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TITLE: Background, Skills and Practices of Primary grade Teachers of Vintar District, Ilocos Norte in Teaching Music.
Year: 1976
Acc. No.: 660049
Abstract: This study attempts to look into the background, skills and practices of primary music teachers in a district in the division of Ilocos Norte. It seeks the answer to the following specific questions.

1. How do the teachers who teach Primary Grades Music in Vintar District stand as to:
   (a) Academic units in Music earned.
   (b) Years of experience in teaching Music.
   (c) Music conferences attended.
   (d) Membership to Music Associations.
   (e) Musical Instrument one can play on.
2. What attitudes and interest do these teachers have toward Music teaching?
3. What skills do they possess which are needed in handling lessons in:
   (a) Singing
   (b) Listening
   (c) Playing musical instrument
   (d) Rhythmic activities
   (e) Creative work
4. What practices do they have in Music teaching?
5. What methods, books, music guides, and devices do they use?

Method Used:
The descriptive-survey method was vitalized which included the description, recording, analysis and interpretation of this study. The survey served evidence concerning the current condition when composed and how the next step was planned. It is likewise concerned with the conditions or relationships that existed, practices with the conditions or relationships that existed, practices that prevailed, point of view or attitudes that were held. The questionnaire was used to gather most of the pertinent data of the study. Another technique used in this
study was the observation checklist. The interview was conducted just after observing a teacher in actual teaching.

Findings

1. All of the teacher teaching Primary Grade Music in Vintar District met the academic units in Music required of them.
   (a) Majority of them have earned six units in Music, some of them earned more than six and only a few earned units below six. Nobody did not have units in Music.
   (b) Their length of experience in teaching music ranges from one year to twenty years or more.
   (c) All the teachers have attended In-Service Education in the District Level and some in the School Level.
   (d) They are music lover, the fact that some are members of some musical associations like the Rondalla, Glee Club and Church Choir.
   (e) Some of the Primary music teachers can play on some musical instruments like the ukulele, guitar, harmonica, violin, and a few could play on the piano.

2. The teachers manifested confidence in teaching through proper motivations and working composure and possessed pleasant singing voices for the pupils to listen and imitate. They enjoyed the teaching and working with their pupils, encouraged all of them to participate in singing, and selected appropriate songs for the grade. The aims of their lessons were formulated in terms of behavioral objectives.

3. The teachers in the primary grades who are teaching music passed the five music skills in handling their lessons like, the Singing Phase, Rhythmic Activity Phase, Listening Phase, Instrumental Playing Phase, and Creative Phase.

4. The primary music teacher exercised good practices in teaching music.
   (a) Mastered their subject matter before teaching.
   (b) Taught with pleasant attitudes.
   (c) Prepared their lessons carefully and cleared difficulties in tone, time and theory.
   (d) Served as a model for expressive singing.
   (e) Provided opportunities for the development of the naturally gifted children in Music.
   (f) Appreciated and encouraged the children in their creative tendencies.
   (g) Developed good singing habits through exercises in vocalization.
   (h) Encouraged them to play musical instruments.
   (i) Used pitch pipes and for more effective teachings.

5. For better results and for more effective teaching, the teachers used different methods, many kinds of books and music guides and a variety of teaching devices as their
means in achieving their ends but did not mean that they used the path of lease resistance.

Conclusions

Generally the primary music teachers earned the prescribed requirements for teaching music. Some of them earned more than six units. Their length of experience in teaching music ranges from one year to twenty years but they are still insufficient and inadequate in their ability to teach the subject. The following inadequate are evident:

1. Inadequate in-service education, workshops, conferences and demonstration teaching in Music.
2. Lack of experience in playing the musical instrument and indifferent to join musical associations.
3. Writing practice to start a song without using a pitch pipe and letting pupils to give the motive of the song.
4. Lack of intellectual appreciation and understanding of musical elements, refine musical taste, and expensive interpretations.
5. Lack of instrumental ability and training.
6. Lack of skills in creative activities, composition writing, transposition and modulation.
7. Lack of teaching preparation in devices and theory and not clearing difficulties in tone, time and theory.
8. Lack of orientation in the modern methods, approaches and practices in music education.
10. Limited opportunities for pupil-participation in programs and musical festivals.
11. No incentive of teachers to organize rondallas, glee clubs, and rhythm bands.

Recommendations

The following recommendations are hereby enumerated:

1. To solve the inadequacy of music conferences attended, in-service education, workshops, conferences and demonstrations, teaching should be held in the division, teachers should make their own song repertoires on experienced carts.
2. All pupils should participate in music festivals, vocal and instrumental, should be held together with field demonstrations in folk dancing and rhythmic exercises at least a year.
3. Schools administrators and teachers should organize rondallas, rhythm bands, and glee clubs.
Above all, music teachers should know at least how to sing a little read and write music notation and should be familiar with the pointers in music teaching.