

Feasibility of Offering Bachelor of Music in Music Education in Leyte Normal University

Jay P. Mabini¹, Marisol C. Abanilla², Nick John Q. Macapaz³

¹Leyte Normal University, P. Paterno St., Tacloban City, 6500, Philippines
jay.mabini@lnu.edu.ph

²Leyte Normal University, P. Paterno St., Tacloban City, 6500, Philippines
marisol.abanilla@lnu.edu.ph

³Leyte Normal University, P. Paterno St., Tacloban City, 6500, Philippines
nickj.macapaz@lnu.edu.ph

Abstract

This is a mixed-method study to see if the offering of Bachelor of Music in Music Education is feasible to be offered in Leyte Normal University. It was revealed that the program's availability is critical, and that there would be a sufficient number of enrollees. The initiative will also assist other aspects of society, such as the government, the community, and students. Enrollment, instructors, competitiveness, and infrastructure all contribute to the program's long-term sustainability. It also conforms to the university's vision and objective, as well as the relevant legal basis. Faculty standards are met, although there is a need to hire one more faculty with a master's degree in music education or a specialized equivalent. Due to the university's existing teacher-education programs, the laboratories, and physical facilities essential for the program's delivery are already available. As a result, it is determined that offering a Bachelor of Music in Music Education is feasible. It is suggested that Leyte Normal University develop a Bachelor of Music in Music Education degree curriculum that can be given in the university with the approval of the Commission on Higher Education.

Key Words: Feasibility study; Bachelor of Music in Music Education; Leyte Normal University

1. Introduction

"Music is for everyone," according to Zoltan Kodaly, a music educator and philosopher. It should be taught in all classrooms as such, it is on this basis that generalist instructors are responsible for the delivery of music education in a large number of nations around the world. However, Holden and Button's (2006) study reveals that the majority of instructors lack confidence when it comes to teaching music in comparison to other disciplines, owing to the fact that teaching music is fairly difficult. A music instructor must be able to model and demonstrate both singing and musical instrument use to students. Thus, a successful music instructor must be capable of "informance"—performing while concurrently instructing students (Moralista, 2016). Numerous studies indicate that generalist instructors believe they are incapable of teaching music; as a result, the majority of teachers discontinue teaching music, depriving students of the excitement and advantages of a musical classroom experience. Teachers who have not had formal music education—or organized instruction to learn the components of music—will teach music based on their personal experiences, such as singing in a chorus or conducting private studies in a studio (Wiggins & Wiggins, 2008). This will neither instill sufficient confidence in a teacher's ability to teach music, nor will it provide a suitable base for efficiently teaching music. In actuality, music education is frequently overlooked or given a lower priority in educational programs. Other countries, such as the United States of America, have taken initiatives to elevate the importance of music education. The significance of music education in America, for example, is demonstrated by the fact that all colleges and universities provide music programs to their students (Boehmer, 2021). Finland and the United States have implemented music education policies that emphasize the importance of music and its contribution to students' educational development. It is critical, therefore, that music education be carefully considered for inclusion in all educational curriculum. According to published studies and expert testimony, music is extremely beneficial to people in four primary categories: social success, academic achievement, intellect development, and life success (Petress, 2005).

In the Philippines, music education has been reintroduced into the K–12 curriculum. It receives additional teaching time and is introduced in the early grades (Jorgensen, 2008). Without a doubt, this demonstrates that

music must be prioritized as a key topic in the formative years (Mabini, 2021). Thus, the music education program envisioned by the K–12 music curriculum is essentially student-centered, performance-based, and spiral progression-based (Orale & Sarmiento, 2016). This is demonstrated by the presence of three critical stages of standards in the K12 music curriculum: the lower primary level (Kindergarten to Grade 3) emphasizes music and movement through listening, observing, creating, and performing; the upper primary level (Grades 4 to 6) emphasizes the formal introduction of basic music theory; and finally, the junior high level (Grades 7 to 10) emphasizes historical and regional musical connections (Conde-Abanilla, 2021). However, in senior high school, the Arts and Design track is still in its infancy (Gestiada, et.al., 2017), aiming to give students with an aesthetic component of learning that will prepare them for further arts education (Jacinto, 2019). This new music curriculum for grades K to 12 is believed to be excellent, but only if it is implemented by music specialists (Colwell, 2008).

The MAPEH & Humanities Unit of Leyte Normal University (LNU) takes pride in having faculty members who have earned master's degrees in music education, with one faculty member now enrolled in a doctoral program in music education and others intending of doing so. Additionally, the unit is delighted to have appropriate facilities to suit the demands of students interested in specializing in music instruction, including a variety of musical instruments and materials, a soundproof music room that may be upgraded in the future, and many others. In essence, the institution has the capacity to establish a Bachelor of Music in Music Education program. Given that Leyte Normal University is a Center of Excellence in Teacher Education, LNU should be involved not only in the implementation but also in the significant change of the K to 12 Music Education Program.

1.1 Objectives

This study primarily sought to investigate the feasibility of offering Bachelor of Music in Music Education in Leyte Normal University, Tacloban City. Particularly, it aimed to (1) determine the feasibility of offering the program in terms of (a) necessity, (b) possible number of enrollees, (c) benefits to stakeholders, (d) sustainability and (d) consonance with the university's vision and mission, and (2) identify the readiness of the university in terms of (a) legal bases, (b) faculty complement, and (c) facilities.

2. Methodology

This study employed both descriptive and analytic research design and utilized both quantitative and qualitative data analysis. In terms of the descriptive design, the respondents were (216) Grade 11 and Grade 12 students from 7 national high schools in Eastern Visayas, Philippines with an established program offering of Special Program in the Arts (SPA) Curriculum in the Department of Education specifically in Tacloban City Division, Samar Division, and Leyte Division.

The highest number of respondents are in Leyte National High School with 60 which is equivalent to 27.7% of the total number of respondents who participated in the survey. It is followed by Basey National High School with 47 respondents which constitute 21.75% and by Calbiga National High School with 31 students which is equivalent to 14.35% of the total number of respondents. Other schools with relatively greater number of respondents are Alangalang National High School with 22 and Ormoc City National High School in the City of Ormoc with 20 respondents. The least number of respondents are those in Carigara National High School and Palo National High School with 18 which constitutes 8.33% of the total number. The main instrument in the descriptive domain of the study was a survey-questionnaire developed by the researchers. The instrument has two parts. The first one deals with the profile of the respondents while the second one focused on the feasibility of offering the program. This highlights the necessity of offering the new program, willingness of the respondents to enroll, benefits of the new program offering, and sustainability of the new program. The instrument provides both quantitative and qualitative data.

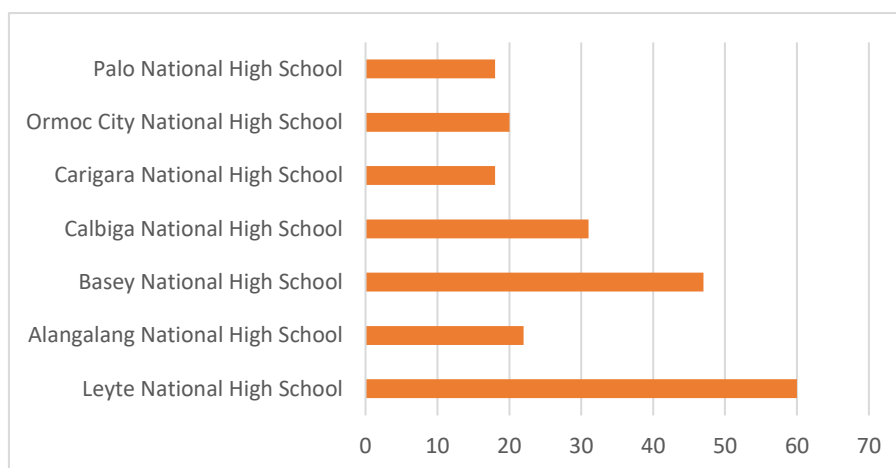


Figure 1. Distribution of Respondents per School

Meanwhile, in terms of strands, the Academic Track has the greatest rate of percentage of respondents with 142 which is equivalent to 66.7% of the total number of respondents (Figure 2). This greater number can be explained by the structure of the academic track which is composed of several strands such as Science, Technology, Engineering, and Mathematics (STEM), Accountancy, Business, & Management (ABM), Humanities & Social Sciences (HUMSS), General Academic Strand (GAS). It is followed by Arts & Design Track with 50 respondents which constitute to also about 23.14% of the total 216 respondents. It is followed by Sports Track with 13 respondents which is equivalent to 6.01%. The Technical-Vocational-Livelihood (TVL) has the lowest share of respondents with 11 or 5.09%.

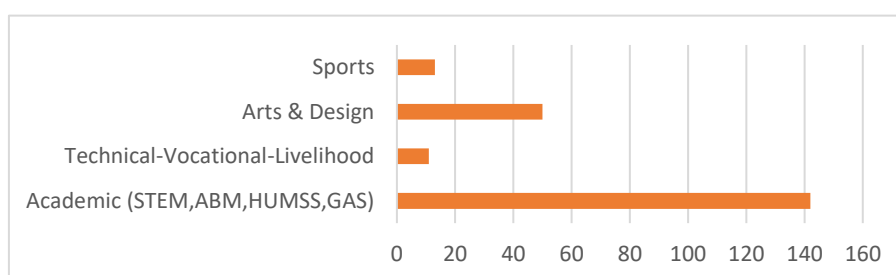


Figure 2. Distribution of Respondents per Track

Along the analytic design of the study, the researchers utilized legal documents and other pertinent papers which are available in the various offices of the University, government agencies and industry institutions. These documents were analyzed to provide answers to the relevant objectives.

3. Results and Discussion

3.1 Feasibility of Offering Bachelor of Music in Music Education (BMME) in Leyte Normal University.

The feasibility of offering Bachelor of Music in Music Education at Leyte Normal University is primarily measured based on necessity, possible number of enrollees, benefits to stakeholders, sustainability, and adherence to the University mission, vision, and goals.

Necessity of Offering the Program. According to the perspectives of the respondents, Table 1 displays the level of necessity for delivering the new program at Leyte Normal University. Included with responses to this dichotomous question are the net necessity and percentage. Using a scale, the net percentage is interpreted. According to the data, respondents at Palo National High School, Ormoc City National High School, Basey National High School, Alangalang National High School, and Leyte National High School recorded a net percentage of 100 percent, which is characterized as a high level of necessity.

Table 1. Necessity of Offering New Program

Name of School	Yes	No	Net	Percentage	Description
Palo National High School	18	0	18	100.00%	High Necessity
Ormoc City National High School	20	0	20	100.00%	High Necessity
Carigara National High School	17	1	16	88.88%	High Necessity
Calbiga National High School	29	2	27	87.09%	High Necessity
Basey National High School	47	0	47	100.00%	High Necessity
Alangalang National High School	22	0	22	100.00%	High Necessity
Leyte National High School	60	0	60	100.00%	High Necessity
Total	213	3	210	97.22%	High Necessity

Legend: 74.50-100.00 – High Necessity; 49.50-74.49 – Moderate Necessity; 24.50-49.49 – Low Necessity; 0.00-24.49 – Negligible Necessity

Three main reasons from qualitative data suggest that the necessity of offering the new program emanates from: (1) provision of new choices for academic and professional careers, (2) accessibility to quality music education and (3) response to the demand of the industry. Respondents indicated that the availability of new program in Leyte Normal University provides additional possibilities of pursuing academic and professional professions specifically in music since this widens opportunities for the students and the community. The more programs are accessible for students, the more that they are able to choose what career genuinely fit their potentials and interests. Since it is proven in the educational area that individuals have differences in terms of abilities, knowledge, potentials, and interests, delivering new programs that match to the local orientations ensure that these different academic and professional goals of the students are realized.

In addition, the introduction of new programs at Leyte Normal University (LNU) increases access to quality education in the region. As a Level III institution, Leyte Normal University is regarded as the preeminent higher education institution in the province and abroad. This assumption is shared by the respondents, who feel that LNU has the capacity to provide quality education to its most important constituency—the students. Despite the fact that LNU offers quality programs, the accessibility of quality education is still constrained because the university offers so few programs that match the capabilities and interests of local stakeholders. This results in the common occurrence of Leyte Normal University service area students attending higher education institutions outside the province. Therefore, the quality of education is directly related to the supply of new opportunities appropriate to the community's requirements.

People are convinced that Leyte Normal University's new program offerings are the institution's response to the requirements and demands of the industry or workplace. The introduction of a new program will increase the number of graduates with the necessary skills and knowledge to preserve cultural treasures.

Possible Number of Enrollees. Table 2 displays the Bachelor of Music in Music Education enrollment options. The data are detailed by school, with enrollment and non-enrollment responses displayed. The net enrollment rate and percentage were provided and appropriately described. The results revealed that responders from Alangalang National High School were the most enthusiastic about enrolling in the new program.

Table 2. Possible Number of Enrollees in Bachelor of Music in Music Education

Name of School	To Enroll	Not to Enroll	Net	Percentage	Description
Palo National High School	15	3	12	66.66%	High
Ormoc City National High School	18	2	16	88.88%	Very High
Carigara National High School	17	1	16	94.11%	Very High
Calbiga National High School	26	5	21	80.76%	Very High
Basey National High School	43	4	39	90.69%	Very High
Alangalang National High School	22	0	22	100.00%	Very High
Leyte National High School	57	3	54	94.73%	Very High
Total	198	18	180	83.33%	Very High

Legend: 74.50-100.00 – Very High; 59.45-74.49 – High; 39.45-59.44 – Moderate; 19.45-39.44 – Low; 19.44-below-Very Low

The net percentage of enrolment interest is 100.00% which is interpreted as very high. It is followed by Leyte National High School with 94.73% , Carigara National High School with 94.11%, Basey National High School with 90.69%, Ormoc City National High School with 88.88%, and Calbiga National High School with 80.76% which are also interpreted as very high. Meanwhile, in Palo National High School, the net enrolment interests is 66.66% which is described as high. This result can be explained since the students are products of Special Program in the Arts in their Junior High School.

Generally, 198 out of 216 respondents expressed that they are willing to enroll while 18 responded that they do not have the interest to enroll. This is equivalent to net enrolment of 180 with 83.33% net percentage which is interpreted as very high. These results provide positive outlook for the Leyte Normal University and

affirm that there will be enough number of enrollees in the program should this be offered. This level of possibility of enrolment can be explained by the fact that most of the respondents have been under the Special Program in the Arts in junior high and Academic Tracks, and Arts and Design Track in senior high school which is principally a preparation for Bachelor of Music in Music Education.

This conclusion is supported by qualitative data, as students identified their junior high curriculum and senior high school track as the key factors of their willingness. Students stated that they already had the requisite abilities to complete the BMME program. They also believe the degree to have a high employability because it can lead to a variety of professional opportunities, such as becoming a music teacher.

Benefits to Stakeholders. Leyte Normal University has a responsibility to make sure that its systems are useful and relevant to all of its stakeholders. So, it's clear that the programs it offers help the government, the community, the students, and the business world. Based on what students said, the fact that BMME is offered at LNU is good for everyone involved.

The government will gain a lot from Bachelor of Music in Music Education (BMME) in a number of ways. Students in the BMME program have to take the Licensure Examination for Professional Teachers (LEPT). This makes them ready to work as effective teachers in the public sector. In this way, the lack of teachers who specialize in music education will be slowly fixed as more and more qualified LNU graduates enter the workforce. This situation is very important to the needs of the Department of Education in junior and senior high schools, where students are trained to become good music teachers.

The community will have access to good music lessons when graduates of the new program start working as teachers in both private and public schools. The fact that the BMME program helps students learn how to be good teachers is a big part of why it is so good for the community. As education gets better, the community as a whole gets better. Also, people who have easy access to good education are less likely to be unemployed, which improves their economic situation. Effective community leaders can also provide better social and political services when there are more educated people in the community.

The students will have more chances to do things with the new program. The different abilities and interests of learners can be met by giving them more programs with good instruction. Learners in the 21st century are known to be very adventurous in their personal, social, academic, and professional lives. Because of this, educational institutions should give them enough space to explore their skills and potentials. Since they are the direct customers of schools, students will benefit from this program in terms of jobs and ways to improve their skills.

Sustainability of the New Curricular Offering. Table 3 shows information about the Bachelor of Music in Music Education program at Leyte Normal University, such as the number of students, the facilities, the competition, and the faculty. A scale was used to figure out the net percentage of sustainability.

Table 3. Sustainability of the New Curricular Offering

Indicator	Sustainable	Not Sustainable	Net	Percentage	Description
Enrollment	211	5	206	95.37%	High Sustainability
Facilities	213	3	210	97.22%	High Sustainability
Competition	206	10	196	90.74%	High Sustainability
Faculty	214	2	212	98.14%	High Sustainability

Legend: 74.50-100.00 – High; 49.50-74.49 – Moderate; 24.50-49.49 – Low; 0.00 – 24.49 – Negligible

In terms of enrollment, 211 said the program will be able to keep going, while 5 said it would not. This is the same as a net response of 206, which is 95.37 percent. This is called high sustainability. Based on what we've talked about so far, this sustainability is in line with how interested the target students are in enrolling. Also, Leyte Normal University in Tacloban City, Eastern Visayas, Philippines, is one of the best places in the area to train teachers.

In terms of facilities, 213 of the people who answered thought the program would work, while 3 said it would not. The total number of responses is 210, which is 97.22 percent. This is a high level of sustainability. This level of sustainability can be explained by the fact that Leyte Normal University has the Alba Hall, Music Room, Humanities Building, and MAPEH & Humanities Unit, all of which are used by the program. Since LNU is a school for training teachers, it can offer a Bachelor of Music in Music Education.

In terms of competition, 206 students said that the program is sustainable, while 10 said that it was not. The net sustainability is 196, or 90.74 percent, which is considered to be high. Since this is the only public university in Eastern Visayas that offers Music Education, competition won't hurt the program. LNU has an advantage over other colleges and universities in the service area because it has the ability to teach well.

When it comes to the faculty, 214 people said the program is sustainable and 2 said it is not. The net sustainability response is 212, which is 98.14 percent. This means that the sustainability is high. Faculty members are important to the success of a program, so LNU needs to have a good number of them. This high level of

sustainability can be explained by the fact that LNU is a school for training teachers and used to offer Bachelor of Secondary Education with a major in Music, Arts, Physical Education, and Health (BSED-MAPEH). Leyte Normal University has teachers on its staff who have relevant master's degrees and licenses to teach.

Consonance with the University Vision and Mission. The vision of university emphasizes the leadership in education and diverse disciplines attuned to local and global development needs. The offering of BMME in Leyte Normal University adheres to this vision since the program highlights globally demanded skills which is fundamental in producing globally competitive graduates. Graduates of this program are expected to become leaders in their respective institutions where they will be employed in and to become professionals who possess the attitude and values of well-educated individuals.

Meanwhile, the offering of Bachelor of Music in Music Education is also consistent with the mission of the university of producing top-performing professionals equipped to engage in knowledge and technology production so necessary to develop a sustainable society. The conduct of studies to determine the feasibility of offering programs in LNU is a glaring proof of its adherence to culture of research. The program, with its capacity to produce graduates who can become assets of the community, helps in the development of the region and beyond which is also a thrust in University's mission.

3.2 Readiness of the University to Offer Bachelor of Music in Music Education

Legal Basis. For general education subjects, the courses have been based on CHED Memorandum Order (CMO) No. 20, s. 2013 also known as General Education Curriculum. Since the Leyte Normal University is a teacher-training institution, all professional education subjects have been based on CMO No. 74-80 and 81, s. 2017. For the major courses, the curricular offerings have leaned on the courses provided by the Technical Committee for Music (TCM) in the region. These music education courses have been derived based on the baseline data from the benchmark statements.

Faculty Compliment. The following are faculty requirements for the offering of the Bachelor of Music in Music Education program. Table 4 provides the status of compliance by the MAPEH & Humanities Unit of Leyte Normal University with the faculty requirements along the BMME program in consonance to the provisions provided by the technical committee for music (TCM) in Eastern Visayas, Philippines.

Table 4. Compliance with Faculty Requirements

Requirement Category	Specific Requirements	Remarks
General Requirements	Master's degree in education or in allied discipline	Complied
	Relevant master's degree in the subject assigned	Complied
	Have at least one year of very satisfactory teaching experience	Complied
Professional Education/General Education	Holder of valid certificate of registration and Board of Licensure Examination for Teachers	Complied
	Master's degree in education or in allied discipline	Complied

With the MAPEH & Humanities Unit of Leyte Normal University, the faculty requirements of the BMME program are mostly complied. The general requirements and the requirements for professional education faculty are complied with since the instructors and professors in the Professional Education Unit may teach the subjects. As a basic requirement of becoming part of the teacher-education program, instructors and professors need to become master's degree holder in the field of education or in allied disciplines. They are also required to become Licensed Professional Teachers (LPT) which can only be obtained by passing the Licensure Examination for Professional Teachers (LEPT).

Facilities. Table 5 shows the status of compliance by Leyte Normal University with the facilities requirements in consonance with the TCM provisions.

Table 5. Compliance with Facilities Requirements

Specific Requirements	Remarks
Music Room	Complied
Specialized Laboratory/Rehearsal Rooms	Not Complied

Educational Technology Laboratory
 Laboratory School or Cooperating School

Complied
 Complied

4. Conclusions & Recommendations

On the basis of the preceding talks, it is considered that the Bachelor of Music in Music Education program at Leyte Normal University is highly necessary and that there is a reasonable likelihood of a sufficient number of students enrolling in the program in the future. The BMME program will also give considerable benefits to the government, community, commercial industries, and students, among other sectors of society. In terms of enrollment, faculty, competition, and infrastructure, it was also discovered that the BMME program is extremely sustainable. In addition to being congruent with Leyte Normal University's vision and goal, the program adheres to the applicable legal bases and foundations. In general, faculty criteria are satisfied. It is proposed that Leyte Normal University develop a program curriculum for the BMME program so that a clearance can be given from the Commission on Higher Education. In establishing the curriculum, the administration should guarantee that the needs, desires, and standards of the various program components are taken into account. The admission policy for the BMME program and other policies should adhere to the Commission on Higher Education's regulations. Given the existence of the teacher education program, notably Music, Arts, Physical Education, & Health (MAPEH), in the previous curriculum, the laboratories and physical facilities required for the provision of the program are already present. Therefore, it is deemed feasible to offer a Bachelor of Music in Music Education.

References

- Conde-Abanilla, M. (2021). Categorization and Level of Appropriateness of Waray-waray Music as Mother Tongue-Based Teaching Materials for Grades One to Three Pupils in Tacloban City. *International Journal of Research Publications*, 91(1). <https://doi.org/10.47119/ijrp1009111220212569>
- Boehmer, T. (2021). *A Study of Selected Organ Études Written Between 2000 and 2020* (Doctoral dissertation, University of Kansas).
- Bowen, D. J., Kreuter, M., Spring, B., Cofta-Woerpel, L., Linnan, L., Weiner, D., ... & Fernandez, M. (2009). How we design feasibility studies. *American journal of preventive medicine*, 36(5), 452-457.
- Colwell, C. M. (2008). Integration of music and core academic objectives in the K–12 curriculum: Perceptions of music and classroom teachers. *Update: Applications of research in music education*, 26(2), 33-41.
- Gestiada, G., Nazareno, A., & Roxas-Villanueva, R. M. (2017). Development of a senior high school career decision tool based on social cognitive career theory. *Philippine Journal of Science*, 146(4), 445-455.
- Holden, H., & Button, S. (2006). The teaching of music in the primary school by the non-music specialist. *British Journal of Music Education*, 23(1), 23-38.
- Jacinto, G. (2019). Music Education in the Philippines: Examining the Transition to the K to 12 Curriculum. *音楽文化教育学研究紀要*, (31), 125-134.
- Jorgensen, E. R. (2008). *The art of teaching music*. Indiana University Press.
- Mabini, J. P. (2021). Lived Experiences of Tertiary Music Teachers Teaching Musically Challenged Students. *Lived Experiences of Tertiary Music Teachers Teaching Musically Challenged Students*, 89(1), 8-8.
- Moralista, R. B. (2016). INNOVATION IN TEACHING AMONG ELEMENTARY TEACHERS AT COTO ELEMENTARY SCHOOL, DISTRICT OF LAMBUNAO EAST, DIVISION OF ILOILO, PHILIPPINES.
- Orale, R., & Sarmiento, D. (2016). Senior high school curriculum in the Philippines, USA, and Japan. *Journal of Academic Research*, 1(3), 12-23.
- Petress, K. (2005). The Importance of Music Education. *Education*, 126(1).
- Wiggins, R. A., & Wiggins, J. (2008). Primary music education in the absence of specialists.