REFLECTIONS OF THE PRE-SERVICE MAPEH STUDENTS IN TEACHING MUSIC EDUCATION

by

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Abstract
Teaching in a real classroom has been the most crucial phase and most difficult for many education students. The study aims to find out the reflections of pre-service MAPEH student in teaching Music Education in selected 4th year pre-service MAPEH student enrolled in practice teaching last second semester in the year 2016-2017. The researchers interviewed ten (10) participants based on the selection criteria in Leyte Normal University. The results revealed that pre-service MAPEH student found it difficult to select the appropriate teaching strategies, method, approaches, and technique to use in dealing with the students also on the mastery and the execution of the lesson as well on the classroom management. Despite all the challenges met by the pre-service MAPEH students they still enjoyed in their teaching field.

Keywords: music education, pre-service teachers, practice teaching, phenomenology, qualitative research.

Introduction
Student teaching is one of the most crucial in a teacher education program. It is considered as the culminating stage in which student teachers put into practice the learning competencies that they have acquired. It gives them opportunities to synthesize everything that they learned about planning instruction, selecting instructional materials, creating appropriate activities, classroom management and establishing a harmonious relationship between home and the school.

Teachers have a significant role towards the realization of our educational goals (Gil, 2016). Educate learners, is the primary and foremost concern of all teachers, by providing them quality educational experience. Students need to be guided by teachers who will dispense them knowledge and opportunities to become valuable assets of the nation towards its economic development which serves as goals of education in our country. Thus, classroom discussion has become one of the most important avenues for preparing quality human capital.
It is the engagement into the real world of school that prepares the student in making the transition from beginner to professional (Wagenaar, 2006). In support of this view, a survey of new teachers suggests that student teaching is the essential part of their teacher training experience (Greenberg, Pomerance, & Walsh, 2011). Hence, those experiences will help build teachers of youths with quality.

One specialization being specialized in the degree of Secondary Education is Music, Arts, Physical Education and Health (MAPEH). Taking up this discipline is not the easy because of the many aspects it covers. In this field, the teacher must be flexible in teaching the focus (4) areas. Considering the vastness, it is expected that a Pre-service MAPEH teacher shall be familiar with the teaching approaches, methods, strategies, techniques, as well as the content of every lesson.

Specifically, this study focuses on the lived experiences of the Pre-Service Teachers in Teaching Music Education is hoped to produce facts and real-life experiences. This study is hoped to produce facts and real-life experiences of the Pre-service MAPEH students in Teaching Music Education* that is beneficial to the teaching-learning process.

**Methodology**

**Research Design**

Phenomenological method was used in this research study. A phenomenological study examines the human experiences through the description provided by the people involved. According to (Donald, 1989), the goal of phenomenological studies is to describe the meaning that experiences hold for each subject. This approach is used since the rationale of this study is to figure out the pre-service MAPEH students and their lived experiences. The researchers give meaning to those with the end-goal of resonating the experiences and difficulties of the pre-service teachers to the persons in authority, so it gives remedy to these difficulties. This study involved the utilization of qualitative research method.

Both interviews and focus group discussions (FGD) were conducted at Leyte Normal University, Tacloban City where the participants are currently in their pre-service teaching. LNU is a center of development institution in Leyte with a high rate of education student enrollees. This school offered different major/specialization under education courses including MAPEH as specialization which is the field focus of this study.

There are ten participants in this study who are fourth-year MAPEH majors at Leyte Normal University. The respondents were enrolled in practice teaching in this 2nd semester of the school year 2016-2017.

**Data Gathering Procedure and Analysis**

In data gathering, the researchers made use of one-on-one semi-structured interview and collectively, the researchers. The
semi-structured interview as a tool for our descriptive research aims to gather the different answers or respondents' reflections regarding their difficulty in teaching Music.

Interviews data were analyzed by the researchers using a modified Krunger & David’s (1998) “content analysis continuum model,” allowing the respondents to be grouped to highlight the key categories. Each transcript is systematically analyzed to uncover words and concepts which are mention within each group and across groups (David & Krueger, 1998). All interview questions are listed, and the answers provided by participants are recorded, tallied and grouped. This allowed for emergence of the dominant categories within which the data are organized. Each category is examined alongside the next to delete repetition and ensure that all salient aspects of the discussions are captured. Quotes from pre-service teachers were included as illustrative examples of each category extracted (Fine, Weis, Weseen, & Wong, 2000).

Results & Discussion

Based on the interview, the following were the challenges met by the pre-service MAPEH students in teaching Music relative to their experience during their pre-service teaching.

**Theme 1: Challenges Met by the Pre-Service Teachers**

**Appropriate Teaching Methods**

The appropriate method of teaching is one of the challenges that the MAPEH pre-service herd. They realized that the appropriate method of teaching should include students learning outcomes, performance indicators, teaching strategies, and the assessment plan. The following are the codes extracted from the interview.

- Inadequate knowledge
- Mastery of the Content
- Suitability to the kind of learners
- Congruency to the learner's objective

Schools are now moving towards a more learner-centered approach to learning. The reason for this is that the teacher-centered approach characterized by transmission of information is sadly insufficient to equip students with the above skills. In fact, many studies show that the teacher-centered approach only promotes misconceptions and inert knowledge (Schank, Berman, & Macpherson, 1999); (Bruer, 1994)), a form of knowledge that can be recalled when prompted but cannot be applied in practical situations (Cognition and Technology Group at Vanderbilt [CTGV], 1992). On the other hand, the learner-centered approach, building on students. Current knowledge and abilities (Lambert & McCombs, 1998), enhances the development of higher-order skills such as critical thinking and problem-solving (Gravoso, Pasa, Labra, & Mori, 2008). In fact, teaching is never challenging than it is today. Such challenge can be attributed to the fact that students entering schools or colleges come with such widely
diverse backgrounds, capabilities and interest' that meeting their needs and finding appropriate learning activities require a great deal of care and skills. Scaffolding instruction using instructing students on the strategies to use while learning with content area texts facilitates text comprehension (Vacca & Vacca, 1999). However, teacher beliefs and contextual factors mediate teachers’ adoption and implementation of comprehension instruction in content classrooms.

Teaching is very crucial, so the teacher needs to develop many skills to ensure teaching-learning process successful with the use of appropriate teaching method. This is one of the most important works to do as a pre-service teacher.

Availability of Resource Materials

Productivity and the environment, improving resources productivity and ensuring a sustainable resource-materials building on the principles of 3R’s (Reuse, Reduce and Recycle) is a central element of green growth policy. Practice teachers should know how to use the available materials in the field. The statement below pertains to the pre-service teachers’ experiences as they utilized available resources in their respective areas. Listed below are the following codes extracted from the interview.

- Limited instructional materials
- Lack of learning classroom equipment
- Slow internet connection

Morgan and Grube (1991) specified that a number of researchers and teachers of literature have veered away from the traditional text-centered fashion and have supported an essentially reader-based technique. Murfin and Ray (1998) noted that the students in reader-response based classrooms become active learners, and they read more and make richer personal connections with texts than those that are oriented in traditional methods.

Elliot and Church (1997) describes the teaching of literature at present as competing with the “world of instant communication and virtual reality for students’ interest in creating meaning, some of which represent the unfathomable worlds of pre-TV, pre-wireless, even pre-printing press experiences.”

Students, now, are aware of having computers, laptop, and projected slides and have an internet connection. However, there are places nowadays, have no electricity, lack of equipment and the other pre-service teachers have no electrical gadgets to use, so some of them use traditional instructional materials but not all the time there is available material.

Theme 2: Students Involvement and Participation

The student should be involved and participate in the classroom because the 21st-century learner is the center of education. This statement below presents the statement of the practice teachers with regards to the involvement and participating the
learners in classroom discussion. Listed below are the code presented from their responses during the interview which is related to the theme: Involvement and Participation.

- Lack of classroom management
- Poor students' interest in the topic
- Unfamiliar lessons
- Misbehavior of the learners

The art of teaching and educating children and the young people is inspiring because of its complicated and constant challenges that provide a venue for personal growth. Due to these significant diversities, classrooms, therefore, can be organized or disorganized. Students may be motivated or unmotivated to learn and do their share of the teaching and the learning process. Moreover, they may be proactive and engage in classroom activities or sometimes are only reactive and passive (Guangco, 2008).

Effective classroom management is the primary concern and pre-requisite to successful classroom teaching. At the same time, it is also considered as the most fundamental and challenging task the teacher performs (Cowie & Cooper, 2017). Classroom management is one aspect of teaching that is very scary on the part of many educators. In fact, entering a classroom full of many faces is a pretty scary experience. Once the bell rings, the teacher may start to panic no matter how prepared he/she is. However, as soon as one builds an effective classroom environment and acquires a style in classroom management that is functional or that works, a teacher begins to feel a bit comfortable.

In choosing the most appropriate classroom management style, a teacher must see to it that such style must aid him/her in getting the tasks of teaching, marking, and assessment is done excellently. Fiddler and Atton (2003) pointed out that teachers must perform satisfactorily to become effective in carrying out their tasks especially in teaching. This implies that a teacher should not be only concerned with his or her style in classroom management. Patricia Hackett and Carolyn Lindeman (1997) believes that children learn by doing and learning is more effective when the concept is experienced through several modes: aural, motor, visual, tactile, and verbal. If the teachers have no classroom management, he or she will cram regarding the attitude of the students around him or her. Nor, prepared in the lesson, his or her students will never listen to the discussion.

**Theme 3: Coping Mechanisms**

Coping mechanisms refer to the strategies often used to overcome stress or trauma as well as to manage difficulty and painful emotions. It can help people in adjusting to stressful events while maintaining their emotional well-being. To deal with the challenges met by pre-service MAPEH students, they have used several
coping mechanisms to overcome it, to wit:

**Researching and Rereading of the Content for Mastery**

- Browsing internet sites
- Using more reference materials
- Seeking suggestions from experts in the field

References can orient users to basic information, to experts in a particular discipline, and to the specialized vocabulary used in particular disciplines. Reference works are rarely cited in the academic literature. Reference materials contain reputable background and quick information on specific topics and are rarely read front to back.

**Utilizing Varied Active Learning Strategies**

- Using games
- Showing multimedia presentations

Kalmar (1982) studied the effects of singing and musical group play twice weekly for three years on preschool children of 3–4 years of age and found that these children scored higher than controls on creativity, had higher levels of abstraction, and showed higher creativity in the improvised puppet play. They also demonstrated better motor development. High-school and university music students scored higher on tests of creativity than non-music majors, this being particularly marked in those with more than ten years of music education (Kokotsaki & Hallam, 2011).

A further study compared music students with those whose experiences included theatrical and visual arts. The music students exhibited greater creativity than controls, but no effects were found for the visual arts. The higher the number of units of music classes the higher the creativity (Kokotsaki & Hallam, 2011). Other major national reports on the arts have emphasized their importance in developing a range of transferable skills including those related to creativity and critical thinking (Davies, et al., 2013). The development of creative skills is likely to be particularly dependent on the type of musical engagement. This is supported by recent work by Koutsoupidou and Hargreaves (Koutsoupidou & Hargreaves, 2009). They studied 6-year-olds, comparing those who had opportunities for musical improvisation with those where music lessons were didactic. Performance on Webster’s measures of Creative Thinking in Music assessed change in extensiveness, flexibility, originality, and syntax. The improvisation activities significantly supported the development of creative thinking as opposed to the didactic teaching. To enhance general creativity, music lessons themselves need to be based on creative activities.

**Improvising Available Materials**

- Providing hand-outs
- Presenting pictures or drawings
• Making IM’s closely-related to the lesson

Instructional decisions are reflected in lesson plans and classroom practices. To understand these instructional decisions entails an understanding of the teacher’s choices, and the rationales behind those choices — for they represent the beliefs the teacher holds (Ibañez & Ocampo, 2010).

This power of visuals has been used by scientists from the representational anatomical works of Leonardo da Vinci to the theoretical phylogenetic work of Charles Darwin. In this essay, we encourage biology instructors of students ages K–16 and beyond to explicitly train students not only to interpret visual information in textbooks, journal articles, slide presentations, websites, and classroom whiteboards but also to create drawings, for two reasons: 1) drawing is a powerful tool for thinking and communicating, regardless of the discipline; and 2) drawing is a process skill that is integral to the practice of science, used in the generation of hypotheses, the design of experiments, the visualization and interpretation of data, and the communication of results.

**Conclusion**

Based on the gathered data, the researchers conclude that as pre-service MAPEH students found it truly difficult to handle students for one has to be fully-ready to the front in front and deliver a lesson. The researchers found out that the appropriate methodology, instructional materials, and the approach play a vital role in effective teaching.

With the use of this research, this serves as a guide for the upcoming fourth year MAPEH students in teaching in the subject matter. This will further give them the idea of what are the problems that they may encounter in the future and think as early as today the alternative solutions.

**References**


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