves Along Utilization of Instructional Materials. . . . .	85



**List of Tables**  
(Cont'd.)

TABLES	PAGE
10 Competency Needs of Teachers in Teaching MSEP as Perceived by the Administrators Along Utilization of Instructional Materials. . . . .	87
11 Competency Needs of Teachers in Teaching MSEP as Perceived by the Teachers Along Instructional Materials. . . . .	89
12 Competency Needs of Teachers in Teaching MSEP as Perceived by the Administrators Along Instructional Materials. .	91
13 Competency Needs of Teachers in Teaching MSEP as Perceived by the Teachers Themselves Along Evaluation Methods and Approaches . . . . .	93
14 Competency Needs of Teachers in Teaching MSEP as Perceived by the Administrators Along Evaluation Methods and Approaches . . . . .	95
15 Summary of the Perceptions of the Teachers and Administrators on the Difficulties Encountered by the MSEP Teachers in Teaching MSEP Along Mastery of the Subject Matter & Content. . . . .	98
16 Summary of the Perceptions of the Teachers and Administrators on the Difficulties Encountered by the MSEP Teachers in Teaching MSEP Along Utilization of Instructional Materials. . . . .	103
17 Summary of the Perceptions of the Teachers and Administrators on the Difficulties Encountered by the MSEP Teachers in Teaching MSEP Along Instructional Materials . . . . .	105



List of Tables  
(Cont'd.)

TABLES	PAGE
18    Summary of the Perceptions of the Teachers and Administrators on the Difficulties Encountered by the MSEP Teachers in Teaching MSEP Along Evaluation Methods and Procedures . . . . .	109
19    Relationship and Test of Significance Between the Competency Needs of the MSEP Teachers and the Different Variates Considered. . . . .	113
20    Solutions Suggested by MSEP Teachers Relative to the Difficulties They Have Wncountered in Teaching MSEP . . . . .	122
21    Solutions Suggested by Administrators Relative to the Difficulties They Have Encountered in Teaching MSEP . . . . .	126

## LIST OF FIGURES

FIGURE		PAGE
1	Schema of the Conceptual Framework . . . . .	16
2	Map of Catbalogan showing the four Districts of Catbalogan . . . . .	20