

Teaching Music to Elementary Learners in the New Normal: Standpoints of Parents and Teachers

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Abstract

This qualitative study aimed to understand teaching of music to elementary learners in the new normal from the standpoints of parents and teachers. This study was gleaned from Gordon's Music Learning Theory. There were seven (7) parent-participants for in-depth interview and seven (7) teacher-participants for focus group discussion. Parent-participants' standpoints revealed four themes: Music as an essential subject; difficult to teach; taught with interaction; and reviewed by parents. Teacher-participants' standpoints had three themes: music is difficult to teach; music learning is attainable; and it requires parent-teacher collaboration. Parent-participants' experiences, five themes emerged: children's enjoyment and participation; struggles in understanding the lessons; constraints in assisting children; lack of interest and dishonesty in answering; and fulfilment and satisfaction. Teacher-participants' experiences had three themes: struggles in teaching; problems on participation; and children's engagement. Parent-participants' coping mechanisms were: relying on internet and other resources; assistance from teachers and family; completion of tasks; involving oneself; accepting the new mode of teaching; and allocating time. Teacher-participants' coping mechanisms, three themes were: research and asking help; means to assess performance; and patience. Lastly, parent-participants' insights were: to have interactive teaching; review basic lessons; assist the children; update and cooperate with the parents; and improve system in terms of technology and training. Teacher-participants' insight, two themes emerged: to maintain holistic health; and strengthen Music curriculum. Results suggested that parents must study previous music lessons to track their learners' progress. As with the teachers, they can maintain communication with parents and students and provide them assistance.

Keywords: education, teaching music, elementary learners, new normal, qualitative study, Tagum City Division, Philippines

INTRODUCTION

Music is a subject that most of us love to engage with, but it is undeniably one of the hardest areas to teach. Teaching music, despite being a minor subject for some, is quite difficult for other teachers especially for those who are not that musically inclined. Presently, due to the pandemic, parents have been also the ones teaching music to their children at home. Some are not that confident and knowledgeable enough. Some teachers find it simple to discuss topics about music, but also find it hard to perform and internalize with the students. In the new normal education, where modular and online learning are the only means of teaching the students, both parents and teachers find music hard to be taught to students.

In Indonesia, a study conducted by Julia et al., (2019) revealed that Indonesian teachers lack the effective strategies to teach songs in the field of music. The said study aimed to help increase teachers' ability and courage to teach songs to the students with the use of digital technologies and comprehensive teaching materials through attending training. In Malaysia, another study was conducted by Abdullah (2019) regarding the issues and concerns on the implementation of music education in Malaysian public schools. Parents are questioning the reason behind including music in the school curriculum; it was all a waste of time for them. Moreover, a study conducted in Singapore by Costes-Onishi et al., (2016) revealed that generalists struggle particularly with connecting music content knowledge with pedagogical content knowledge, with listening to students' voices during lessons, and with encouraging their individual self-expression.

In the Philippines, particularly in the District of Lambunao East, Province of Iloilo, a study by Moralista (2016) was conducted to determine factors affecting the music education. It was found out that since music is supposedly sung, music teachers were more excellent in the psychomotor domain. However, there is a need for improving teachers' cognitive and affective domain through professional developments. It was highly recommended for them to be able to deliver their lessons well. Basically, since the respondents for this study were music teachers, they really are more effective and knowledgeable when it comes to teaching music. However, this may differ if it were to be conducted to generalists.

In one of the private schools in Tagum City, all of the teachers teaching MAPEH subjects from Grade 1 – 10 are non-MAPEH teachers. With regards to music, some of them are musically inclined while some are not that knowledgeable about music. It was really a nightmare for some teachers since they have no choice but to teach and discuss topics like notes, beats, rhythm and the likes. There were also less trainings that may have helped them improve and grow professionally especially in teaching MAPEH.

Researches had been conducted with regards to the benefits of Music education: beyond the scope of academics (Garner 2019) and the effective integration of music in elementary school classroom (DiDomenico

2017) but we do not have much on the standpoints of parents and teachers who teach music to elementary learners especially in the new normal education. There are some parents and teachers who of course do not specialize in music, and there are also some who do not specialize in music but are musically inclined yet both groups ended-up teaching music to elementary learners in the new normal. Hence, this prompted me to conduct this study to unfold and understand the sentiments and challenges that the parents and my fellow teachers have in this new situation.

Moreover, the findings of this study are very timely to address issues and concerns regarding on the teaching of music to elementary learners in the new normal. Through this study, the Department of Education (DepEd), even administrators, and school heads will be more conscious and aware of the parents' and teachers' standpoints with regards to the teaching of music to elementary learners in the new normal. And for them to be able to provide necessary training and seminars that will help parents and teachers grow professionally.

With all of these observations, I, as the researcher, had a passionate desire to conduct the study on the teaching of music to elementary learners, in the new normal, from the standpoints of the parents and teachers. Moreover, I also wanted to conduct this study to raise awareness for the need for necessary training and seminars to effectively teach music to elementary learners, especially in the new normal.

Purpose of the Study

The purpose of this phenomenological inquiry was to explore and understand the teaching of music to elementary learners, in the new normal from the standpoints of parents and teachers. This focused on the accounts of seven parents and seven teachers from the schools in Tagum City, Davao del Norte. Through this study, parents and teachers were able to share and voice-out their standpoints and experiences on the teaching of music to elementary learners in the new normal.

At this stage of research, the teaching of music was generally defined as one of the components of the MAPEH subject. The elementary learners were the enrolled students from Grade 1 – 6. The standpoints of the parents and teachers were generally defined as their point-of-view or opinions on the teaching of music to elementary learners. The new normal referred to the new state or way in the education sector caused by the pandemic.

Research Questions:

1. What are the standpoints of parents and teachers in teaching music to elementary learners in the new normal?
2. What are the experiences of the parents and teachers teaching music to elementary learners in the new normal?
3. How do parents and teachers cope with the challenges on teaching music to elementary learners in the new normal?
4. What are the insights of parents and teachers teaching music to elementary learners, in the new normal, that can be shared to others?

Theoretical Lens

This study was gleaned from Edwin Gordon's Music Learning Theory which explains how we learn when we learn music. This theory helps and guides teachers to establish sequential curricular objectives to make students learn music effectively. In his theory, the teaching of *audiation* is being focused on. It is the basic foundation of any music learning and is also the musical equivalent of thinking in language. The theory begins with a process he calls audiation. "Audiation is the process of hearing and comprehending music in the mind" (Dalby, n.d.). Like the language learning process, the approach promoting this theory is focused on starting a foundation through rhythmic movement, tonal/rhythmic pattern teaching, and singing. Each session of instruction helps build upon past experiences and knowledge. The musical language is created and built as students learn "musical vocabularies". The building and extensions of student's experiences is the basis of constructing the methodology in the musical instruction.

The researcher affixed this theory in the study because Music Learning Theory guides a teacher on how to develop and comprehensively teach audiation to students. Students learn music best when they can fully understand what they hear, which is called *audiation*. If teachers have the right amount of knowledge when it comes to teaching music, it would be more meaningful and beneficial for students. Lessons would be instilled in their minds as they develop and progress to the next step. Those who were taught properly by their teachers would have a greater performance in the incoming years since in MLT, student's musical foundation is strongly built. Thus, they would be able to connect each topic about music easily as we currently have the spiral curriculum.

In connection to the MLT, Bruner's spiral curriculum stated that a child of any age is capable of understanding complex information. This required knowledge being structured such that complex ideas would be learned at a simpler level first, and then re-visited at a more complicated level later. Accordingly, the level of difficulty in teaching the subjects would gradually increase in every level, thus the spiral analogy. Preferably, this method could help and lead children to overcome problems on their own.

In this theory, teachers should teach and present concepts to students at an appropriate level and occasionally with a higher level of difficulty. Thus, students should be taught the basics first for them to be able to comprehend more complex concepts and lessons. If a student is not taught properly and their musical foundation is not built strongly, there's a possibility that they will have difficulty in understanding lessons in the next grade level. Music theories, just as math theories, are sequentially built upon the other. The spiral curriculum theory encourages students to undergo gradually increasing presentations of concepts and ideas that draw on prior knowledge or experience. Thus, teachers should be able to appropriately deliver lessons understandably and should know how to store them in the student's memory so that when they move to the next grade level, they would remember it easily and would be able to connect it to their future lessons.

In 1983, Howard Gardner published his widely acclaimed book, *Frames of Mind: The Theory of Multiple Intelligences*, in which he proposed that intelligence is not simply one entity but rather many different forms of intelligence. He stated that students possess various kinds of minds and therefore learn, recall, practice and appreciate in various ways. These differences, according to Gardner, contradict the education system, which claims that everybody should learn the same way. One of the multiple intelligences that he identified was the musical intelligence where students are receptive to rhythm and sound. For instance, background music may help them learn and study better. Turning lessons into lyrics and speaking rhythmically may be taught to these types of students. Therefore, teachers can integrate music into other subjects to make learning effective especially for those who have musical intelligence.

In connection to this theory, music is not just merely a component of MAPEH but is also a subject that can be greatly integrated into other subjects and components. For instance, music can be integrated into Physical Education which is also a part of MAPEH. It can be used in dances and other performances. Also, it can be integrated in English like making jingles, rap, and other performances. This shows that music is not simply a component but a great tool to make learning easier and better. In the same way, music can also be anchored to other intelligences as well. Furthermore, teachers are known to be versatile, creative, exceptional, and resourceful in teaching different subjects to diverse students. All they need to acquire is the confidence to teach and the knowledge about music to make it more effective and meaningful for the students.

METHODOLOGY

This part presents the research design, the roles of the researcher, research participants, data sources, data collection procedures, data analysis of the study, trustworthiness, and ethical considerations.

Research Design

This research is qualitative in nature. Creswell (2013) stated that qualitative research methods aim to help research topics where little is understood about a phenomenon. This suggests that qualitative research is less focused on testing hypotheses and relationships between variables, but on the description, analysis, and interpretation of a given phenomenon.

In this study, qualitative research design was the methodology used, since my study was about concerning or investigating research topic that is less explored. This study presented the teaching of music to elementary learners in the new normal from the standpoints of parents and teachers. It did not intend to quantify variables or tested varying interventions through correlation or experimental methods.

In this research study, I applied a qualitative strategy particularly phenomenology. Creswell (2013) defined phenomenological research as an inquiry into a phenomenon by studying a group of individuals who have lived these experiences. This type of research design focuses on common experiences with the phenomenon. Therefore, a phenomenological research design is used to collect the data and address the research questions developed for this study.

In my study, the phenomenological design was the most appropriate in which the researcher identified the nature of human experiences of the phenomena defined by the participants (Creswell, 2007). This phenomenological study demonstrated and showed the different standpoints of parents and teachers on the teaching of music to elementary learners in the new normal. Through phenomenology, the parents and teachers were able to give their different standpoints and experiences about the topic.

Research Participants

In this study, the researcher applied purposive sampling technique. Purposive sampling technique requires identifying and choosing individuals or groups of individuals who are exceptionally knowledgeable about a specific phenomenon. (Creswell and Plano Clark, 2011).

I followed the inclusion criteria for the selection of the participants. The participants of the study were those parents and teachers, (1) either male or female, who have taught music to elementary learners in the new normal. The participants were parents and teachers (2) teaching music to elementary learners online or modular. For the teacher-participants, they had different lengths of service, from 3-10 years of teaching experience. For the parent-participants, they had been teaching music to their children at their homes due to the new normal education.

There were a total of fourteen (14) participants from different schools and areas in Tagum City. This study adapted the suggestion of Creswell (2013) with a minimum of 3 to a maximum of 15 individuals. Out of

14 participants, seven (7) of it were parent-participants and the other seven (7) were teacher-participants. The seven (7) parent-participants were for the in-depth interview (IDI) and the seven (7) teacher-participants were for the focus group discussion (FGD) who shared their standpoints on the teaching of music to elementary learners in the new normal.

Data Analysis

The analysis of data represents the most important and difficult step in the qualitative research process. The purpose of this entry is, therefore, to record the history and growth of qualitative analytical approaches (Collins, 2011). Before the researcher analyzed the responses, all interviews were transcribed into written form for a closer study also with regards to the confidentiality of the interviews done, I scrutinized the data gathering cleanly and with utmost privacy. Data analysis initially began after the data collection period.

The results of the gathered data were the bases for the conclusions, the implication for practice, and recommendations for further research. The researcher followed Creswell's (2013) proposal in the four steps of analyzing data.

Analysis of the data initially began after the collection period. First, I organized the data and prepared it for analysis. This included transcribing and decoding interviews, scanning material optically, or organizing and arranging the data into various forms, depending on the information sources. The analysis began after the formal data collection period was completed. The qualitative data were analyzed and scrutinized collectively to provide a holistic picture.

Second, after collecting data, the researcher labeled and organized the qualitative data gathered, as part of the coding process, to identify different themes and relationships between them. Coding qualitative data was very useful to make interpretations easier and provide better analysis. I was assisted by my adviser to ensure that the responses of the participants were carefully analyzed.

The study employed thematic analysis in analyzing the collected and gathered data. It is a tool to evaluate and report with the data the pattern of themes. It involves focusing on identifying and describing both implicit and explicit ideas within the data which is the theme. Mack et al. (2005) added that in qualitative research, thematic analysis is known as the most widely used form of analysis.

Third, using thematic analysis, the responses of the participants were assessed. Thematic analysis is a technique for analyzing and reporting patterns in data themes (Boyatzis, 1998). Thematic analysis was used in this study, which was very helpful, since it is versatile and a useful research technique that can provide a substantial, complex and rich account of the data.

As suggested by Boyatzis (1998), the researcher took the following steps to evaluate the data as follows: to familiarize the data obtained, to produce the initial codes for each participant, to check for themes parallel to the answers, to review the themes for any mistake, to identify and name themes, and lastly constructing the report was done. The researcher conducted thematic analysis, with the help of my adviser, to identify themes like patterns of the data that are important. This involved the coding or organizing related segments of data into categories.

Fourth, as the researcher, I generated a description of the setting or people and identified themes from the coding. I searched for theme connections. Lastly, I represented the data within a research report and interpreted the wider significance of the data through analyzing and comparing participants' responses.

Trustworthiness of the Study

In qualitative research, trustworthiness has become an important concept because it allowed researchers to describe the virtues of qualitative terms outside of the parameter that was typically applied in quantitative research. It was easy for qualitative studies to be challenged or excluded by the amount of bias that the researcher employed to interpret the results.

Lincoln and Guba (1985) as cited by Pandey and Patnaik (2014) posited that the trustworthiness of a research study was important to evaluating its worth. Trustworthiness involved establishing credibility, transferability, dependability, and confirmability. According to Andrew K. Shenton's framework on the "Strategies for Ensuring Trustworthiness in Qualitative Research Projects", the four components should be considered by qualitative researchers in pursuit of a trustworthy study. By discussing related problems, the components or constructs corresponded to the parameters used by the positivist investigator (Shenton, 2004).

Credibility is defined as the faith that can be put in the reality of the results of the study (Holloway & Wheeler, 2002 as cited by Anney 2014). It involves in establishing that the results are believable. It deals with the issue of how the results are congruent with fact. It applies to the reality of the data or the opinions of the participant and the perception and description of the data by the researcher (Polit & Beck, 2012).

According to Lincoln & Guba (1985), the assessment is whether or not the findings of the research represent a "credible" conceptual interpretation of the data derived from the original data of the participants. The researcher can use particular techniques and strategies to address those multiple criteria. Strategies performed in each phase of the research process not only attain criteria but also enrich the credibility and trustworthiness of the study (Polit & Beck 2012). The proposed series of techniques that can be used for establishing credibility are prolonged engagement, triangulation, iterative questioning, and member checking.

In my study, I was committed to analyzing the data that was gathered through a process of exploring and understanding the relevance of developed themes that accurately depicts the standpoints of the participants. In this study, I adopted iterative questioning, triangulation, and member checking as suggested by Lincoln and Guba (1985).

Triangulation, according to Peltó (2017), means using one more research method as an approach in assessing the validity and reliability of the study. It is the process of using multiple sources to draw conclusions (Casey & Murphy 2009). With this method, the researcher uses multiple methods of data collection in an attempt to gain an articulate, comprehensive view of the phenomenon. Methods of data collection can include interviews, observation, and notes and journaling recorded throughout the research progress. In addition, triangulation may involve the use of different methods, especially observation, focus groups, and individual interviews. These methods will help form major data collection strategies for much qualitative research.

In this study, I used the triangulation of method which includes in-depth interviews and focus group assessed the validity of the study. I had seven (7) parent-participants teaching music to their elementary learners for in-depth interview and another seven (7) teacher-participants teaching music in elementary for the focus group discussion. The gathered data were triangulated to support the main method of this study.

To further address credibility, iterative questioning was also used in this study as suggested by Lincoln and Guba (1985) that in order to elicit detailed data, iterative questioning is important in which the researcher returns to matters previously raised by the participants and extracts related data through rephrased questions. This will detect falsehoods and encourage the researcher to decide to discard the suspect data (Wadembere 2012).

Iterative questioning was used in this study to produce detailed results. The researcher returned to the problems previously posed by the participants who shared their standpoints on the teaching of music to elementary learners in the new normal and extracted relevant data through rephrased questions. I also used probing to extract deep thought from the participants and to get as much evidence as possible.

Furthermore, member checking was also utilized to substantially enhance credibility in my study. As stated by Abdul Hadi & Closs (2015), it is the single most significant provision that could be made to bolster a study's credibility and refers to checking of study findings and conclusions by the participants from whom the data (interview, observation) were originally obtained. Tests on the accuracy of the data were carried out on the spot during the data collection dialogs and at the end of the data collection dialogues.

Additionally, participants were asked to read any transcripts of dialogues of which they interacted. Here, the focus was about if the participants felt that their words matched what they really meant, because whether a tape recorder was used, the articulations themselves should at least had been correctly recorded.

Both transcripts of the interviews and conversations were submitted to the participants for feedback in this study. I communicated and requested feedback or member check from the participants. Should face-to-face be restricted, I would be sending the summary through their respective emails or other mailing apps. I also ensured that the accuracy of the responses obtained from the participants was tested and, by this process, the participants were able to verify the inference that the researcher has correctly interpreted the results by reviewing the transcribed version.

Dependability is the measure of the consistency of the integrated processes of data collection, data interpretation and phenomenal explanation. Lincoln and Guba (1985), as cited by Shenton (2004), emphasized the strong relations between credibility and dependability, claiming that a demonstration of the former goes some way in reality in maintaining the latter. This may be achieved through the use of overlapping methods.

As stated by Brown (2005), overlapping methods use carefully planned methodological triangulation, or multiple data gathering procedures, in order to create overlapping data.

To address the problem of dependability more specifically, the researcher made the process to be recorded in depth within the study, encouraging a future researcher to replicate the study, if not exactly to achieve the same outcome. Also, overlapping methods were used during the conduct of this study, such as focus group discussion and in-depth interview. Voice recorder was utilized to assess my study especially in retrieving information from the participants.

Furthermore, audit trail was also utilized to ensure dependability of the study. As explained by Abdul Hadi & Closs (2015), audit of decision trails should enable readers to make their own judgments about the quality, transferability and worth of a study. By associating it with their own conclusion which is taken from the data provided, the reader may then follow the decisions trail of the authors. This provides a detailed explanation of the origins and methods of data collection and study, observations made, actions taken and influences on the researcher with a view to explaining the truthfulness of the findings. The audit trail is thus a straightforward summary of the study steps taken from the outset of the research project to the production and presentation of results.

In order to further resolve the issues of dependability and confirmability, the researcher banked "audit trail" of the participants' responses, which would allow any investigator to track the path of research step-by-step through decisions and procedures. After the audio tape was transcribed, the text was returned to the

participants for validation and were asked to sign a verification form to prove that the transcribed answers were accurate and authentic. This was very important since their responses would greatly affect the research and other future studies.

The result design can be used as a prototype model. Dependability, according to Siegle (2006), must provide its audience with evidence that if it were replicated with the same or similar participants in the same context, its findings would be repeated.

Confirmability refers to the degree of neutrality or the degree to which the results of the study are influenced by the respondents and not the bias, motivation or desire of the researcher (Guba, 1985) cited by Anney (2014). In order to determine the confirmability of this study, the following requirements were made by the researcher: admission of the researcher's views and assumptions, an in-depth methodological description to enable the credibility of the findings of the research to be tested, and acknowledgment of the weakness of the study.

In addition, an in-depth methodological description allows the reader to evaluate how well the evidence and the structures that derive from it can be adopted. The audit trail, which helps every observer to follow step-by-step the path of the study through the decisions taken and procedures defined as indicated by Guba and Lincoln (1995), is essential to this process.

In this research, I kept all the important records with respect to what was done in the conduct of the study so that other staff, such as the research panel and the consultant, would have the option to check and see whether the interpretations and conclusions could be traced to legitimate sources. In addition, audit trail was provided to ensure confirmability of the study. The research findings were solely based on the participants' responses; moreover, it would never be affected by the researcher's personal biases and insights. Lastly, I also sought assistance from my adviser to check, assess, and evaluate my study thoroughly. All the data processing and the tools and documents that were used were also checked.

Furthermore, Miles and Huberman (1994), as cited by Shenton (2004), considered that the degree to which the researcher acknowledges his or her own predispositions is a crucial criterion for confirmability. Researchers must consider their own predispositions and accept them. To this end, in the research report, principles as the foundation for decision-making and strategies followed should be acknowledged, the rationale for favoring one strategy while others could have been discussed and weaknesses in the approaches currently used accepted.

With this, I acknowledged the study's weaknesses and limitations to further address confirmability. I, as the researcher, acknowledged my own predispositions in conducting this study. I followed the concepts, structures, and inclusions of our institution's study, such as Creswell's data collection method, the trustworthiness of the research centered on Shenton's strategies, Belmont Report's ethical considerations, and Bryman and Bell.

Furthermore, Price and Murnan (2004) defined the study's limitations as those aspects of design or technique that have compromised or influenced the understanding of your research results. There are restrictions on generalizability, implementations for practice and/or the use of results that are the product of the manner in which you originally choose to design a study or the approach used to create internal and external validation or the result of unanticipated problems that occurred during the study.

This study was only limited to the responses and standpoints of the teacher and parent participants who were teaching music to elementary learners, in the new normal, in Tagum City. The responses were extracted from the in-depth interview and focus group discussion. The experiences of the participants and discernment of this study may not be generalizable to other population. Furthermore, this study may not be the similar and applicable to other teacher and parents who are teaching music to elementary learner in the new normal from different ethnicity, locality and population and with different situation.

In this research, the interview guide questions were posed by the researcher, thus, the researcher's biases may be unavoidable. In order to resolve this issue, triangulation was utilized to guarantee that the result and findings of this study was credible and confirmable.

Transferability as stated by Lincoln and Guba (1985) cited by Pandey and Patnaik (2014) refers to the extent to which the findings of qualitative studies may be extended or applied to other contexts or environments (Trochim, 2006). Bassey (1981) indicated that if researchers assume that their situations are comparable to those discussed in the study, they could attribute the results to their roles. This was supported by Lincoln and Guba (1989) and Firestone (1993) as cited by Pandey and Patnaik (2014) who proposed that it is the duty of the researcher to ensure that adequate contextual knowledge on fieldwork sites is given to allow the reader to make such a transition.

The researcher addressed the transferability in this study, by means of a detailed description of the phenomenon under review with a detailed description of the area, which may be an important provision for the promotion of credibility as it gives the viewer the actual situations that have been investigated and, to a large extent, the contexts that surround them, including the appendix to a number of the data analysis documents used to answer the research question, in order to gain access to the possible investigation.

Guba (1999) also suggested providing background information to establish the study context and a detailed description of the phenomenon in question in order to enable comparisons to be made. It is difficult for the final account reader to determine the degree to which the overall findings "ring true" without this insight (Shenton, 2005).

Hence, this would provide other researchers to pass the results or suggestions as a framework for further study. To address transferability, the researcher provided a thorough and extensive explanation of the methodology and phenomena being studied in order to encourage other researchers to determine whether this analysis is transferable to their own environment. I ensured that the material for this study was on file to make it more credible and transferrable.

To ensure security and confidentiality, the data were handled with the utmost care and were stored in a personal laptop that only the researcher can access. A password was set and it will be stored for three years. After that, the entire file will be deleted to ensure privacy and confidentiality.

All concrete measures in trustworthiness were addressed in order to improve the transparency of the conduct of the research and the integrity of the results.

Ethical Consideration

Ethical consideration is considered to be one of the most important aspects of research. In having an ethical consideration in research studies, Belmont Report (1979), as cited by Podgurski (2016) summarized three basic principles involving human subjects: respect for persons, beneficence, and justice. First, respect for persons; people should be regarded as autonomous agents. It also stressed that the investigator should ensure that the participant obtained full disclosure of the essence of the research, the risks, advantages and alternatives, including an expanded opportunity to ask questions.

The primary focus of this study was the teaching of music to elementary learners, in the new normal, from the standpoints of parents and teachers. Therefore, their safety and full protection was ensured. This was to preserve the trust they gave. Thus, the researcher followed ethical standards in the execution of this study as enshrined in Belmont Report in 1979.

The first principle is **respect for persons**. The Belmont Report describes consideration as appreciation of the individual involvement of participants and the desire to defend those with limited autonomy through the exercise of informed consent. Participants should be viewed as individual agents. This ensures that they are independent and capable of taking decisions on their own, as long as they are given adequate knowledge to make such decisions. This principle forms the basis of informed consent (Creswell, 2007).

In this study, I gave an informed consent form where the research participants had full details and information about the research, ensuring that their names were not mentioned on the paper, both risks and benefits, and allowed to make the decision for themselves if they participate. In accordance with the current situation, informed consent were provided electronically (via email or other apps). As part of their consent, if they wish to withdraw from the study, their decision would be strongly valued and no justification for doing so has to be revealed.

In addition, in order to discuss respect for the person more explicitly, I also emphasized privacy and confidentiality of information. Prior to the actual interview schedule, I informed my participants that they should be alone and away from noise to ensure privacy and confidentiality. They were asked to use a headset/headphone to ensure that they are the only ones who can hear the whole conversation. The participants were the only ones who could access the meeting link. Furthermore, codenames and turning off of their camera during the interview were allowed to ensure privacy and confidentiality.

Moreover, to ensure that the participant's identities would be private and confidential, I assigned each a codename for anonymity. I ensured that the codenames and information were unidentifiable.

The second principle is the principle of **beneficence**. This principle obliges researchers not to inflict unnecessary harm and, where possible, to encourage the benefit of research participants (Pelling, 2019). People are handled in an ethical way not only by honoring their choices and protecting them from harm, but also by making attempts to ensure their well-being. If researchers are maintaining the principle of beneficence, it is their moral responsibility to oversee the potential consequences of exposing the identities of the participants. Furthermore, as part of the study, the researcher secured that there was no disruption of classes, and the research participants were given tokens for their participation and contribution to the study.

In this research, I used coding, specifically IDI and FGD to ensure secrecy of their answers and their personal identity through anonymity. In addition, I guaranteed that the outcome of the study would be positive and beneficial to my research participants. Through this, the participants were encouraged to share and voice-out their standpoints on the teaching of music to elementary learners in the new normal. This would be very beneficial to parents and teachers who are also experiencing the same situation or sentiments. In lieu of the pandemic, the participants were given the choice to have a virtual interview and discussion (via google meet or zoom or some other apps). I provided prepaid load for their data connection. Moreover, the participants were also given a token of appreciation for their active participation and contribution to the study.

Moreover, to further address the principle of beneficence, researchers must also protect participants from exploitation. Any information given by participants by their inclusion in the research must be covered (Barrow et al., 2020).

In my study, participants were appropriately addressed throughout the process. Their interests and well-being were assured and safeguarded. As part of the informed consent provided, I provided the participant's right to withdraw from the research, the focus and the procedures to be used, the confidentiality statements and the signature of both the researcher and the participant. Furthermore, I guaranteed that my research participants participated voluntarily or without coercion. They were informed of the procedure especially about recording the whole discussion or interview. As part of the process, I also gave transcripts to the participants so that they can re-read and modify them. They were also notified of the findings of the study. Moreover, the data and files collected were stored in my laptop with a password to ensure privacy and security.

The last tenet of Belmont Report in 1979 is the principle of **justice**. This principle is described as the ethical obligation to distribute the benefits and burdens of research fairly. The responsibility of the researchers is to determine that the means used to select research participants are equitable. All classifications of individuals (race, gender, ethnicity, age, etc.) should be similarly open to the risks and benefits of study, and individuals should be included or omitted only for purposes relevant to research questions or theories (Adams, 2008).

In this study, I ensured the principle of justice by making sure that the selection of the participants is fair, justifiable, and no bias. I guaranteed that the identified participants were qualified on the basis of the selection criteria for the study. The participants were given the right to choose the time and day of their interview and this will be done virtually (via Google Meet, Zoom, or any other virtual apps). All participants were granted due credits for their relevant contribution to the study.

Furthermore, to address the principle of justice more, I equally treated the participants and give fair adjudication in all their responses. The participants also had ample time to share their views and viewpoints. In addition, I ensured that the participants knew the results regarding this study. All the findings and results were disseminated to the participants once the data were analyzed. Hence, they were given an opportunity to validate and modify their answers by giving them a copy of their responses. Safeguarding the rights of the participants and accommodating them properly were also ensured.

The researcher also used the APA format for referencing system in giving merit for the work of authors cited in the study. Any treachery of the goals and purposes of the study was avoided; the preservation of the highest degree of objectivity in the discussions and interpretation during the research were observed. Ambiguous information of any type were also avoided, as well as distorted interpretation of primary results.

Moreover, Bryman and Bell (2007) cite the RA 10173 or the Data Privacy Act 2012 which states that the state shall protect the fundamental human right of privacy, of communication while ensuring a free flow of information to promote innovation and growth. The state acknowledges the critical role of information and communication technologies in the nation-building process and its fundamental duty to ensure the security and safety of personal information in government and private sector information and communication networks.

To address concerns in the Data Privacy Act of 2012, for the purposes of the study, the researcher told the participants which beliefs or data were gathered, how the data were processed and used, and who will only have access to the data. In this study, I upheld the data privacy of the participants by maintaining the confidentiality of their names, and other personal data information. I blackened their names to keep their identities in private. Furthermore, I also assigned pseudonyms to each participant like IDI or FGD to guarantee that no names were mentioned as participants of the study.

I made sure that my research participants were equitably selected. As a researcher, I guaranteed that all the principles were addressed to assure the rights of the participants. The interview was virtuously talk about their standpoints normal. All concrete measures in the ethical considerations of this study were addressed to safeguard respect for persons, beneficence, and justice.

RESULTS

After the conduct of the interviews, the next process was transcribing the recorded answers of the participants. Transcription is the systematic representation of language in written form. I considered this as the most time-consuming part in the study because I need to listen to the recorded responses of the participants repeatedly to ensure that all their responses are written in codes for translation. This laborious process was followed by classification and categorization of core ideas into themes. Hence, interview transcripts from both in-depth interview and focus group discussion served as the primary source of data.

Standpoints of Parents on the Teaching of Music to Elementary Learners in the New Normal

After analyzing the responses of the participants about their standpoints on the teaching of music to elementary learners in the new normal, four (4) major themes emerged: 1) Music is an essential subject for children; 2) Music is difficult to teach to children in the new normal; 3) Music should be taught with interaction; and 4) Music lessons should be reviewed by the parents.

Music is an Essential Subject for Children

The participants of this study expressed that music is essential for the child's development. Some shared that music is everywhere and it is relevant since it is really part of our lives. Thus, this theme emerged.

As expressed by IDI-01:

"...essential man s'ya kay at least ing ana man gyud nang elementary, kelangan ug naay background sa tanan, agian tanan para makita niya kung asa gyud ang iyang interest kay karun man gud na stage sa mga bata kailangan nila na ma-explore tanan, na matry tanan para ilahang ma-test ang ilahang self kung asa gyud ang ilahang inclination, asa ilahang gusto so okay lang man gihapon s'ya nga naay music..."

(It is essential because at least, elementary is like that; you need to have a background for everything. Experience everything to see where your interest is because in the childhood stage, they need to explore everything, to try everything for them to test themselves on where their inclination is, what they want. So it is still okay to have music.)

Moreover, IDI-03 also said that:

"...para sa akoo kanang kumbaga kung makapuyan sila sa kanang kalibutanon nga mga pamaagi murag ibalhin nila ilahang mga panghunahuna nga dili sila makapuyan so para sakoo Maam dako gyug tabang ang kanang mga music. Para ma enhance pud ilang mga talento kung naa silay gasa sa pagkanta, naa silay gasa sa pagsayaw, or sa pagtugtog bag instrumento so magamit man gihapon na nila kay magdako na sila nga bisan ug wala mana sila nagapreform ba nga pang kadaghanan nga tao, at least naa silay nabal an nga ay kabalo day ko ani mukanta so kung ma boring ba siya saiyahang kinabuhi aw pwede rako mag tugtog tugtog or maka compose ba syag kanta."

(For me, if they get tired of the worldly problems, they can just divert their attention so they would not be tired. So for me Maam, Music is a really huge help. They can also enhance their talent if ever they know how to sing, or play an instrument. They will still be able to use it when they grow older that even if they don't perform at least they know something.)

It was supported by IDI-02:

"Dili pud ko makaingon nga useless pero naa gyuy mga tao nga mag excel gyud ana pud. Pero depende gihapon na sa students asa s'ya kanang hiyang bitaw kay klase-klase pud biya nang mga bata asa s'ya hiyang. Dako pud s'ya tabang syempre if ang iyang i pursue is music like gusto ba niya mag kanta-kanta, ing ana...or wala ta kabalo gusto pud ba niya mag maestro mga ingun ana. Magamit pud na niya..."

(I can not really say that it is useless but there are really some who excels in that field. But it will still depend on the students where they are inclined because kids are really diversified when it comes to inclination. It is a huge advantage if he/ she want to pursue music like he/ she wants to sing or something like that. Or we do not know, he/she wants to be a teacher or the sorts. It can be usefull.)

IDI-05 also expressed that:

"...para sa akoo Maam kay relevant sya sa mga bata kay murag part naman gud ang music jud gud sa lives nato. Pag kung mag kanta kanta ta, kailangan nimog melody. Kung magsayaw ka, music. Mura importante sya nga makabalo jud ka sa basics mao na importante jud pud ang music. Relevant sya sa kinabuhi sa tao kay maskin asa naa na. Naa jud sya sa paligid."

(For me Maam, it is relevant for kids because it is like Music is really part of our lives. If we sing, we need melody. If we dance, music. It is like it is really

important to know the basics that's why music is really important. It is relevant to human's lives; it is present everywhere. Its all around us.)

In addition, IDI-06 conveyed that:

"No, di sya pwede tanggalon. For me Maam music is everywhere man gud sya. Kanang patak lang sa tubig gaano na biya nag music. So naa rajud- tapos dili sya necessary nga kung dili ka inclined with music naa man juy bata nga di jud ganahan pud, pero...it's an art man gud. Kanang importante sya sa kinabuhi sa bata kay when they will grow up, they will appreciate everything. Syempre kay naay TV, nay internet, so naa man jud na syay music at least naa silay knowledge about it."

(No, it cannot be removed. For me Maam, music is everywhere. Drop of water, it brings music. So it is really there. And it does not necessarily mean that you should are not inclined to music because there are really some kids who do not like it but it is like an art. It is important to child's life because when they will grow up they will appreciate everthing. There is TV, internet, and they have music. At least they have knowledge about it.)

Lastly, IDI-07 said that:

"Kanang okay lang man pagtudlo sa music ug para sa akua kinahanglan pud sya. Part gyud pud gihapon sya dapat sa matun an sa atoang mga anak ang music karon."

(It is okay to teach music and for me, it is really needed. Music is really part of what should be learned by our kids nowadays.)

Learning music is extremely important for a child's life, according to parents. It acts as a counterbalance to everything else. They regard it as an integral part of a person's life and believe that it is necessary for a child to learn and develop holistically.

Music is Difficult to Teach to Children in the New Normal

The parents included difficulty as one of their themes since they really see teaching music in the new normal as such. Some parents have not even finished their basic education which makes it hard to teach music and some are really not that good when it comes to teaching the subject.

As expressed by IDI-01:

"Lisud kay nagbalik man kog review so gina-imagine nalang nako ang ubang parents ba nga kanang wala gyud gani kaagi ani. Kanang mga undergrad na parents, kanang gina-imagine nalang nako sila'g unsaon nila pag teach ilahang mga anak sa kining ing-ani..."

(It is hard since I had to review it. I cannot imagine other parents who do not have no experience on this. Parents who are undergraduate. I cannot imagine how they teach their child on this.)

IDI-02 supported this by saying that:

"...sa tinuod lang wala kay lahi raman gyud nang learning sa skwelahan gyud kay syempre atubangan man gyud maduot man gyud pag ayo sa teachers sailang part nga magtudlo gyud kesa ingun ana nga naka module lang murag lahi gyud s'ya lahi s'ya in terms sa learnings siguro sa bata."

(To be honest, it is nothing because learning at school is different because teachers can exert their effort to teach face-to-face than doing it in modules, and it is really different in terms of learning of the students.)

Moreover, IDI-03 shared that:

"Unya karun kay maglisud man kay mangita paman ta sa YouTube maam unya ang problema anig wa tay internet? So medyo magkalisud jud ta gamay. Para sakoa mas maayo jud ang kaning mag face-to-face ta nga labina mag"

tudlo ta aning music kay aside sa makatuon gyud ug maayo ang batag makita niya labinag mga sayaw, unsaon pag kantag tarung."

(Now it is difficult for they have to search it in YouTube Ma'am, and the problem is we don't have internet connection. Therefore, we struggle a bit. For me, it is better to have face-to-face classes since we are teaching music, for they will see they can learn to dance and sing well.)

In addition, IDI-06 supported it by saying:

"...big difference gyud sya kay lahi ragyud kung naa sa school ang mga kids. Naay interactions sailang mga classmates, sailang teachers, sa mga questions nila, kung wala sila kasabot sa lesson sa music."

(It is a big difference because it is different when the kids are in school. There are interactions among classmates and teachers when questioning if they don't understand the lesson in music.)

IDI-05 expressed that:

"Kung sa akoo lang Ma'am ha mas sayunan ko itudlo ang English, Filipino or Math. Di man ko hawd ug Math pero murag dali raman gud s'ya kay kung unsay gi pangayo solve solve lang ka diraa. Kung sa English pud sa Filipino language ang basehan, dili pareha sa kanang music nga application man gud ang ginapangita sa bata ba so kung mangutana ang bata nga tama ba ni ilahang pagtono ani kami di mi katubag basta kay mao na na...Unya basa ra. Unsaon nalang kung di kung dili namo ma deliver ba. Lisud."

(For me Ma'am, I find easier to teach English, Filipino or Math. Even though I am not good in Math, still I find it easy because whatever the problem is given, you will solve it. When in it is English, we will base it with Filipino language, unlike in music that it requires for the child the application; so, when the child ask us the right tone, we can't reply. We have to read. What will happen when deliver it wrong? It is hard.)

Lastly, as stated by IDI-07:

"Para sa ako as parent nga dili kayo particular sa music, naa man gud ubang parent na love nila ang music no? Kabalo pud sila mokanta unya kumbaga inclined sila sa music. To my point dili ko inclined sa music so lisud para sa akoo ang padtudlo ug music. Simple katong mga, and identification siguro ipa explain didto makaya nako sya. Pero kung mo create naka, ug naa na didto'y mga sofasilaba, unsa pa dinha, naa nay musical nga notes o signature unsa na, maglisud na gyud ko as ginikanan..."

(For me as a parent who is not particular with music, there are other parents love music, right? They can sing since they are inclined with music. To my point is I am not inclined with music, so it is hard for me to teach music. It is easy in terms of identification I guess since I can explain it. But when you are about to craft musical notes or signatures like sofasilaba whatsoever, I find it hard as a parent.)

Indeed, music education has been a major concern for parents. They mostly struggle with teaching concepts, remembering previous lectures, and having uncertainties about their delivery of certain concepts.

Music Should Be Taught with Interaction

As mentioned by the parents, despite the new normal way of learning, teaching music should not be taught through modular. It is hard for them to teach it and make learners understand lessons since learners can not see nor hear what it tries to imply.

IDI-01 expressed that:

*"...maygani nalang kay interactive ang system sa **** so naa silay e-lesson tapos nagagamit pa sila ug mga video from Youtube, gina upload nila so*

entertaining para sa mga bata kay naay video. Di nako ma imagine sa module kay puro nalang biya question diretso ang module, walay discussion. So kung i-apil nako sa suggestion, ang module dapat dili lang gyud tanan question dapat naa gyuy discussion. Mubalik gyud sila ug interactive."

(Fortunately, our school's system is interactive because they have e-lessons, and they are using video clips from YouTube, they upload it, so it is entertaining for the children. I cannot imagine it in the module because it consists of questions, and no more discussions. So, I suggest that modules must not only consist of questions but discussion. They have to resume the interaction.)

Added by IDI-02:

"Sa ubang subject siguro naa silay makat-unan kay syempre lahi raman gyud ang music sa uban. Sample lang nang history, lahi man gyud na kay pwede raman masabtan syempre history raman about knowledge kuan. Pero muingon kag music na gud, kailangan gyud sya nga naa gyuy tingog"

(The have learned from the other subjects I guess because music is different among them. For example, in history, it is different because you can understand the knowledge about history. But when it come to music, it needs to have voice.)

Furthermore, IDI-07 shared that:

"...ang music man gud Ma'am is experience...kinahanglang madungog niya, i-execute niya, mura'g ingon ana daw. Kanang mag bilang ta ug mga ta-ti-mga ing-ana gani Ma'am. Mga equivalent sa kada note. Kay sa previous na mga years sa atoang old normal, dili karon na normal nato pandemic time, lingaw man gud na sa bata ang ingon ana na experience though wala ko nagquestion sa module kay mao man gyud ang atong pamaagi karon pero kung ako ginikanan mas papilion, mas gusto nako na maexperience gyud sa bata ang pagtuon sa music. Makanta niya, mabati niya ang kanta, ang pagkanta ba sa iyahang teacher, ang tama na pag execute or ang tama na pag count sa mga notes, mga ing-ana na mga learning. Mas prefer nako gyud gihapon tong face-to-face in terms of learning music po."

(Music is an experience, they have to listen, and execute like that. We have to beat the notes Ma'am. You have to convert each note. Unlike during old times, children found it as fun experience though I am not questioning the modules because that is the alternative nowadays, but for me as a parent, I prefer them to experience learning music. They can sing, feel the song, teacher's singing, right execution or right counting of notes.)

As supported by IDI-05:

"...diba pag music kay more on kanang dili lang man gud sya basa basag nota kailangan ma apply man pud gud nila kailangan ma demonstrate man pud gud nila so kana. Performance man gud so kung kana palang daan wala na sila kabalo as early as now murag unsaon nalang in the long run kung magpadayun nga ing ani?"

(You know that music is not just only reading the notes but they have to demonstrate it. It is a performance, seeing that already is they don't know what to do, how much more it is continuous in the long run.)

Thus, most parents have found it impossible to teach music to their primary students. There are few problems about those who take online courses but those that are going through modular, on the other hand, are facing a lot of difficulties.

Music Lessons Should Be Reviewed by the Parents

According to the participants, parents should make an effort to review and relearn previous music lessons to make teaching effective. Also, since we are surrounded with a lot of resources, parents should take advantage of it.

As expressed by IDI-01:

"...dapat mubalik biya jud ug review ang parent kay dili biya pud sayun ang music especially music so kailangan sad ka mag review'g balik kay nakalimot na biya kog unsa tong akong mga music lessons before so mao na nga mag review nagabasa ko sailahang e-lesson mao nay akong preparation. Dili nagyud thoroughly nga kanang nagabasa pako sailahang libro wala na di na makaya kay sa ka busy pud nako so at least man lang kabalo ko unsa ilang lesson today so per daily basis ang akoang preparation sa ilaha."

(The parents must review since music is hard, so you have to review for I already forgot the lessons then. So, I do review by reading their e-lesson as my preparation. I cannot afford time for I am busy as well, at least I still able to know today's lesson in which I prepare it for daily basis.)

Added by IDI-03:

"Katong sukad nga nakabalobalo pud ko gamay aning mag research pud ta gamay aning kaning selpon nato Maam, kay mangita pud kog pamaagi nga makabaw pud ko kay para makatabang pud lagi ta aning anak nato kay bisag di kaayo ta as in nga ing ana ka hawd sa gadget maynang mabal an pud nato ba kung unsang pamaagi..."

(Since I have a little knowledge, I do research using our phone Ma'am, because I will find ways for me to learn so that I can help for my child despite for me not good in gadgets; I can still learn the ways.)

In addition, IDI-04 stated that:

"Okay ra man pud para at least pud, para sa akoo, marefresh pud akong huna-huna gamay, makaresearch ko, mabalikan pud nako 'tong about sa music."

(It is alright since I can refresh and think a bit, I can do research, and I can recall all about music.)

Furthermore, IDI-05 shared that:

"The moment nga kwaon na nimo ang module take time nga basahon sa sya, ikaw sa before nimo pa answeron sa bata kay at least kanang ikaw nga parent ba kay syempre studyhan sa jud nimo kay lagi karung new normal ang mga parents man ang nahulog nga teachers...para at least kung mag answer na ang bata ug module kay syempre iassist man gyud nimo ang bata, maka explain pud ka makahatag kag kanang mga additional information"

(You have to read it once you grab the module, you read it first before the child will do, because at least as a parent you have to learn since it is new normal which the parents turned into teachers. At least, when the child answers the module, you have to assist the child. You can explain and give additional information to the child.)

Lastly, IDI-07 claimed that:

"So ako pud bago ko mo check sa akong anak, uy silipon sa pud daw nako bi asa, tama ba, ana. Kay naa pud baya'y instance Ma'am nga si module wala baya'y mga given answer. So, si mama nga dili kaayo hawod sa music mosabay ug tuon kay anak."

(Before, I look after my child's work, I have to see to it the right answers. There are instances that the module does not give answers. Therefore, the mother has less knowledge in music must learn with her child.)

Hence, parents reviewed and re-learned previous knowledge that helps their child's learning, specifically in music. Based on the responses, some parents enjoy it because it allows them to recall previous lessons, but others find it difficult. Nonetheless, they did it for the sake of their kids.

Standpoints of Teachers on the Teaching of Music to Elementary Learners in the New Normal

After analyzing the responses of the participants about their standpoints on the teaching of music to elementary learners in the new normal, three (3) major themes emerged: 1) Music is difficult to teach, 2) Music quality learning is attainable, and 3) Music learning requires parents-teacher collaboration.

Music is Difficult to Teach

Teachers explained that due to problems with accessibility and resources, teaching music became quite difficult on their part. It became hard for them to engage learners due to the absence of teachers physically. According to their standpoints in teaching music in the new normal, music is difficult to teach but is attainable with the collaboration of the parents.

As expressed by FGD-6:

"...the problem is that some of the parents cannot assist well because they are not musically inclined so they don't have enough knowledge to assist their children. And also, some of the parent also cannot or students cannot easily connect or contact with the teachers because of the lack of gadgets so the module was entered by themselves so for me it is lack of assistance."

(The problem is that some of the parents cannot assist their students well because they are not musically inclined and does not have enough knowledge to assist their child. In addition, some of the parents or students cannot easily contact with their teachers due to the lack of gadgets. Thus, the module was adapted. So for me, it's the lack of assistance.)

Then, FGD-01 also added:

"...when you say teaching music hindi siya nadadaan sa pagbabasa lang plainly ng book. You need to indulge yourself, you need to make yourself involved in that kasi when we say music, kailangan nating mapakinggan, kailangan natin s'yang ma-internalize so if yung gagawin lang ng teacher is yung plain module reading lang sa students, so I think it would be very difficult in teaching in the new normal"

(When you say teaching of music, it does not mean to plainly read book. You need to indulge yourself, you need to make yourself involved because when we say music, it needs to be heard and internalized. So if the teacher's just going to make it plainly module, it will be very difficult to teach it to students in the new normal.)

Moreover, FGD-02 shared that:

"...my viewpoints about teaching music especially on these days new normal for elementary learners it's really difficult for teachers to teach music for elementary learners and it should be accompanied with a performance task wherein students must engage they should be accessed according to the way that they used to when learning music. I mean the students must learn music in a face-to-face situation and since we are now on the new normal so it's very difficult for learners especially for teachers in teaching music for elementary learners."

(My viewpoint about teaching music to elementary learners especially in this new normal is really difficult specifically for teachers. It should be accompanied with a performance task wherein students must engage. They should be accessed according to the appropriate way. I mean, the students must learn music in a face-to-face situation. But since we are now in the new normal, so it's very difficult for learners especially teachers to teach music.)

FGD-07 also claimed that:

“Since music ang subject the struggle jud is mu-validate ang action or ang performance sa bata if gihimo bajud niya or dili since dili man nato sila makita. Dili ta ka assure maskin pag gud na.. well possible ang video pero para sa akua man gud mas okay jud kung nakita nimo na saimong atubangan gi-perform kay para makahatag ka ug tama...so para sa akua kana ang pinaka-struggle.”

(Since music is the subject, the struggle is really validating the action or performance of the child. If they really did it since you can't really see it personally. We cannot assure, well possible if through video but for me it's more okay if we really can see their performance right in front so that you can give accurately. So for me, that's the struggle.)

Lastly, FGD-05 stated that:

“Yes for me teaching music in this new normal can be full of challenges talaga. Even na kami we are thru online yung aming lesson, we can see students through virtual but still it needs iba talaga yung may guidance ng teacher though makita niyo na sila na they do this, they do like this, the action, the movement, what you're trying to do but different talaga yung engage ka ikaw at yung student especially within the group.”

(Yes for me teaching music in this new normal can be full of challenges. Even us, we are through online classes, we can see the students virtually but it still needs guidance. Though you can see that they do this, they do like this, the action and movement, and what you are trying to do but it's still different. The engagement between you and the student especially within the group.)

After thorough transcription of the responses, it was revealed that not everyone has abundant resources. Furthermore, the poor internet connection in the Philippines creates a stumbling block to providing classes. Teachers believe that teaching music cannot be accomplished only by reading but must also have interaction.

Music Quality Learning is Attainable

Learning is made efficient and achievable by the efforts and passion of the teacher. Music education is made more engaging by the teacher's innovation and commitment. Students learn best as their teachers go beyond and above what is expected of them. Additionally, the teachers shared that their effort to be innovative, resourceful and creativity can make learning music more attainable.

FGD-04 shared that:

“As educator, or for me as a teacher, we need also to be flexible on this new normal following the guidelines and protocols ensuring the safety first of our pupils but we cannot also disregard teaching music during this time. We have all the modalities why not take advantages of having the new technologies using computers if they don't have, we have also another options like we have the modular wherein actually during this time we are not saying that we could give the best that we can but at least we make we make also our move just to reach out in teaching during this pandemic Ma'am. That would be safe in this new normal.”

(As educators, or for me as a teacher, we need to be flexible in this new normal, following the guidelines and protocols, and ensuring the safety of our pupils. But we cannot also disregard teaching music during this time. We have all the modalities, why not take advantages of the new technologies? Use computers and if they don't have, we also have another options like the modular wherein, actually during this time, we are not saying that we could give the best that we can but at least we make our move to reach out in teaching during this pandemic Ma'am. That would be safe in this new normal.)

FGD-06 also expressed that:

“So the pupils cannot easily understand what they're going to do so maybe as the adviser-teacher siguro kailangan din nila gumawa ng another task puwede performance task na mas easy at in-lined parin sa topic para naman yung

ibang hindi nagawa ng bata dito sa module eh meron naman silang ma-submit sa teacher.”

(The pupils cannot easily understand what they're going to do so maybe as the teacher, they need to make another task or performance task that is easier and still in-lined with the topic so that the child can still make it and submit it to the teacher.)

Added by FGD-02:

“...we're the one who set the performance task then going to send them this performance task and this will help since not all of the parents are musically inclined so I think we need the technology since we live in a world which we are very much grounded with technology so we just simply use the availability of technology so in learning music we can use the sites in the lessons in the Youtube wherein we can assess the learning of students in music so what I mean is that for the preparation of parents and teachers, we must use our advantage nowadays which is the technology so the students can learn in those way of learning also.”

(We are the ones who set the performance task and then we're going to send it to them and this will help since not all of the parents are musically inclined. So I think we need technology since we live in a world wherein we are very much grounded in technology, so we just simply use the availability of technology, so in learning music, we can use the sites in the lessons on Youtube wherein we can assess the learning of students in music. So what I mean is that for the preparation of parents and teachers, we must use our advantage nowadays, which is technology, so the students can learn in those ways of learning also.)

FGD-01 also added that:

“...there are times wherein I can say that I gave my best in teaching music to the kids but there are also times that I can say that I did not give my best. The reason of that, there are lessons in which I really know well and there are also lessons na hindi ko talaga s'ya masyadong alam so that is why I can say that in teaching music to learners hindi lang tayo magbi-base in our own knowledge and skills but also we need to research to learn more so that the moment that we will teach them alam natin na mabibigay tayong sagot kung ano man yung mga katanungan nila kase there are times na yung students magki-question talaga sayo. So, personally, me as a teacher, I really do research to add knowledge sa mga nalaman ko na before and also to know more about the new knowledge about that topic in music.”

(There are times wherein I can say that I gave my best in teaching music to the kids, but there are also times that I can say that I did not give my best. The reason for that is there are lessons which I really know well and there are also lessons that I am not that familiar with. So that is why I can say that teaching music to learners does not necessarily mean that we need to base on our own knowledge and skills, but also we need to research to learn more so that at the moment that we teach them, we can give answers to their queries because there are times that they will really ask you. So, personally, as a teacher, I really do research to add knowledge to the things I know and to know more about the new things about music.)

Lastly, as shared by FGD-02:

“I think we should work hand-in-hand with the parents to improve the quality in learning music.”

(I think we should work hand-in-hand with the parents to improve the quality of learning music.)

The teachers believed that they needed to be adaptable and proactive, especially in this new normal setting. Use the resources available, be imaginative and versatile in your implementation, be patient with the student's academic performance, and be more compassionate.

Music Teaching Requires Parent-Teacher Collaboration

Teachers explained that both teachers and parents should collaborate with each other to be able to fully assist the child in their musical learning. The teachers' responses conveyed cooperation, openness and patience as one of the major themes.

As expressed by FGD-04:

"Okay so according to the saying diba it goes that it takes a village to educate a child. Am I right? So by that, educating the children during this pandemic is not just solely by the parent or the teacher but it takes us all together to educate them let's help hand by hand of what are those things that we can provide for them to be able to extend the learning that they are needed in terms of music during this pandemic. So maybe as a parent they could also guide their children because that is their first priority. They should have ample time for their students for them to be able to learn they need the guidance during this time."

(Okay, so according to the saying, it goes that it takes a village to educate a child. Am I right? So that, educating the children during this pandemic is not just solely by the parents or the teacher, but it takes us all together to educate them. Let us help hand by hand with those things that we can provide for them to be able to extend the learning that they need in terms of music during this pandemic. So maybe, as parents, they could also guide their children because that is their priority. They should have ample time for their students to be able to learn. They need guidance during this time.)

FGD-07 also added that:

"Additional din sa preparation, since we discuss about this preparation part of it is the communication since ang struggle sa parents and sa teachers is how to deliver the lesson they should be open ang communication with regards sa lesson na wala nila nasabtan in that way prepared dapat ang teachers sa load sometimes naay parents nga mangutana kung sa unsa ang mga answer ani labaw natong sa mga modules nga naay mali so ing ana lang siya. Sa parents ug sa teachers murag part s'ya na communication between parents and teachers... para ang learning is continuous ug ma guide-an sila labaw na sa performance since music man s'ya performance s'ya then naay mga papel lang biya nang ipasa or module sa public man gud module lang na s'ya then pictures lang man na usually then dili man na ka kuan jud ang parents kung ing ana bajud ang tama so dapat open ang communication para makapangutana s'ya or makabalo sa unsaon ma guide-an ang parents kay sila man ang magtudlo sa bata."

(In the preparation, since we discuss this preparation, part of it is communication, since the struggle between parents and teachers is how to deliver the lesson. They should be open communication about lessons that they find difficult. In that way, teachers should be prepared. Sometimes some parents ask for the answers to the modules that have discrepancies. For parents and teachers, part of it is open communication, so learning is continuous and for them to be guided, especially in performance tasks, since music is about performance, then in public, they just have to pass paper or module. Usually, it is just more pictures and parents are unsure if it is appropriate, so open communication is needed for them to ask what to do and to be guided as they teach their child.)

Open communication can help make a child's learning more significant and meaningful. Teachers and parents must work together to help the student, especially in this new normal way of learning. Furthermore, one of the keys to making things happen is patience.

Experiences of Parents on the Teaching of Music to Elementary Learners in the New Normal

After analyzing the responses of the participants about their experiences on the teaching of music to elementary learners in the new normal, five (5) major themes emerged: 1) children's enjoyment and participation, 2) struggles of children in understanding the lesson, 3) constraints in assisting the children, 4) lack of interest and dishonesty in answering the module, and 5) parent's sense of fulfillment and satisfaction.

Children's Enjoyment and Participation

As a parent, witnessing your student develops and engages in learning brings you pleasure and happiness. Participation is one indicator that the child is involved and having fun in the discussion. Parents shared that seeing their child's eagerness and interest in music lessons is more than satisfactory and fulfilling for them.

As expressed by IDI-01:

*"Yes po. Mu-participate si ***** kay siya man siya nang kanang dili gusto nga mahuman ang adlaw nga dili makumpleto niya iyang task so iyaha gyud nang ginatiwas unya ma-frustrate na s'ya ug dili s'ya ka participate sa ilahang zoom meeting so mu participate gyud na s'ya"*

(Yes, my child was participative because he/she did not want to complete the day without accomplishing the task; so he/she finished them and would get frustrated when he/shen cannot participate in Zoom meeting.)

In addition, IDI-03 stated that:

"Malipay man pud ko kay bisan ug kanang nara sila sa balay unya online lang sila kauban ilang teacher, maka participate man gihapon sila so makabalo-balo gihapon sila somehow"

(I was happy as well because even though we were at home having online class with their teacher, they could still participate, and somehow they can learn.)

Furthermore, IDI-04 shared that:

"Ganahan man sila'g music, ganahan man sila labi na magpa-music ko, ganahan man sila labi na'g karon kanang music nga mga trending."

(They loved music especially when I turned it on, they loved it especially if it is a trending music.)

Lastly, IDI-07 claimed that:

"...tagaan pud nato atong anak ug chance na mu explore, usahay kay ma amaze ka Maam sa ilahang level karun ug kanang understanding gani Maam? Ug ilahang creativity pud kay mugamit sila ug lahi na mga butang para mapadungog nila saimuha ang beat o ang music."

(Let us give our child a chance to explore. Sometime you would get amazed Ma'am in their level of understanding. Also, their creativity when they use different things to let you listen the beat or the music.)

Helping their children with performances and class discussions gives the parents a feeling of accomplishment. Furthermore, they are very pleased with simply monitoring and encouraging their child in their music lessons.

Struggles of Children in Understanding the Lesson

Children learn at their own pace and in their own way. Everything that is easy for one person can be challenging for another. The parents observed that most of the children experiences difficulty in understanding and losing interest in music lesson thus emerging to another major theme.

IDI-01 shared that:

"...kay naa biyay usahay na ang attention sa bata wala diha so mangutana ka teach unsa day inyuhang gi-discuss kaganina kay murag naay assignment unya wala man day kasabot ni akong anak so unsay unsay gi discuss ganiha kay para masuportahan nimo ug kanang explain kay luoy man pud no kung dili nimo ma follow up."

(There were times that the child lacked attention, so you had to ask what was discussed earlier Ma'am, because there was an assignment but the child did not understand the discussion; so you needed to support and explain it.)

Moreover, IDI-04 expressed that:

"Naa man guy uban na part sa module karon nga pareha sa grade 2 nako murag naa sya'y lisod nga part ba para sa grade 2 nga bata nga dili pa nya masabtan. Dapat katong kuan lang kanang sa, unsa ni, light lang ba dapat."

(There were other parts of the module like in Grade 2 that had difficult parts for a Grade 2 pupil which was hard to understand. They had to go with the easy part first.)

In addition, IDI-07 stated that:

"Natunong pa gyud ko'g lalaki akong anak, unya kiat pa gyud kaayo. So ang focus niya sa kanang mas gusto siya ug hands-on na gihimo, mas gusto siya ug practical ang iyang gipanghimo rather than ipasulat nimo sa iyaha ang tanan."

(I have a boy who was really playful. His focus was more on hand-on activity and preferred practical outputs than all-written outputs.)

Parents have been deeply saddened to see their children struggle with music lessons. Some of them are having problems understanding ideas, while others are just bored and want to do something else.

Constraints in Assisting the Children

Constraints are an inevitable part of life. Challenges are everywhere, particularly when it comes to teaching music in this new normal. According to the parents, teaching music is extremely tough due to a lack of interest, difficulty assisting children with performances, forgetting past music lessons, and other factors. They are confronted with several constraints, particularly in the new normal way of teaching music.

As shared by IDI-02:

"Bisag ako wa pud koy talent anang music. Wala gyud kaayo. Happy moments? Wala gyuy ing ana nga panghitabo Ma'am kay bisan ako naglibog pud ko ana."

(Even I have no talent for music. The happy moments? There was no such thing because I, myself, got confused with it, Ma'am.)

Additionally, IDI-03 expressed that:

"Sige patag laba unya pasayawon pajud ta, usahay maglagot nalang pud ta kay pirti pung dugaya kay maglangay langay...maningkamot pud ta ug tuon unya ato pud siyang sabayan kay para mahuman lang gyud na iyang trabahuon."

(I do the laundry and I had to dance with my child. Sometimes I got annoyed because it took time but I still needed to learn it with my child just to get the task done.)

IDI-04 also stated that:

"Makalimot na gyud sa kadugay na panahon. May unta'g teacher lang pud ko unya lahi man na akong trabaho. So katong pila na gud ka years, elementary pa ka, unya makalimot na ka uy....Sa amoa na part karon as parent, maglisod na mi'g recall, kumbaga natayaan na ba ang among utok."

(I already forgot it. Good, if I was a teacher but I have a different profession. How many years have passed and I was still in my elementary days that time, so I already forgot it. On my part as a parent, it was hard for me to recall, in which my mind was getting dull already.)

Moreover, IDI-05 said that:

“...ang bata pud kung naa syay mga gikalisdan mag sige pug pangutana pangutana hantod sa saputon napud ko kay wala naman koy ikatubag kay sa kalisod na saiyang mga pangutana edi mao na makasab-an usahay ang bata kay ay samoka nimo oy unya mura syag kuan ba murag bad side kay nganong ma syempre di man pud na sala sa bata nga nganong nag module nganong wa na niya nasabtan...mura na syag nahimog tig sulat nya ako ang tig search so murag mao na sya after ato didto nako ning decide nga di nalang nato lisud lisudon atong kinabuhi nak. Tan awa nalang nang answer key dihaa.”

(The child had found something difficult, he/she frequently asked me until I was getting annoyed because I had nothing to answer for him/her since it was a difficult question; and I would end up scolding my child, and you would get on his/her bad side since it was not the child's fault on having difficulty on module. It turned out that I was the one who searched, and my child would write, afterwards, I decided that we should not take things complicated. You have to go through the answer key.)

In connection, IDI-06 shared that:

“Siguro naglisud lang ko pagpasabot sailaha sometimes nga mao ni sya, dapat ing ani ni pag music ing ani. Di man gud ko teacher Maam. Maglisud ko unsaon nako pagkuan sailaha pagtarung...”

(I struggled on making them understand on teaching music. I am not a teacher, Ma'am. I struggled on how to teach them well.)

Lastly, according to IDI-07:

“Siguro sa pag print na siguro na, ang uban dili nagyud maklaro. Kay kumbaga dili na sya makatabang nga ma learn kay dili na klaro sa bata. Ug kami pud nga ginikanan mas na samot name na dili na kasabot ug naay mawala or naay dili maklaro dinha nga parte.”

(I guess it was on printing since there were blurred pages. It was no longer helpful for the child having unclear pages. We, parents, could not even understand those missing and unclear parts.)

It is clear that parents are frustrated, especially when it comes to delivering music lessons to their children. They recommended face-to-face instruction over the new modes of instruction. A variety of factors impacted their efficacy, including a lack of musical proficiency, inability to remember concepts, and contrasting ideas with the child.

Lack of Interest and Dishonesty in Answering the Module

The majority of elementary students prefer to engage in activities rather than just reading about them. The parents included tiredness, laziness, and dishonesty in answering music modules as one of their themes since they observed and experienced this during the teaching of music in the new normal.

IDI-02 expressed that:

“Nah! Lahi man iyang ganahan kay dula dula mana sa gawas nuon.”

(No! My child preferred to play outside.)

As shared by IDI-05:

“...muabot man gyud ang panahon nga ang bata laayon na ba kay syempre balay. So niabot jud ang panahon maam nga nagtinapol napud jud sya na murag ako napuy na stress nga kamusta imong module? Hapit nang deadline. Mao na lage kay murag nagsalig napud sya nga answer key ana kopyahon ra bitaw na nako oy, dali ra kaayo. Di na sya mapressure kay wala ray isa ka adlaw oy human diretso kay pila ramay copy.”

(There were times that the child would reach boredom at home. It reached to the point of getting lazy in which made me stressed for following up the module and the deadline. They preferred to depend on copying the answer key

easily. They did not feel pressured since it would be done before the day ends by copying it.)

Finally, IDI-07 testified that:

“Mubo biya ang kaning focus sa mga bata run Maam oy, mas gusto nila magdula ug cellphone, mas gusto nila mudula sa gawas, mutan aw ug tv tungod kay naa lang sila sa balay.”

(Children nowadays have short span of attention, they rather play with their smartphones, playing outside, and watching television because they are only at home.)

Parents had seen their children ignore their worksheets, get frustrated from completing assignments, and become lazy and bored of answering modules. Some students still cheated because of laziness and lack of motivation.

Parent's Sense of Fulfillment and Satisfaction

Parents who invest in their child's overall learning are more fulfilled and happy. A child, on the other hand, is more committed and involved whenever their parents are around. In addition, the parents shared their good experiences with their children while they were teaching music to them. According to them, it also helped to strengthen family and helped them re-learn music lessons.

As expressed by IDI-03:

“Ma enjoy man pud kay naa puy usahay nga iyang papa mahilig man pud ug kanang music ba so mag apil apil pud ning papa so malipay nalang pud mi kay at least kami tanan ba nga nakahinanok nga magtuon mi ani labin nag kanang sa gabii kanang mahuman nag panihapon, so magtuon mi...”

(I enjoyed sometimes, even his/her father loved music too, and he would join us; so we got happy at least we enjoy learning together after having dinner.)

IDI-04 also shared that:

“Ma-renew pud nimo imohang kuan sa una nga nag-eskwela ka, mabalik pud nimo. Positive para sa akoo.”

(You renewed your learning when you were still studying. I found it positive for me.)

In addition, IDI-05 stated that:

“Makita nako ba nga nag paid off akoang effort kay kana ganing sa end part nga pag mag answer na sya kanang matunong pud ang iyahang gipang answer without looking sa answer key...kanang murag ay at least naay natun-an.”

(I found that my effort had been paid off because at the end my child answered it right without looking the answer key, and at least he/she learned something.)

Lastly, IDI-07 shared that:

“Ug unsa ang kanta nga makit-an nimo ani nga region, tapos study-han nimo giunsa ang iyahang musical notes gi-unsang niya pagkanta so mag mas nakatuon ko mas nikanta mi together atong kanta nga dili namo nahibal an. So gitun-an namo both. Nakatuon ming duha. Kay gipresent man gyud niya, gikanta man gyud niya. Unya mao to iyang nahimong output.”

(It was when identifying the music and its regions, then you would study the notes on how to sing it, so I learned. We learned it together. For he/she represented what was he/she singing. So that was his/her output.)

In this new normal, it is evident that the parents are learning alongside their child. The learner is surrounded by the attention and affection of family members. As a result of this, everyone in the family feels satisfied and fulfilled.

Experiences of Teachers on the Teaching of Music to Elementary Learners in the New Normal

After analyzing the responses of the participants about their experiences on the teaching of music to elementary learners in the new normal, three (3) major themes emerged: 1) struggles in teaching; 2) problems on class participation; and 3) children's engagement in music.

Struggles in Teaching

Interaction, application, and demonstration are extremely beneficial when teaching music. However, as mentioned by the teachers, absences of interaction and limited resources are some of the difficulties experienced while teaching music in the new normal. Also, the lack of inclination to music by the parents was also mentioned.

As expressed by FGD-04:

"...experience sa new normal teaching music is that since we are modular, this is one way of teaching this new normal, it's really hard for us teachers and the parents also. We could see that they have also hard times in teaching music. It is because music usually needs an interactive and face-to-face teaching but then nowadays we use the modular so they just have to use the module and read, there is no interactive about that so it's really hard for our part especially for the parents."

(Since we are in modular, this is one way of teaching in this new normal. It was really hard for us teachers and parents also. We could see that they also had hard times in teaching music. It is because music usually needs an interactive and face-to-face teaching but then nowadays, so they just had to use the module and read. There was no interactive about that, so it was really hard for our part especially for the parents.)

"Since in public school we have limited, opposing to the private, we have limited resources because parents could not afford to buy to have books, everything is limited."

(Since in the public school, as opposed to private schools, we have limited resources because parents could not afford to buy books. Everything has been limited.)

As explained by FGD-01:

"...technology or gadgets are not that accessible to everyone especially those na mga nasa public schools so most of the students or ah medyo nahirapan sila sa pag-access ng gadgets especially the internet."

(Technology or gadgets are not that accessible to everyone especially those who are in the public schools that is why most of the students were having difficulty in accessibility.)

FGD-02 shared that:

"...some of the parents who cannot really have their students in terms of music because they are not musically inclined or some are illiterate"

(Some of the parents could not really help their students in terms of music because they are not musically inclined and some are illiterate.)

Due to the current different learning modalities, interactive learning is seriously constrained in the new normal. Teachers and parents are struggling, particularly in the area of music education, due to factors influencing lesson delivery as well as expertise in explaining basic lessons.

Problems on Class Participation

According to the participants, due to the absence of interaction, limited resources and parent's illiteracy and lack of interest in music were some of their experiences. Thus, problems on class participation emerged as one of the major themes.

FGD-05 shared that:

"So okay akong feedback. Ang ano lang po nako internet problem lang, kana jud hindrance jud kaayo s'ya. But then for me, okay."

(My feedback is positive. It is okay. The only problem I had was the internet connectivity issue. It was a big hindrance. But then for me, okay.)

In support, FGD-01 expressed that:

“...so far ang difficulty is yung internet connection jud kay there are times na I am discussing thoroughly and then suddenly na-interrupt naputol kay nihinay ang internet sa PLDT or Globe ba ron so imbes na nalingaw na ang mga bata ug paminaw saimuha so tungod sa pagkaputol sa internet connection mubalik napud ka sa sugod. So mao jud na s'ya ang struggle no sa kami online man mi, virtual, so imbes continuous na imong discussion but due to the internet connection ang imong discussion na interrupt so you really need to go back. So imbes padulong naka sa lahi na discussion, sa lahi nga topic, mubalik nasad ka kay dili man gud pwede na putlon nimo humana class dili mana s'ya pwede mubalik man jud ka sa imong lesson. So mao gyud na s'ya, internet connection and then kanang pagbalik-balik nimog teach sa lesson because na interrupt s'ya.”

(The difficulty experienced was caused by the internet connection. There were times that I was discussing thoroughly and then suddenly, the internet connection was interrupted because of the slow internet connection. Instead of students enjoyed listening to you, but because you got disconnected, you needed to start all over again. That was our struggle. Since we teach online, it is virtual, you have a continuous discussion, but due to the internet connection, the discussion is interrupted, so you really need to go back. Instead of progressing to the next topic, you have no choice but to discuss it again because you cannot just leave the previous discussion hanging. You need to go over the lesson again. So that is it, the internet connection and then repeatedly going back to your lessons because it was interrupted.)

FGD-01 also shared that:

“...aside sa internet connection, participation po sa students. Kasi pag online Ma'am we cannot force the student to participate jud. Unlike sa face-to-face na pwede gyud ta mamugos sa ilaha nga kanta mo ana jud pero sa online dili jud mi makapugos sa student especially naa man ang ilahang mga parents nagtapad sa ilaha so lain pud kasab-an namo so the participation of the student in virtual is not that matawag nato na kanang delikadad pud bitaw ilang participation kay kelangan s'yag pinugsanay, kelangan pa s'yag imo pa s'yag ayuhon ug isturya para lang jud mu-participate. So mao to, ang ilahang participation po.”

(Aside from the internet connection, it was the students' participation. In an online class, we could not force the students to participate unlike in the face-to-face class where we can encourage, even force them like, “You sing.” In an online class, we could not do that. We cannot compel them to participate and perform especially that their parents are sitting beside them. It is unpleasant to reprimand the students in the presence of their parents. In the online class, we really cannot say that the students' participation has quality because to get them to participate and perform, a lot of coercion and persuasion must be done first for them to participate in the class. That's for their participation.)

Lastly, FGD-04 asserted that:

“Nowadays pud Ma'am, we can observe that in terms of subjects in teaching they could not give hundred percent in music. They would rather use more of their time in other subjects like English, major subjects like Math. So, disregard the subject MAPEH or music. They give more time on those academics that are major. For those not major, they could answer the module and pataka lang. Unsa lang ang naa diha, as long as they could give answer. They disregard the subject music. Not to offend but that's the reality Ma'am. Not to offend the music teachers but they disregard or kung unsa nalang ang

naa sa music, gamay ra answer-answeri nalang na diha basta kay naa lang kay mabutang. Mao nay tinuod run..."

(Nowadays Ma'am, we can observe that in terms of subjects in teaching they could not give hundred percent in music. They would rather use more of their time in other subjects like English, major subjects like Math. So, disregard the subject MAPEH or music. They give more time on those academics that are major. For those not major, they could answer the module, regardless if the answer is right or wrong, as long as they could give an answer. They disregard the subject music. Not to offend, but that's the reality Ma'am. Not to offend the music teachers but they disregard or whatever is in music, it's only few so just give any answer as long as you have something to put in the module. That is the reality now.)

The Philippines has a very unreliable internet access, which is particularly difficult for music teachers because their lessons are constantly interrupted due to the unstable network.

Children's Engagement in Music

Every child has potential; it is up to their teachers to identify and nurture that potential. Some teachers have witnessed their learners' eagerness to perform and participate as well as develop their talents and skills. Thus, including this as one of the major themes based on the teacher's responses.

FGD-05 expressed that:

"So sa amua since virtual amua, online teaching, so online among gamit so it's fun. Fun s'ya. Then makita namo ang bata. Yes, the way they do....so fun s'ya mag teach ug music."

(In our case, since it is virtual, online teaching, we used online to conduct classes, so it was fun. It was fun. We could see the kids and the way they did the activities.)

In connection, FGD-03 added:

"For me, it's fun. My experience is fun. Ma-enjoy lang ang mga bata pag about sa music."

(For me, it was fun. My experience was fun. The kids were only having fun when it was time for music.)

Moreover, as asserted by FGD-02:

"I'm teaching music dun ko nalaman ma'am na some of the students are engaged in music because they are musicians in their respective churches. So, with that, the school serves as a stepping stone also for their learning of music sa kanilang mga respective na mga churches and eventually of course we don't know na magiging band ba sila later on sa kanilang lives so the story of success here is that the school which teaches music can be the stepping stone of learners that are really musically inclined and of course they use this as their basis while they are learning music and when they are learning in general in education"

(I am teaching music. I found-out that some of the students are engaged in music because they are musicians in their respective churches. So, with that, the school serves as a stepping stone also for their learning of music in their respective churches and eventually of course we do not know if they will form a band later on in their lives so the story of success here is that the school which teaches music can be the stepping stone of learners that are really musically inclined and of course they use this as their basis while they are learning music and when they are learning in general in education.)

The teachers discovered the children's gifts and helped them develop them through music lessons. Furthermore, the students loved their lessons and discovered that they have a passion for music.

Coping Mechanism of Parents on the Teaching of Music to Elementary Learners in the New Normal

After analyzing the responses of the participants about their coping mechanism on the teaching of music to elementary learners in the new normal, seven (7) major themes emerged: 1) doing research and review in internet, books, and other resources; 2) asking assistance and updates from teachers, loved-ones, and experts; 3) ensuring that children are able to do and submit tasks; 4) Music assisting, guiding, and monitoring children in music lessons; 5) having acceptance and patience on the situation brought by the new normal; 6) investing on Music course wares and instruments for the children; and 7) having time management and setting schedules.

Relying on Internet and Other Resources

Nowadays, information is widely available; all it takes is a little creativity and determination to look for it. Almost everything can be obtained from the internet, in books, or in other forms of media.

The participants relied on the internet and other resources as their coping mechanism in teaching music. According to them, exerting effort to search and make use of the available resources can help the learners learn music lesson better.

IDI-01 shared that:

"Kana mag learn kag imuhang kaugalingon, magstudy kag apil number 1... ang books number 2 and then ang internet number 3. Mao na sila ang mga makahelp saimuha."

(You could learn on your own, like when you read books and search through internet. These are the things that could help you.)

As a support, IDI-02 said that:

"Bale sa iyang part kabalo na pud s'ya nga pag once naay s'yay kalibugan diretso man pud s'ya sa kuan internet. Dili na pud s'ya naga pangutana kaayo pero makit-an lang namo nga ing ana mag search search siya sa computer."

(In his part, if he had some questions or confusions, he searched them via internet. He did not ask much for he solved his queries on his own with the help of internet.)

Additionally, IDI-03 expressed that:

"Kanang ang una jud kay syempre di man ta kaayo ta kabalo ug gadgets so giuna gyud nako paghibalo sa ang gadget kay kay basin magkamamo ang akong anak"

(The first thing I learned was on how to handle and manipulate gadgets, especially in my age. I am not that familiar anymore in using gadgets. I had to educate my self for me to help my child.)

According to IDI-04:

"...naa man tay internet karon so mao nay nagatabang sa amoa para mas ma-explain pa namo ug tarong sa among mga bata."

(We have internet nowadays and it helped us lot to explain to our young ones the lessons that they must learn.)

"i-Google nako daan para pag mag-answer na mi, naa na koy idea unsaon...diri ko mag-research sa office unya pag-abot sa balay, didto na nako i-explain."

(I google it first for me to gain ideas on how to teach it. I do the research at my office and when I go home, I can already explain it to my child.)

"Katong mga books nila sa private school, naa pa man to kay ginapanghatag man sa ilaha'g balik. So isa pa na nga makuhaon nako ug kuan kanang matan-awan nako'g balik about sa music."

(His books in private school before, was given back to us. I used it as a reference to teach my child about music.)

As asserted by IDI-05 that:

“Kanang mag-load sa data kay kuan mag-search kung unsa man ang mga butang nga gikalibugan so call Google. Magsearch search sa Google, search search sa YouTube pero mao to sya akong mga preparations, nag invest jud ug internet kay para maka tabang.”

(Our phone must have a load for us to connect and search in internet, especially if we have confusions in the lesson. We immediately go to Google or Youtube for us to have deeper understanding and preparation in teaching my child.)

“...at the same time jud mga old books kay syempre ang naa ra lage sa module, for me, dili jud sya as in totally enough para makatuon or daghang ma learn akong bata kay sa kadaghan ba naman niyag pangutana kailangan jud kag daghang references nga ihanyag saiya kay para masabtan jud niya tapos again kanang kung makaya ang internet kung magpataod ug internet or magpload jud kay at least once click away lang atsaka good thing pud kay kung naay mga videos nga makita at least madunggan niya ang sound, makitan niya ang proper execution at least kana na ikaw nga parent saved naka dili naka kay ikaw ang mag perform perform, kato na ang video na.”

(At the same time, old books are very helpful for me to teach my child and that same goes to internet. We all know that the module itself is not enough to teach our children and to us as well. We really need to do some research to show some videos to our children for them to learn more. It is beneficial to us as well as parents for we don't have to explain further.)

Lastly, IDI-07 shared that:

“...ginatagaan nako akong anak Ma'am ug chance nga ma view niya sa video, or mapangita niya through online. Ah just example Youtube Ma'am para madungog niya. Ah, ingon ani gyud diay ni siya, mao diay ni siya ang tama kay ug ako po'y pakantahon Ma'am na wala pud sa tono Ma'am.”

(I give my child a chance to view videos or search through online, like letting my child watch youtube videos that would help him see and understand the lesson especially in music where it needs to be modeled to children for them to imitate you.)

Parents are encouraged to look at other opportunities to help their student's development and to provide useful knowledge to better clarify music lessons to their child in the new normal, where teachers are no longer as available.

Seeking Assistance from Teachers and Family Members

The foundation to a healthier relationship is open communication. If one person is confused about a topic, it is normal to seek advice from someone who is knowledgeable about it. Members of the family are the most likely to have information. However, one should also seek advice from teachers and other professionals in order to get appropriate and reliable information.

The participants responded that their way to cope with the challenges was to seek assistance from teachers and family members especially those who know more about the music lessons. Assistance and support from those people makes teaching music easier and effective.

As expressed by IDI-01:

*“...dako ug ikatabang pag kanang mag-ano ka sa teacher mag communicate pud ka sa teacher kay pag dili na nako makaya mangutana man ko kay teacher **** so makatabang man pud ang teacher so dili jud s'ya ingun-ana ka lisud.”*

(Communicating to the teacher was a big help especially if I, as a parent, had questions or confusions. The teacher's guidance was very helpful for me that is why did not have much conflicts in delivering the learning to my child.)

IDI-02 also shared that:

“Ug naa mi question kabahin sa iyang module gina agi namo ug pangutana inig kuan na sa module napud inig mag abot mi sa maestra.”

(If we had questions about the module, we directly asked the teachers when we returned the modules to them.)

In addition, IDI-04 asserted that:

“O, mangutana ra mi sa teacher kay naa man mi personal number pud sa teacher ug sa group chat pud. Naa may gibuo nga group chat que bale sa grade 1 ug grade 2, naghimo’g group chat ang teacher so nay mga concerns, didto lang mangutana or kung kanang naa gyuy dili na masabtan, i-private message ang teacher. Ana lang.”

(Yes, we also asked the teacher if we had queries. We have her number and we also have a group chat. Every grade level has a group chat and if we have concerns we directly ask the teacher through messaging her in group or in private.)

Moreover, as stated by IDI-03:

“Mahulog pud nga akong anak ra may tig video kay basin mamali pa tag kanang angle angle daw kay di daw sya ganahan anang ing ana nga angle angle. Mao na nga akong anak nga kinamagulangan ang naga video sa iyang manghod kung naa man silay mga sayaw sayaw or kung magkanta, mao na.”

(My eldest daughter is the one who records the video of her younger sister if she has to pass a dancing or singing video, because they do not like the way I take shots.)

“Ang ilahang teacher mam naga demonstrate man kanang pareha atong nikanta ilang teacher ug kanang naay single nga singing man to unya naay nag duet unya naa puy isa nga kanang murag kanang mag blend blend sila sa ilang tingog ba.”

(Their teacher also demonstrated singing so that the students could imitate and learn the right tune of the music or song.)

According to IDI-06:

“Unang una ang akoang partner. Murag naa pud mi mga brainstorming ana Maam when it comes to performance task. Kung di ko kasabot, akoa nang irefer saiyaha. Unsa man? Ing ani ang pagsabot. Unsaon mana? Ing ani man akoang pagsabot. Dili oh tan awa ragud ang question, ing ana mana.”

(First my partner. We also had like a brainstorming when it came to performance task. If I did not understand I referred it to him, like “What do you think of my understanding? Is it Right?” conversations like that.)

Finally, IDI-07 added that:

“...sa akoang manghod nga teacher. So mangutana ko, naa man silay mga tita nga teacher. Didto kay dali dali raman mahangyo. So nagapangutana ko saiyahang mga tita. Usahay mutabang sa ilaha sa pag answer sa module...magkalisud na gani oh sleepover didto kay tita nimo kay answeri ninyo ning music. Answeri ning duha ka module. O pick-upon ta nalang ka pagkahuman. Ing ana jud Maam.”

(My younger sister who is a teacher. I asked her assistance from her tita’s who are teachers. Sometimes when the lesson got tougher, I let my child go to her tita and tutor her. I would just pick her up when they were done.)

Furthermore, IDI-05 expressed that:

“Kung naa kay mga nakaila na kanang teachers pud siguro kana helpful kay murag nakatabang pud nga kanang kung naa kay kaila nga hawd ana nga field or expert ana nga mga topics pwede nimo nga ma tap...at the same time pud kay ang mga people sa balay kay murag mahulog pud nga mura syag collaborative or team effort kay kung wala koy time, sila ang maka assist”

(If you have friends who are teachers, it might be helpful to you, for you can ask their guidance and expertise in that field. The people in your household as well can help you because if you are busy, they can assist the child in doing his module, like a collaborative or teamwork within the household.)

It is understandable that those who have friends or relatives who are teachers have an advantage, especially when it comes to asking questions about the learner's classes. Many of those who lack such relations should either ask a family member for guidance or speak with their child's teachers for guidance.

Ensuring Children's Completion of Learning Tasks

A child, particularly a young learner, may be impatient when performing tasks. They would rather play than study. Learners in the new normal are confined to the corners of their houses, making studying and learning dull and exhausting.

Parents shared that in this new normal, ensuring that the learner accomplishes the tasks is one of their main roles. Checking lessons beforehand, assisting the child in completing tasks and eliminating distractions were done so that the child could focus on the tasks.

As shared by IDI-01:

*“Kay ako man gud dili gyud kay nako gina push nga mag honor honor gyud mo so ang akua lang is naa moy nasabtan and then nakasubmit mo sa gi require sa teacher so tan-aw nako makasabot man pud gyud kay si ***** bia Ma'am pasagdahan ko na gyud tapos maka assist pagyud s'ya kay *****”*

(For me I do not push my children to be on top, what matters is they learn, and they can submit the needed papers to their teachers. To my observation ***** can learn on her own because I practically let them do it on their own. She can even teach her younger sibling.)

IDI-02 also expressed that:

“Oo nga check hinuon. Bale gina follow up namo ug na answeran na ba niya tanan. Pag once naay mga kulang among gina double check namo ginaingon saiya ngano man nganong kulang mani? Usahay malimtan ana.”

(Yes, we always check. We see to it that she had answered everything. We double checked it to see if she missed some questions and if there is, we correct her immediately.)

IDI-03 added that:

“Sige, dili ka mag selpon or naa kay kwaon saiyaha nga butang nga kanang importante saiyaha nga para maningkamot sya makuha to dapat buhaton sa ni niya, para mahuman lang gyud mam kay lisud jud kaayo karun”

(I have some conditions for her like confiscating or banning her from using her cellphone. She is only allowed to use her phone if she is done answering her lesson.)

“Kuntahay muingon ko nga o sige pagmabuhay ni nimo sige naa kay isa ka oras nga selpon. Ana gyud mam.”

(For example I tell her, “If you finish your lesson, I will allow you to use your phone for one hour” that's how I do it maam.)

Lastly, IDI-06 asserted that:

“Morning palang gina inform na gyud nako sila please check your mCourser even though naa silay guide, ginatagaan mana silag guide Maam kung unsa

ang lesson for for this day. Gina-remind gyud nako sila, tan awa inyong mCourser para unya naa moy question naa moy clarification sainyong teacher, ipangutana ninyo."

(Every morning I always remind them to check their mCourser even though they already have a guide. They are already given a guide on the lesson for this day. I always remind them to check their mCourser so that if they have queries, they can ask their teacher.)

"Kanang performance task ang bata, kana gung video puros video gi compile video. Usahay 1 to 5 minutes tapos kami biya Maam kay dili kaayo anad nga mag upload ug kay tagpila na ka mb...stress kaytung pirmiro lage."

(The performance task of our children, like taking videos or compiling videos to be sent online. sometimes it takes 1 to 5 minutes it its very challenging for us maam because we are not that experienced in uploading videos. It was really stressful as first.)

Parents often go beyond and above to make sure that students complete all of the necessary tasks. Despite being overwhelmed with work and household duties, they make an attempt to see how their child is improving and being efficient.

Involving Oneself in Child's Learning Process

Parental participation is extremely beneficial, especially in a children's development. When their parents are not around, children choose to do other activities, and they will struggle to understand certain music lessons if they are not assisted.

As believed by the parents, involving oneself in the child's learning process is one way of coping the challenges in teaching music in the new normal thus, this theme emerged. Being involved with the child like encouraging them, monitoring, assessing whether they learned something or not, reviewing lessons and tasks, and guiding learners are some of the shared responses by the participants.

As asserted by IDI-01:

*"Ganiha lang jud morning, nag advance viewing sad ko sa **** man gihapon sila and then nagagamit man sila ug mCourser, nag advance viewing sad ko kaganiha sa ilahang e-lesson kay inkaso ug naay assignment number 1 and number 2 if naay mga questions si **** or si **** kabalo nako daan ug unsa ilahang lesson"*

(Earlier, I also checked ** in advance, and then they used mCourser. I also viewed their e-lesson in case, like number 1 if there is an assignment and number 2 if there is a question. At least I already knew what are their lessons.)

In addition, IDI-03 shared that:

"Sige musayaw lage kog apil para di ka maulaw so ikaw nga mama mu adjust pud ka sa mga panghitabo so imong anak para di pud maulaw"

(Okay! I will dance, for you not to be shy. Because as a mother, you need to adjust for your child.)

Moreover, IDI-04 stated that:

"Naa puy gamay mi nga ginadiscuss sa bata. Gina-broaden namo ang kanang kung unsa ang nakabutang sa module...pagka-gabie na kanang gina-check namo 'nya naay mga mali, didto ipasabot na sa ilaha."

(We also have a little discussion. I explain everything written in her module. In evening, I always check her answer and if she got a wrong answer I always explain to her thoroughly.)

In connection, IDI-05 also said that:

"Maghatag pud ug pictures nga ing ani na or maghatag ug example nga ing ani, naa kay i-prepare daan para at least ang bata pud maka kuan sya nga ah ing ana. Dili dull ang moment nga magsige ra syag basa."

(I gave examples to my children like pictures and prepare something that they could easily understand the lessons or the story.)

Furthermore, IDI-06 expressed that:

*"Ginalungkuran nako Maam ang akoang grade 1 si ****. Ako naa saiyang kilid kay kung naay mga like mungon ang teacher please get pencil, paper, please get ana, naa dayn maka assist saiyaha Maam."*

(I always sat beside my grade 1 child. So I could easily assist my child during class.)

Finally, IDI-07 shared that:

"...lingkuran nako kauban akong anak ug ginatabangan nako sya sa pag answer po."

(I sat beside my children and helped them with their answers.)

The attempt made by parents to review the student's lesson in advance, study and re-learn it, and track their child's growth and progress has a significant effect on the child's holistic learning. In the new normal, parents make certain that their children have really accomplished something before allowing them to engage in recreational activities.

Accepting Wholeheartedly the New Mode of Teaching

The pandemic struck without warning, and no one was prepare for it. Accepting the new normal way of learning is therefore one of the most important steps to take. Embracing and adapting to transition makes learning easier and more acceptable.

As one of the themes emerged, participants responded that they should just embrace reality and get used to the new normal.

According to IDI-01:

"For parents, embrace nalang nato ni nga reality kay mahulog naman gyud ta ani run nga kita na ang number 1 teacher so si teacher igu nalang muhatag saiyog guide na mao ni ilahang lesson karun"

(Let us embrace the reality that we, the parents of our children are the number one teacher to them and so, their teachers are the one will guide us what lessons to teach them.)

As expressed by IDI-03:

"...Karun, okay rapud ko. Arang-arang rapud akong paminaw ani murag naanad anad nalang pud ko ani online class nila sa music nga kanang diri sa online lage sila magkita sa iyang teacher."

(Right now, I got used to it. I felt a little comfortable than before during their online class in Music even though they do this virtually with their professor.)

"...kung wa lang guy pandemic gud, maghuna-huna lang gyud ta nga kanang para sa ikaayo ni sa atong mga kaanakan so imbes magibang na ni atong utok, di nagyud sya magibang kay makatuon man pud tag balik. So ako, para sakoa, kung magkalisud man ko mangita jud kog pamaagi nga makatuon jud ko para lang jud sakong anak."

(Who would have thought that this pandemic would cause something awful. Let us keep in our mind we are doing this for the sake of our children at the same we are learning from them. Those learning that we need also to teach and guide them. As a parent, we are obliged what's best for our children in any cost.)

Additionally, IDI-04 shared that:

“...lisod lang gyud pero paningkamutan kay mao naman ning new normal... So far sa akoo Ma’am, dawat-dawat lang sa ta ani...Isa gyud diha ang patience gyud dapat sa pagtudlo.”

(Hence, it must be tough for us but as if we have a choice on this new normal. So far, everything works perfectly fine. It only matters how to adjust with your time and plenty of patience if possible when you teach them.)

Moreover, as stated by IDI-06:

“So na ano gyud pud jud ang kung unsa juy tumong sa music class through online class. So kaingon ko nga it’s a positive. Kung gyud sya, maayo sya siguro Maam depende lang pud saimo how how do the school, how do the teacher i kung nila, i-demonstrate ang ilahang lesson nila so akong view ana okay sya.”

(So, I wondered what is the purpose of music subject in online class, but later, I thought it has a positive result. I think it is good depending on how the teacher demonstrate the lesson. So my point of view about that is okay.)

Parents are in a lot of trouble because the pandemic has taken schooling to a whole new stage. Learning has been found difficult and challenging. However, since we have no power of this, the only thing they can do is embrace it and move forward. It is the most logical thing to do to adapt to it and the new normal way of education.

Allocating Time to Assist Child’s Learning

Time is gold, and it is one of the only things that money cannot buy. We must spend it carefully so that we do not waste any of it. Being productive and smart about the time will contribute to increased efficiency and achievement.

Allocating time to assist child’s learning emerged as one of the themes in coping mechanism for parents. The parents responded that setting aside tasks and managing time to assist and guide their child in their music lessons are some of the things needed to be done.

IDI-03 expressed that:

“...bisan gud daghan kaayo tag labhunon diraa pero para lang sa pagtuon satong anak mao nang i-set aside sa pud nato kay para makatuon lang gyud ang atong anak.”

(Though, we have so many laundries to do, just for the knowledge for our kids we will set aside it first just to help our children to teach them.)

As supported by IDI-04:

“Dili man sya ingon nga free time kun dili kinahanglan laanan gyud.”

(Not just having a free time, but we must have spent a time for it.)

“...pag-abot na sa uli namo gikan sa trabaho, i-check lang pud namo. So murag pag-abot sa gabie, magbonding mi. ‘Nya mao na mag-check sa ilahang gipangbuhat.”

(Coming home from work, I would check then, at night, I would check how were they doing and it served as our bonding time.)

Moreover, IDI-06 added that:

“So start 2021 karun na year, since usahay naa man mi schedule work from home every other week, naay- naka work from home. Pagkasunod napud nga week, work napud so naa gyud gihapoy time.”

(This year 2021, sometimes we have a work from home every other week. And next week another work from home so, we still have a time together.)

Lastly, IDI-07 shared that:

“Ang kana lang nga time na irequest ka niya nga mo sit-in sa imoha kay syempre parent ka no? Imoha pa gud tanang chores. Unya I divide pud nimo

imohang time nga dili lang sa isa ka anak kay naa pa si ate niya, naa pa gyud pud ko'y gamay na bata pud."

(But then again there would be a time that my children will request me to sit-in, of course we are parents right? We do all the chores. I need to divide my time not just for 1 child but also to all my children because I have the eldest and the youngest to take care of.)

"Yes Maam kay wala pud bayay panahon gyud Maam nga mutudlo ug parehas sainyuha nga mga teacher nga idrawing jud sa board. Wala baya mi panahon mga ginikanan na kaayo ana Maam kay sama sa gikaingon kung naay trabaho pud si Mama, naa pajud ang balay. "Tan-awa ni nak oh, oh tan awa ni nak. Oh makatabang ni saimuha nak"

(Yes Maam because we do not have much time to teach like you that you really illustrate it on board. We, parents, do not have much time for that because just like I sad, we have work and we have household chores. "Watch this. This weill help you".)

Parents are considered to be overburdened by work and household responsibilities, but they nevertheless find time for their children's education. In this new normal, where parents are the ones who educate their children, they needed to incorporate teaching into their everyday lives to help the child and guarantee learning.

Coping Mechanism of Teachers on the Teaching of Music to Elementary Learners in the New Normal

After analyzing the responses of the participants about their coping mechanism on the teaching of music to elementary learners in the new normal, two (2) major themes emerged: 1) doing research and asking help from colleagues on difficult music lessons; 2) finding different means and ways to assess student performance and extending patience. 3; extending Patience for the students,

Doing Research and Asking Help from Colleagues on Difficult Music Lessons

Teachers are referred to as knowledge facilitators. They must perform additional research to learn more in order to offer accurate knowledge and practical lessons to the child. They should search for information or contact the closest possible help, who are their colleagues.

Teachers are very resourceful when it comes to teaching. Hence, participants' responses expressed the need to do research and ask help from colleagues on difficult music lessons as one of their coping mechanism.

As expressed by FGD-01:

"...we do research po about the topic kasi ngayon, for example lisud jud kaayo ang lesson so we do research and aside from that we also ask for help sa other teachers pud na kabalo pud ani nga lesson tapos there is what we called as repetition to the students. So for example kani nga lesson medyo lisud s'ya, so kailangan s'ya ibalik-balik...so mao to s'ya ang kanang mga ang ways kung giunsa nako pag-cope sa mga challenges especially during this new normal."

(We do research about the topic because now, for example, the lessons are very difficult , so we do research. Aside from that, we also ask for help from other teachers who are knowledgeable about the lessons. Then there is what we called repetition to the students. So for example, one particular lesson is quite difficult, so it needs to be taught multiple times to the students. Those are the ways that I cope up with the challenges especially during this new normal.)

FGD-04 also added that:

"Do not expect too much because we know that this is not the new normal that we are used this is new normal for all of us so we need to use those things or those materials or resources that we can use in this times of pandemic. We need to be flexible, we need to be innovative."

(Do not expect too much because we know that this is not the new normal that we are used to. This is the new normal for all of us so we need to use those things or those materials or resources that we can use in this time of pandemic. We need to be flexible, we need to be innovative.)

Lastly, FGD-07 shared that:

“Well sa difficulties sa part when it comes to teaching, I usually ask help from my co-workers, sa mga school teachers...lesson na medyo lisud sabton... wala sa... sa research ha? Mas dali man gud mangutana ka sa imong kauban so that way sa akong kauban rajud ko dali...”

(Well, on the difficulties that we faced when it comes to teaching, I usually ask helped from my co-workers, from the school teachers. The lessons that are quite difficult to understand, not research, it is just easier and quicker to ask from your co-teachers. It is convenient for me to ask help from my co-teachers.)

In this pandemic, being imaginative, creative, adaptable, and diligent is critical to making learning meaningful and efficient. Teachers are well-known for their hard work, but they go beyond and beyond to ensure the success of their students' education.

Finding Different Means and Ways to Assess Student Performance

Meaningful engagement and experiences are the most effective ways to teach and learn music. Due to the pandemic, doing certain things is very challenging or difficult, based on the modality chosen by the family.

According to the teachers, being resourceful, extending effort and having open communication are some of the things they've done to cope with the challenges in teaching music in the new normal. Thus, this theme emerged as one of the coping mechanism of the teachers.

According to FGD-01:

“...makaingon jud ko nga we really have plenty of resources kasi naa pud mi website or platform wherein we will upload mga pre-recorded videos sa lesson so aside sa pre-recorded videos, naa pud mi mga virtual meetings sa student...”

(I can say that we really have plenty of resources because we also have a website or a platform wherein we will upload pre-recorded videos of the lessons. Aside from the pre-recorded videos, we also have virtual meetings with the students.)

In addition, FGD-02 shared that:

“...some of our students are sent here to school with of course with following the safety protocols social distancing, so some of the students came here at school to really assess that kind of performance task so once a week they come. Then, in that way we can help them of course lahi raman jud tong face-to-face Ma'am so yun lang parang some of the students lang are sent here to school syempre as the question kung ano ba talaga and we help them do their performance task.”

(Some of our students are sent here to school, of course, following the safety protocols, social distancing, so some of the students came here at school to really assess that kind of performance task. They come here once a week. In that way, we can help them. Of course, face-to-face class is different, Ma'am. So some of the students are sent here to school and we help them do their performance task.)

Furthermore, FGD-01 said that:

“they can also communicate us through messenger so open ang communication. So from those resources, I can say that we can really deliver the lesson well kasi puno naman kaayo.”

(Aside from that, they can also communicate with us through the Messenger, so there is an open communication. So from those resources, I can say that we can really deliver the lesson well because we have plenty of resources.)

Extending Patience for the Students

Patience is the capacity to persevere in the face of adversity. It is the ability of being calm and endures any suffering or difficulties. Many of the teachers viewed this theme as one of the coping mechanism in teaching music in the new normal.

As asserted by FGD-01:

"...there is what we called as repetition to the students. So for example kani nga lesson medyo lisud s'ya, so kailangan s'ya ibalik-balik diba ing-ani to s'ya class ana so mao to s'ya ang kanang mga ang ways kung giunsa nako pag-cope sa mga challenges especially during this new normal."

(Then there is what we called repetition to the students. So for example, one particular lesson is quite difficult, so it needs to be taught multiple times to the students. Those are the ways that I cope up with the challenges especially during this new normal.)

Lastly, as FGD-04 expressed that:

"...actually there is no best strategy especially during this pandemic so we need to compose our self we need to be patience and all of that because we do not expect too much because too much expectation will kill you in this pandemic."

(Actually there is no best strategy especially during this pandemic so we need to compose ourselves. We need to be patient and all of that because we do not expect too much because too much expectation will kill you in this pandemic.)

Teachers have been strategizing in order to make teaching and evaluating music lessons more successful and relevant. It is clear that teachers are searching for ways to assess their students' learning and development.

Insights of Parents on the Teaching of Music to Elementary Learners in the New Normal

After analyzing the responses of the participants about their insights on the teaching of music to elementary learners in the new normal, four (5) major themes emerged: 1) a call for teachers to have interactive teaching and alternative tasks; 2) a call for parents to relearn and review basic Music lessons; 3) a call for parents to assist and monitor the learning of their children; 4) a call for teachers to update and cooperate with the parents in the learning development of their children; and 5) a call for DepEd to improve system in terms of technology and training of teachers.

A Call for Teachers to have Interactive Teaching and Alternative Tasks

This new normal poses numerous challenges in the field of education, particularly in the teaching of music. The lack of discussion makes teaching the subject difficult.

As belived by the parents, teachers need to have interactive teaching especially in teaching music in the new normal leading to the emersion of this major theme as one of the insights of parents.

As expressed by IDI-01:

"Discussion still is the key, virtual or kanang through reading or books ingun-ana. Important jud s'ya kayo music especially kinahanglan gihapon ang kanang ang imong discussion is more of interactive. Ingun-ana gyud s'ya dapat and then mas gwapo gyud na aside sa interactive, naa kay mga other activity nga kanang maka-relate didto sa inyong discussion so dili lang kay kanang puro lang sila basa kay boring para sa especially sa elementary."

(Discussion still is the key, virtual or through reading of books, is it very important in music specially it needs interaction with the students in performing activities, and it should be done like that, other than that they can relate themselves not only by just reading and reading because its boring specially in pre-school students.)

IDI-03 added that:

"...makaingon gyud ko nga kanang magpadayun lang gyud sila sa ilahang pagtudlo nga kung pwede sila maka apil apil anang daghan man mga kuan run mga seminar seminar"

(They should continue in teaching, if possible, they should join more seminars in today's educational situation)

According to IDI-05:

"kanang example ang music nga need ang application, kung pwede lang kay dili gud sya i-module murag kung pwede lang kay diba murag naa man siguro na karun Maam na through video? Nga ang teacher kay magtudlo, ana. Murag siguro i-identify nila ang mga subjects nga needed ug ug mga real examples like sa music nga makit an jud nga ang teacher gi-deliver jud sya kaysa sa module kay lahi raman jud gud kung basahon lang sa bata."

(For example in music that needs application, if it is possible not to use module, it looks like if it is possible, we can have it, Maam through video? That the teacher will teach, there. I think they should identify the subjects that needs real examples like music that will show how the teacher delivered compared to the module because it is very different if it is just read to the child.)

Moreover, IDI-06 stated that:

"Naa man silay kuan lesson nga beat. Unsa to ha, rain rain go away, kung pila daw ang beat daw ato. Maayo pud sya kay since naa man ang mga bata sa balay, kuha lang sila ug kanang instrument, not necessary nga as in instrument gyud like the guitar, the the piano, pero in a resourceful pud sya Maam ba."

(They also have a lesson about beat. What was that again, rain rain go, away, how many beat seems to be in that. He is also good because since the children are at home, they just take that instrument, not necessary as an instrument like the guitar, the piano, but he is also resourceful Maam.)

"Then for the teachers, dapat pag teach nila mag ano pud sila mag present. Mag guitar ba sila, kanang ila jung kuanon jud nila Maam i demo."

(Then for the teachers, when teaching they should present. Like they will play a guitar, like doing a demo.)

Teachers are being encouraged and advised to make their classes more engaging and to include alternative tasks that are best fit for music lessons. The participation of teachers who can teach, demonstrate, and present concepts to students is needed.

A Call for Parents to Relearn and Review Basic Music Lessons

Learning is an ongoing process. Because of the long span of time, parents seem to forget past lessons, so they revisit simple lessons. It's challenging to recall lessons learned in primary school.

The need to review and relearn basic music lessons, especially for parents, emerged as one of the themes. According to the participants, to further assist and help the child, they need to re-learn previous lessons, to have the willingness to learn, to use various resources and to put extra mile in teaching the child.

As stated by IDI-01:

"...so i-embrace nalang jud na and then by that mag self-study jud number 1 kay mag-review man jud ka kay dugay namani kaayo and naa biya tay batasan na past is past kalimtan na ang tanan pag abot sa panahon"

(So just embrace that and then by that do self-study which is number 1 because you will need to review because it's been a long time and we have a habit of past is past, so we forget everything when the time comes.)

In addition, IDI-03 shared that:

“Sa pag assist sa mga bata siguro kanang mao lage to nga magtuon jud kanang bisan ug kanang sa parent mu- times 5 pung extra mile bisag labad najud ka among ulo magtudlo ani imong anak nga pirti pung labara tudluan, kanang mu take gyud kag extra mile ba”

(In assisting the children, maybe that is why we should study that even if it is the parent the effort is times 5 extra mile even if you have an headache by teach your child, who is difficult to teach, that you really take extra mile.)

Moreover, IDI-04 expressed that:

“Parents man ang nagtudlo, so dapat dili sya i-advance lang gyud kaayo kay para masabtan ra pud sa parents.”

(Parents are the one teaching, so it shouldn't be advance too much so that the parents can still understand.)

“O, dapat kuha ka'g lain pud nga source dili kay isa lang nga source ang imohang tan-awon para macompare pud ba.”

(Oh, you should look for another source and not just at one source to be able to make a comparison.)

As supported by IDI-03:

“Sa mga mga ginikanan sama nako nga kanang gatiguwang napud ta so padayun gyud ta sa pagtuon bisag tiguwang nata unya kanang ako lang maingon ba nga mu explore ta labina sa mga gadgets, mga internet”

(For parents like me who are getting old, we will definitely continue to study even if we are old, for me all I can say is that we explore especially with gadgets, the internet.)

In connection, as said by IDI-05:

“Diba kay kung makadungog kag music murag ah sayun raman, pero base sakong na experience kay dili jud diay. Kailangan jud diay nimo sya pangandaman kay para makasagang ka sa mga pangutana sa imohang bata so kung siguro murag suggestion research in advance mao lagi basaha before nimo i let imohang bata nga mu answer take time to read the module, search kung unsa imohang ma add nga information, search for you to provide some examples or videos, para at least man lang makita sa bata kung kung unsaon to nga mga executions or unsaon to nga mga beat, proper beating. Kana makit an niya ang proper delivery”

(Maybe, like hearing music seems easy, but based on my experience because it is not. You need to prepare for it so that you can answer your child's questions so what can I suggest is to research in advance, then always read before you let your child answer take time to read the module, search what you can add information, search for you to provide some examples or videos, so that at least the child can see how it should be executed or how to follow/use beat, proper beating. That he will see the proper delivery.)

Lastly, IDI-06 asserted that:

“Ma-teach jud sya Maam. Kay para sakoa Maam dili man jud ko inclined into music gyud, mao to pero gipaano lang ko sa akong mama nga sige you try to study lage daw sa piano, mao to parang months lang to when I was in grade 5 gyud ko ato.”

(You can teach it, Maam. Because for me Maam, I am not really inclined into music, that's why, but I just asked my mom, she just told me to go ahead and

try to study like the piano, that's why it's took me 5 months I think when I was still in Grade 5.)

"Pero hantud karun ma review gihapon nako Maam. Ma-amaze gani ko hala kadugay na tong grade 5 ko pero maka remember gihapon ko sa mga notes, sa mga beat, ana. Magamit sya."

(But up until now, I can still review it. I'm still amazed because it's been years already but I can still remember it. The notes, beats and the sorts. It's still useful.)

It is clear that parents make an attempt to re-learn lessons in order to facilitate their child and provide accurate and useful knowledge. It is strongly advised to make extra efforts to teach the child factual information, especially when teaching music concepts.

A Call for Parents to Assist and Monitor the Learning of their Children

Being interested in a child's general growth and development has a significant effect on the child. When their parents are there to track and encourage them, they seem to be more inspired and committed. With the involvement of their loved ones, they seem to feel appreciated and engaged.

From the responses of the parents on their insight that can be shared to others, they found out that parents should assist in the learning of their children. This emerged as one of the theme.

As expressed by IDI-01:

"Kana pud hopefully all parents must monitor and follow up gyud after sa school after sa unsa man galing sila"

(Hopefully all parents must monitor and follow up their child after school.)

IDI-02 shared that:

"Gahinan gyud nila nag oras na ilang bata ug ing ani kay syempre ing anang mga edara wala paman buot gyud kaayo, di paman na mabinlan. Gahinan gyud na nila dapat."

(They should definitely give time to their children because of course, with their age, they are not yet mature, and they can't be left behind. They really have to spend time.)

In addition, IDI-03 stated that:

"Kuan lang, kanang, maghatag ug time, effort, patience, then mag-review."

(Just, that, give time, effort, patience, then review.)

Moreover, IDI-05 said that:

"...at the same time, kami as parents, maningkamot nalang pud to provide the best resources nga makit-an namo and to give our best sa pagtudlo sa among mga anak kung unsa man amoang makaya nga mahatag sailaha nga information about the topic, go."

(At the same time, we as parents, we strive hard to try to provide the best resources we can find and to give our best to teach our children up to what we can do to provide informative information about the topic, go.)

Furthermore, IDI-06 expressed that:

"Take time to review dili lang imuhang studyante, "pagtarung dra" diba naa may ing ana nga mga parents labi nag busy, ma stress dayun so kailangan gyud sya take your time. Because ang mga kids biya once lang biya na sila mahimong kids. Ug mudagko na na sila, di na na mutawag ug mamag papa, maging independent na kay gyud na sila."

(Take time to review not only your student, saying, "be proper right there" maybe there are those parents who are especially busy, they easily get stressed out so you really need to take your time. Because kids can only become kids

once. And when they grow up, they won't call you mommy or daddy anymore, they become independent because that is the way it is.)

Finally, IDI-07 shared that:

"...music man gud, kung malipayon ta makigkanta ta kauban sa atong mga anak. Ana man gud akong gitan aw pud sa music dili lang man pud siguro literally nga tanang nota ma memorize nimo kung dili mapakita nimo siguro sa imong anak nga ang kani dayng music, matagaan siguro nimo imong bata ug spirit or happiness na magkanta kanta ba sanyong balay. Simple nga bahay kubo kumbaga i-value kung unsa tong mga kanta ba nato nga pinoy."

(In music, if we are happy we will sing with our children. That is what I am looking with music, it's not that you can memorize literally all the notes, it is by showing your child that this is music, you can give your child spirit or happiness to sing a song in your house. Simple song like the bahay kubo, you just need to value songs which are our song as Filipinos.)

Parents who devote time and commitment to their children's education provide them with a feeling of fulfillment. Their presence may seem insignificant to them, but it has a significant impact on the child's general approach toward learning.

A Call for Teachers to Update and Cooperate with the Parents in the Learning Development of their children

When it comes to the growth of students, teachers are very knowledgeable. They are the ones who evaluate it; therefore, they determine whether or not the child requires further assistance and support.

Parents shared through their responses the call for teachers to update and cooperate with them in the learning development of their children. Open communication, assistance and additional resources and guidance from the teachers are some of the insights that they shared.

As expressed by IDI-01:

"And then to to teachers, i-assist gyud ang parent tapos pwede pud na mu-initiate ang teacher ug communicate sa parents especially tung mga difficult students nila kay mabal-an man gyud na sa teachers diba kung kinsa tong mga students nila na murag kani wala gyud ni follow up sa mama ba or sa papa so makabalo man jud mo diba"

(And then to the teachers, they should assist the parent and then the teacher can initiate and communicate with the parents especially about their difficult students because the teachers will know who these students, who is not assisted by his mom or dad so you would know, right?)

As shared by IDI-03:

"kung makahatag ang maestra ug kanang link lang gud sa YouTube nga makabalo-balo mi nga ing ani pagtudlo ani, nga kani nga kuan sa music sa pagskwela sa akong anak mas maayo siya kay para dili pud mi maundang ang among pagtuon at the same time maka relate relate mi sa kaning pamaagi sa mga bag-o nga pagtudlo karun sa music"

(If the teacher could just provide YouTube link so we would know how it should be taught, that this the song for my son's schooling to be better than so we can't stop our learning at same time and then we can relate with this approach to today's music teaching.)

"So ang akua pud nga ma suggest para sa kanang mga teachers nga kung magkalisud man ang ginikanan, di lang pud ta masukog textan...maayo nga pag communicate lang gud sa matag usa kung nay kalisod ang ginikanan, di lang pud maulaw ning ginikanan pud muingon nga, mam medyo nagkalisud pud ko ani. Si teacher pud kanang musabot lang pud gamay kay di biya gyud mi teacher"

(So what I can suggest to those teachers is that even if the parents are having a hard time, I hope you wouldn't be angry if we text you... what we are asking is just a good communication with each other, when the parents are having a hard time, the parent shouldn't be ashamed to say that, mam, I'm also having a hard time with this. The teacher should also understand that a little because we are not teachers.)

According to IDI-04:

"Kuan ra man siguro Ma'am, dugang lang pagpasabot pud siguro. Kanang, for example, sa kanang naa man tay group chat, didto lang sila pud mu-feedback kay naay usahay man gud sa module, naay dili gyud ingon masabtan."

(Maybe Ma'am, just more understanding. That, for example, in our group chat, they can give their feedback because sometimes the module, is hard to understand.)

As stated by IDI-05:

"Mangutana pud sa teacher kung naglisud, di jud ta magpa bright bright...di jud maulaw, mangutana jud ug teacher kay syempre mas naa man jud na silay alam about ana so at least sila pud mismo maka guide pud sila bahalag layu sila wala sila sa classroom, pero ma guidan gihapon nila ilang mga students."

(Ask the teacher if it's difficult, let's not become smar-like. Don't be shy, ask the teacher because of course they already know more about it so at least they can guide us even if they are far and not in the classroom, but they can still guide their students.)

Lastly, IDI-07 supported by saying that:

"...anyway si teacher pug naa may mga gc sa parents Maam kung mangutana mi, mutubag man hinuon pero kay usahay man gud ug music ka yang mahimung matubag jud ni teacher kay ah i skip nalang sa na diha nga part, i-balikan nalang kay lisud. Naa man guy mga reproductions pud usahay Maam nga dili maklaro pag abot sa amoang mga module. Labina sa music nga importante man gud para sa akong kay kung naputol tong ikog ikog sa nota-..."

(Anyway for the teacher we have group chat with the parents Maam, anytime we ask they answer but sometimes if it is music if the teacher cannot answer, they would just skip that part, and just go back again because it's hard. There are also times Maam due to reproduction the module given is not clear. Especially with the music which is more important to me if the drawing of the note is cut/incomplete.)

"Sa akong nakita sa teacher man gud sa akong anak naa man gud sila always, ang gc namo sa ginikanan magsupot supot lang ang mga messages sa teacher noh unya muingon pud dayun si teacher kung naay nalisudan, i message lang sa akong."

(As far as I can see, the teacher of my child is always there. The group chat of us parents, the messages of the teacher will just consistently appear asking if there is any difficulty, just message me.)

Parents are urging teachers to be more transparent and attentive to the growth of their children. Parents are concerned whether or not their child is progressing. As a result, regular updates are strongly advised to remind parents of the actions needed to address such concerns.

A Call for DepEd to Improve System in Terms of Technology and Training of Teachers

The Department of Education is in charge of general educational development and concerns. They issue memorandums and updates on what to do and how to resolve certain issues, especially in the educational sector.

Based on the parents' responses, the call for DepEd to make teaching music interactive is one of the major themes that emerged. The participants conveyed the need to improve modality, provide more seminars for teachers and ensure proper printing of resources.

As expressed by IDI-01:

"mas mas maayo pud jud nga naa gyuy discussion from teachers. I don't know kung unsang sistema....dapat mag high-tech na gyud si DepEd oy."

(It is better to have discussion from teachers. I do not know what system. DepEd should innovate and be high-tech.)

"Lisud kaayo'g i-module tanan. Okay mag module nalang ta sa mga lagyu nga area kay wala man silay internet kay kanang radio? I don't think naay ma learn anang mga bata anang radio. Di man gyud maminaw nang mga bata'g radyo intawon oy kay diba naa man silay murag radio program, so ambot lang ug naa bay na learn ang mga bata ana"

(It is very difficult to use only module for everything. Okay, let us just say will have a module in remote areas because they do not have internet instead of that radio? I do not think those kids can learn from the radio. Children do not even listen to the radio anymore because they even have a radio program, I do not know if the children did learn something from there.)

Additionally, IDI-03 stated that:

"Kanang i-seminar gyud ang mga teacher, bisan lang gud ug kanang nara sa facebook, kanang mag live ba or kanang sa akong anak kay mag zoom mana sila so sa kana nga pamaagi makatabang sa teacher dili pud mapundo lang ang panghuna huna sa teacher nga dihaa lang sya kay bisag naa man gyud tay mga bag-ong pamaagi karun so why not. Dili nato siya i-stagnant lang diraa nga kanang ing ana lang kutob ang sa maestra"

(The teachers should definitely have a seminar, even if it is on Facebook, will it be live or like my child via zoom so in that way it will help the teacher and not just limit under the teacher's thoughts, that it was just like that, because today we really have new ways so why not. We can't just let the teacher to be stagnant in that idea of a teacher.)

In connection, IDI-06 shared that:

"I believe nga ang mga teachers naa man gyud nay mga seminars? Continue sila nga mag provide more seminars gihapon sa teachers kay tuo jud ko Maam nga ang education, di jud sya mahuman diba? Continuous jud sya. O dili ka ma stagnant lang dinha"

(I believe that teachers do have seminars. They should continue to provide more seminars to teachers because I believe Maam that education, is never ending, right? It is continuous or cannot just be stagnant there.)

"mag give gihapon silag seminars sa mga teachers to enhance more although naga ano man gyud nang mga teachers gyud sailahang mga respective mga schools, pero kanang naga ano gihapon Maam, ga level up parin."

(They will still give seminars to teachers to enhance them more even though the teachers are already having it in the respective schools, but still Maam, they are still leveling up.)

According to IDI-07:

"To our teachers and to our DepEd officials na kung mamahimo, klaro gyud ang printing sa atuang mga modules para dili maglisud ang mga bata ug

kaming mga ginikanan nga mu assist sa among mga bata and at the same time, to lessen the task given especially in music."

(To our teachers and to our DepEd officials, if possible, the printing of our modules will be clear so that it will not be difficult for the children and for us parents to assist our children and at the same time, to lessen the task given especially in music.)

Parents are asking that the agency respond to the rapidly changing environment. With education on the line, it is critical to ensure appropriate lesson delivery, especially in music. Even in the middle of a pandemic, a child's education is critical.

Insights of Teachers on the Teaching of Music to Elementary Learners in the New Normal

After analyzing the responses of the participants about their insights on the teaching of music to elementary learners in the new normal, two (2) major themes emerged: 1) a call for teachers to maintain holistic health amidst pandemic; and 2) a call for teachers and DepEd authorities to strengthen Music curriculum.

A Call for teachers to Maintain Holistic Health Amidst Pandemic

Holistic wellbeing includes not only physical health but also social, emotional, and financial health. In this pandemic, being safe should be a major priority not just for teachers, but also for students and parents.

The teachers shared maintaining holistic health amidst pandemic as one of their themes on their insights on teaching music in the new normal. They shared that to be prepared and healthy, to ensure health, and maintain positivity are just some of the insights they can share to their co-teachers.

As expressed by FGD-04:

"We need to compose our self, we need to be healthy, prepare yourself and extend your patience."

(We need to compose ourselves, to be healthy, to be prepared and to extend our patience.)

"I want to share that in this times of pandemic, there is no need for us to be pressured because we all know safety first. If you are weak, then you can be easily driven by the virus and be killed so I want everybody to be patience and relaxed because this is not again I would say this is not the normal way that we are used to... we need to be strong."

(I want to share that in these times of the pandemic, there is no need for us to be pressured because we all know safety first. If you are weak, then you can be easily driven by the virus and be killed, so I want everybody to be patient and relaxed because this is not- again, I would say this is not the normal way that we are used to. We need to be strong.)

"You need to accept everything and be happy always. That is the technique in teaching music. Be happy because if you are happy, then your children will learn."

(You need to accept everything and be happy always. That is the technique in teaching music. Be happy because if you are happy, then your children will learn.)

It is clear that teachers are staying calm and being patient. To be able to function properly and efficiently, one must have a balanced mind and body. Furthermore, teachers are urged to be content and only then will they teach music to their students in an enjoyable manner.

A Call for Teachers and DepEd Authorities to Strengthen Music Curriculum

Music is said to be undervalued in the classroom. It is regarded as a minor subject that is not as relevant as other subjects. It is often overlooked in elementary schools.

However, as mentioned by the participants, music should be reinforced in the curriculum. Music should be integrated to other subjects and be utilized as part of the performance tasks to other subjects.

As shared by FGD-02:

"I think what I recommend to DepEd authorities is that to really ensure the subject music. I mean because...maybe some of the schools or even in I think in US are actually excluding music in their curriculum so what I can recommend is that they should put music as part of their curriculum because you know the benefits of music and especially for kids to learn because it's the good start for the kids to start music at a very young age. Of course they will learn the basic and that's what we are teaching in music. It's not really that advance topic for music because that's for the time you really learn music but in case for this recommendation I think we should include music as part of the curriculum in education. That will be their stepping stone of learners when they want to become rockstars someday."

(I think what I recommend to DepEd authorities is that to really ensure the subject music. I mean because maybe some of the schools or even I think in the US are actually excluding music from their curriculum, so what I can recommend is that they should put music as part of their curriculum because you know the benefits of music and especially for kids to learn because it's the good start for the kids to start music at a very young age. Of course, they will learn the basics and that's what we are teaching in music. It's not really that advanced topic for music because that's for the time you really learn music, but in the case, of this recommendation, I think we should include music as part of the education curriculum. That will be their stepping stone for learners when they want to become rockstars someday.)

Furthremore, FGD-04 expressed that :

"...I would like to suggest to maximize the learning in terms of music, I want to integrate all the subject. I want to integrate music to all the subjects. For examples if you have subject in Filipino, Science or Math, we can also integrate music by just simply singing a song because it develops fundamentally for elementary school, we are foundation so during this time we could integrate by just singing a song . It develops the children's mouth, tongue, and everything. Speech, oral, communication because of music so we can adjust that one we can put that one, we could integrate that one before we start our lesson. We could sing a song that is related to your lesson. We can find a song in Science or Math or English. Any subjects. Integrate all the subjects to improve the music or to integrate the music to develop the teaching quality, to enhance the teaching quality in terms of music."

(I think what I would recommend to DepEd authorities is to really ensure the subject music. Maybe some of the schools, or even I think in the US, are actually excluding music in their curriculum. What I can recommend is that they should put music as part of their curriculum because you know the benefits of music and especially for kids to learn because it's a good start for the kids to start music at a very young age. Of course, they will learn the basics and that's what we are teaching in music. It's not really that advanced topic for music because that's for the time you really learn music but in case for this recommendation, I think we should include music as part of the curriculum in education. That will be the stepping stone of the learners when they want to become rockstars someday.)

Lastly, FGD-02 added that:

"...we are integrating the lessons especially in MAPEH murag kanang gi-apod-apod namo ang MAPEH Ma'am so the music arts in all subjects so we make performance tasks every week and that is integrated so somehow the MAPEH subjects integrated in all subjects. Let's say for example...they're going to identify verbs in the lyrics of the song so just like that."

(We are integrating the lessons especially in MAPEH. We incorporated MAPEH, like music and arts, in all subjects. We make performance tasks every week and that is integrated. Somehow, the MAPEH subjects are

integrated in all subjects. Let's say, for example, they're going to identify verbs in the lyrics of the song, activities like that.)

The difficulty of constantly making learning possible and successful puts teachers under pressure and pushes them to their limits. Regardless, teachers are motivated to improve holistic wellbeing and to be more positive. Apart from wellbeing, which will always be our resources, all is possible with determination.

DISCUSSIONS

This chapter presents the discussions and conclusion drawn from the results of the study. This also contains the implication for teaching practices and for further research.

The purpose of this study was to explore and understand the standpoints of parents and teachers on the teaching of Music to elementary learners in the new normal. To gather substantial data, in-depth interview and focus group discussion were conducted using the validated questionnaires approved by the validators. All the questions formulated have been answered by the participants who expressed significant data for analysis.

Standpoints of Parents on the Teaching of Music to Elementary Learners in the New Normal

The parents who were chosen as the participants of the study shared their standpoints on the teaching of Music to elementary learners in the new normal. From their answers, four (4) major themes emerged: 1) Music as an essential subject for children; 2) Music is difficult to teach to children in the new normal; 3) Music should be taught with interaction and videos, not just merely modular; and 4) Music should be reviewed by the parents in order to guide their children.

Music as an Essential Subject for Children

Music is an incredibly vital subject for all children to study because it can help them grow their brains, increase interpersonal interaction, and also relieve stress. It does not only broaden a child's horizons, but it can also boost academic performance. It will assist students with critical and successful learning. Finally, music is not just for music area itself; it can also be linked to other subjects in the curriculum.

According to Wilson (2018), schools are not providing a well-rounded education to their students if music education is not included in their curricula. A child who has not had music education would not be able to achieve maximum musical knowledge. Music education also improves cognitive processes, encourages risk-taking, and boosts self-confidence, inspiration, concentration, interpersonal learning, and task persistence. It is important for students to join the workforce with at least a basic understanding of music.

Pacini (2019) conducted a research on the impact of music education on elementary school students' academic achievement, and the researcher concluded that music therapy could improve student success as well as their cognitive and emotional growth. The whole child is educated by integrating music lessons into the school curriculum and timeline. Music education encourages learners to explore music in the classroom and discover new ideas. Music can help students learn in all subjects by encouraging them to think creatively about how life works and how different subjects relate to one another.

Music is difficult to Teach to Children in the New Normal

Music was traditionally taught in the classroom, with teachers demonstrating and facilitating students with their learning. Teaching music has shifted drastically in the new normal. Depending on the mode of learning, it was restricted to paper and pen tests or virtual assessments. As a result, teaching music became more complex, and new problems emerged.

As cited by Tria (2020), changes in the ranking system, assessment, and evaluation of student results would also pose a challenge to any administrator. Furthermore, laboratory exercises in sciences and other subjects requiring results, such as Physical Education and culture and humanities, will be restricted to paper and pen assessments, unless schools permit students to be physically present to be tested by performance tests.

According to Basilaia and Kvavadze (2020), any learning institution must research how effective online learning is in delivering quality education and outcomes-based education to students as part of this shift to the new normal, from the four corners of the classroom to the boundaries of virtual reality. Furthermore, in exceptional times, such as the COVID-19 pandemic, the challenge here is how to continue providing deliver quality education, and to what extent we will be prepared if another crisis occurs in the future.

As cited by Stevens and Borup (2015), virtual classes give students more freedom about how they learn, making it more important for parents to keep track of their children's progress. Many students lack the self-regulation skills needed to be successful in online classes. As a result, if someone is physically there to track their learning, students are more likely to remain on course.

Music Should Be Taught with Interaction and Videos, Not Just Merely Modular

Teaching music is enjoyable and interactive. It is an engaging and hands-on subject in which students learn better through engagement, application, and presentation. Due to the new normal, some students are learning it through modules. According to studies, music is more successful as it is combined with technological aids, interactive activities and experiences, and meaningful engagements.

Murillo (2017) published a study on the 21st Century elementary music classroom and the digital music curriculum, and it was discovered that music educators claimed that the digital music curriculum is a suitable method of instruction in classrooms that encourages their teaching and the learning of their students. The findings reflected a synthesis in standards for music education and common methodology. Participants in this study thought that online interactive music education was suitable for the music curriculum and helpful in the classroom.

Gojmerac (2018) cited that students with music education have better results in learning in elementary school in the fields of math, language, and sciences. This does not suggest that all children should attend music schools and become musicians. All students should have proper music lessons in their schools so they can sing and play and acquire skills that will support them in education and in life.

As suggested by Hietajärvi et al. (2015), a better usage of socio-digital technology at school is proposed to encourage student participation since it is thought to empower students to participate, deliver different types of interaction, and make students find school-going more interesting. On the other hand, as previously stated, we lack pedagogical approaches to using technology in practical ways in music education, as well as in education in general.

Music Should Be Reviewed by the Parents in Order to Guide Their Children

Parents are now considered the child's first teacher in the new normal. Parents helping their children should be able to encourage, guide, and assist their children. Therefore, they should be familiar with the content and lesson being learned. Additionally, parental involvement has a significant effect on the success, growth, and education of students.

As Yulianti et al. (2020) point out, parental involvement in their children's education has been described in a variety of ways in the literature. Parental involvement is described as "the active presence of parents in all facets of their children's social, emotional, and academic life". Joyce Epstein has identified six forms of parental involvement: caring, communicating, volunteering, studying at home, decision-making, and group collaboration.

As cited by Berkowitz et al. (2017), parental involvement in education plays a major role in children's social-emotional, behavioral, and academic school functioning. Parents can positively contribute to their children's education-related experiences, authors say. Allowing parents actual decision-making control over when and how their children learn is often part of meaningful parental engagement, they say. Parents can foster strong relationships and frequent communication with schools by fostering strong relationships, they write. Parental participation has been identified as being particularly important in urban areas.

Standpoints of Teachers on the Teaching of Music to Elementary Learners in the New Normal

The teachers who were chosen as the participants of the study shared their standpoints on the teaching of Music to elementary learners in the new normal. From their answers, three (3) major themes emerged: 1) Music is difficult to teach due to lack of resources, performance, and interaction; 2) Music quality learning is attainable if teachers are resourceful and enthusiastic; and 3) Music learning requires parents and teachers to work with cooperation, openness, and patience.

Music is Difficult to Teach Due to Lack of Resources, Performance, and Interaction

Music should be heard, felt, and experienced. Thus, it should be interactive and engaging. With this, being resourceful enough to provide quality music education to students is one of the best ways to teach it. Teachers or parents must be able to provide positive and enjoyable experiences for students in order for them to appreciate music. Interactions and some resources are scarce in the new normal, making teaching challenging.

According to Jones (2014), the primary responsibilities of an elementary music teacher are to teach children musical skills and instill a passion for music in them. Children are influenced to search out more musical opportunities as a result of the emotional energy provided by moving musically and socially in a community. When children are encouraged to perform in this manner, they choose to conform with behavioural expectations in order to prevent rejection. Children are more likely to enjoy practicing musical principles and techniques that will improve the performance of their music-making activities.

Alam and Tiwari's (2020) research on incorporating "learning" into remote learning described several places where remote learning programs risk falling short of facilitating learning. One danger was posed to students because they learn through active participation and scaffolded encouragement rather than actively absorbing content. It was discovered that remote learning would not always pay adequate attention to instructional speed, avenues for student practice, comprehension assessments, and feedbacks to promote home learning. Effective programs develop component skills, incorporate them into practice, teach when to use them, and pair practice with prompt and constructive input.

Music Quality Learning is Attainable if Teachers are Resourceful and Enthusiastic

Teachers are known to be resourceful and creative. Everything is possible with giving extra mile and effort in providing necessary resources for the students. Their enthusiasm is widely acknowledged as one of the most valuable and admirable traits and features of good teachers. A proactive teacher instils enthusiasm, fun, and anticipation in the classroom, encourages students to participate, and encourages them to explore. In music, the student's learning is heavily influenced by the teacher's skill and attitude.

According to Bautista et al (2018), generalist music teachers in the United States lacked the expertise to engage students in musical thinking and did not know how to contextualize music theory lessons. The majority of their classroom time was spent on listening and singing practices, but they barely involved students in composition or improvisation. In fact, many generalists learned from commercially manufactured music kits that were designed to teach music in a highly orchestrated way, preventing them from hearing students' opinions.

Additionally, DiDomenico (2017) investigated the successful incorporation of music in the elementary school classroom, and the findings revealed that music is regarded as an important medium that appears in most walks of life. Teachers don't need to be able to sing well or play an instrument to incorporate music into the classroom. Music integration starts where teachers are, with whatever artistic experience and talents they have. Music should be dynamically incorporated and taught at the extent of a teacher's capacity, whatever that level might be.

Juntunen (2018) conducted a study on the teacher's attempt to identify strategies for using technology in a music classroom. Students loved variety of artistic experiences and autonomy of collaborating in small groups. Key goal was to increase student interest and artistic involvement through the use of technology. Using technology in the classroom encourages student engagement and innovative tasks will provide a strong focus for their use.

Music Learning Requires Parents and Teachers to work with cooperation, openness, and patience

Communication is the key to success. It is a vital element of any healthy collaboration and is an important part of all relationship. It makes coping with disagreement and creating a better and healthier relationship significantly easier. In this new normal, parents and teachers should develop a positive communication in encouraging and assisting the child when it comes to learning. Since the teacher is no longer present, parents should monitor their children to ensure that they are learning correctly.

According to Benson (2016), learning concepts should be applied at the appropriate pace and on a regular basis with increasing difficulties. Bruner's spiral curriculum assumption underpins this. Students who had regular familiarity with initial and similar concepts were able to score higher on the test scale. Students that received consistent rhythmic instruction were exposed to gradually increasing presentations of principles. Students who did not follow similar rules on a daily basis, but were taught some of the same rhythmic patterns in a different way, saw a reduction in rhythmic output.

As stated by Begic et al (2016) on their study, based on the elementary school curriculum, teaching music in primary education should be regarded as a preparation for the part of elementary school. As a result, primary school teachers should be especially qualified to sing properly. Teachers should also be taught to listen to music, and it is also important to educate them. This was claimed to be practicable by simply incorporating suitable guided listening teaching methods.

Patel and Agbenyega (2016) described parent involvement as parents' participation in all aspects of their children's education and growth from birth to adulthood. As a result, educators must strive to find strategies to inspire parents to become involved in their children's educational systems, regardless of social and socioeconomic difficulties.

Experiences of Parents on the Teaching of Music to Elementary Learners in the New Normal

The parents who were chosen as the participants of the study shared their experiences on the teaching of Music to elementary learners in the new normal. From their answers, five (5) major themes emerged: 1) seeing children enjoying and participating Music lessons; 2) observing children having struggles understanding the lessons; 3) having constraints in assisting children Music lessons; 4) observing children becoming tired, lazy, and dishonest in answering Music modules; and 5) having fun and fulfilment while assisting children in Music lessons.

Children's Enjoyment and Participation

Nothing makes you happier than watching your child enjoy learning. Music is all around us, and learning it is both enjoyable and rewarding, particularly for children. It will be a life-changing experience for the child and have wonderful memories. Music may also make a boring life more enjoyable. It does not only make a person relaxed, but it also allows them to express themselves and express their emotions.

Day and Day (2015) cited that three of their 4 kids are actively enrolled in school music classes. Both of them even take private lessons on their instruments. They've been attending school band activities, pre-assessment concerts, all-state auditions, and filling out applications for solo and group festivals for months. They are a busy family, and music requires a lot of time and effort. Yet they do so anyway. They do it for the

incredible opportunities it provides for their children. Music teaches children life lessons and builds long-lasting friendships and memories.

In connection, as stated by Grills (2017), lyrical music can help people concentrate on boring or stressful activities, according to a study. It is important that students have the opportunity to discover their talents and weaknesses. Academic skills such as math and reading are important for students to learn in order to excel in the workplace. But school can still cater to students' imaginative sides, the study says.

Göncü (2018) explained that musical education evolves only when current ability is supplemented by regular music education. Music education in preschool would instill in the child the habit of real and quality music listening, singing, and playing. Children should be allowed to learn to play instruments as well. All of these experiences help the child develop the ability to communicate feelings through music.

Struggles of Children in Understanding the Lessons

To fully comprehend a lesson, extreme focus, and deep understanding are needed. The standard of teaching and learning is being brought into question in the new normal, where different ways of implementation are being presented. A number of unexpected events occurred. A child learns at a different pace, making learning challenging. Consequently, parents saw their child struggle to understand each subject in the curriculum.

Quentin (2014), states that school closures are somewhat controversial, and they may have a significant impact on a large number of children in receiving classes. It can have an impact on the standard of teaching and learning, as well as academic performance, particularly for students with special needs or learning disabilities, who often need more physical attention and instruction from teachers. Though technology will help alleviate some of the effects of school delays, it cannot eliminate the importance of face-to-face interactions between students and teachers. Moreover, many students lack access to supporting technologies, making it difficult to optimize the potentials of learning technology during school closures.

A study conducted by Bughao (2020) revealed that there is an impact on learner learning directly related to Covid-19 as viewed by stakeholders. The School Head agrees that all lectures and activities were halted, although teachers mostly accept that it was impossible to offer the lessons entirely to the students. For the students, learning the lessons for each subject was impossible, and for the parents, due to the present situation, they accept that it is difficult to support their children's needs and studies.

According Ambrose et al. as cited by Alam and Tiwari (2020) young learners need more adult/teacher assistance for learning. They lack the ability and self-regulation for independent learning that older learners do. For younger learners, experts suggest fewer hours of regular remote instruction. Research supports the benefits of instructional television on learning outcomes for younger students, but the data for older learners is not evident.

As cited by Abuhammad (2020), despite the benefits of distance learning, such as saving time and effort for school children, some parents were disappointed with it and thought that it could not be used in place of face-to-face instruction. Furthermore, parent posts about this type of learning showed that they thought it did not fulfill the educational needs of school students and that they were disappointed with their children's level. Any parents often believe that the distance learning form of education loses consistency in addressing a child's needs and if a child does not understand anything, the child cannot get clarity when it is required.

Constraints in Assisting the Children

The role of parents has a major effect on the child's overall learning. Many situations may arise while facilitating and guiding the child in his lesson and these circumstances may become a significant impediment to learning. Students are extremely reliant on their parents, and constraints can result in poor learning quality. Hesitations and less interaction with the child is only a couple of the barriers that could hinder the child from learning.

According to Alimes et al. (2016), Parents play an important role in their children's educational success. Parental interest in their child's education is a predictor of progress. Some parents are unable to fulfill these demands because they have not finished their basic education. These students are more likely to drop out of school if their parents are uninvolved in their kids' education. Parents must adhere to these needs regardless of their economic condition.

As cited by Bartolome et al. (2017), parenting is important in Philippine culture because family is regarded as the core of one's social life. Some schools encourage healthy parental participation, but some parents are hesitant to get involved in their children's education. Children's education is slowly shifting toward a wider view of 21st-century learning. When children's education continually takes place in a variety of environments, parents are in a unique role to help ensure that these settings better meet their children's learning needs.

Kassap as cited by Göncü (2018) stated that the family is responsible for educating the child music, just as they are responsible for teaching the child to sing. As a result, the family is expected to turn the home into a "learning space." By introducing music lessons into the school schedule and timeline, the whole child is educated. Music curriculum inspires students to study music and discover new concepts in the classroom. Music

will assist students in learning in all subjects by inspiring them to think differently about how life works and how different subjects contribute to one another.

Lack of Interest and Dishonesty in Answering Music Modules

Students behave dishonestly for a variety of reasons, such as academic pressure and laziness. Students can be influenced to cheat by opportunities such as browsing for information online, lack of monitoring, or copying the answer key. Furthermore, students who have poor levels of learning due to a perceived lack of ability or those who like to complete the material so they can do other activities or chores are more likely to cheat.

According to Alam and Tiwari (2020), non-supply conditions are a significant obstacle to learner involvement. Inequities in access to technology, including connectivity, flexibility, reliability, and efficiency, are a major factor. Other considerations include learning time, vocabulary, learners' conflicting household or job roles, and their inspiration.

As expressed by Ogena et al. (2020), curriculum that is delivered in face-to-face cannot be immediately transferred to online learning. Both parents and students have doubted the curriculum's continuing validity. Subject teachers must collaborate to schedule the learners' learning activities. Common concepts and competencies should be established in order to provide a more meaningful and holistic learning plan for students.

According to Stevens and Borup (2015), parent monitoring activities should also concentrate on matters of student academic integrity, since the physical distance between teachers and students creates a monitoring gap that parents must fill. Researchers have discovered that parents of online students should keep an eye on technical issues and work scheduling conflicts.

An article on Literature Review: Academic Dishonesty – What Causes It, How to Prevent It by Keith (2018) explained that poor time management, academic demands, failure to understand academic conventions, and low-stakes assignments are some of the reasons for academic dishonesty. To summarize, the fight against intellectual dishonesty is daunting and will remain so for the near future. Faculty and teachers, on the other hand, should do a lot to prevent unethical behavior and ensure that dignity reigns in the classroom if they carefully consider the sources of student misconduct and formulate their teaching methods accordingly.

Parent's Sense of Fulfilment and Satisfaction

The presence and engagement of parents in their children's musical lessons and education can have a significant impact on their success and performance. When parents are actively involved in their child's overall learning, the child is much more inspired and enthusiastic about it. Parents have a massive impact on their children's confidence and mindset. With the support of family, a child's musical education could become more interesting and rewarding.

A study by Upitit et al. (2017) on the parental involvement in children's independent music lessons was conducted to examine types of parental involvement associated with independent music lessons. As per the findings of the study, parents were very invested in their children's music lessons. Good teacher–student relationships, as well as parental participation in practice sessions between lessons, were found to significantly predict student appreciation of music and musical success.

According to Dissanayake, as quoted by Cali (2020), spontaneous musical interactions between parents and children are the fundamental expression of mutuality. Children's musical growth is strongly intertwined to their family, and more importantly, their home setting. Parents' principles, beliefs, and desire to provide their children with a range of musical opportunities are critical to their success.

Cali (2020) reaffirmed the importance of family in children's growth, which is at the heart of an advocate for a student-centered approach to music education in which students' voices and interests are respected and the exchange of individual desires and dispositions, as a representation of the students' cultural background, is encouraged. Cultivating relationships with students' families can not only offer insights into crucial aspects of the home musical environment, but it may also become a means of recognizing which music learning activities transcend the borders of the classroom and have a positive impact on students' lives.

Experiences of Teachers on the Teaching of Music to Elementary Learners in the New Normal

The teachers who were chosen as the participants of the study shared their experiences on the teaching of Music to elementary learners in the new normal. From their answers, three (3) major themes emerged: 1) having struggles in teaching due to less physical interaction, resources, and parents' knowledge on the content; 2) encountering problems on internet connection and child participation during virtual meetings; and 3) observing students having fun in learning and developed skills in Music.

Struggles in Teaching

In this new normal, pressure on teachers, learners, and even parents became apparent. Teachers are being encouraged to be more adaptable and versatile, while parents are being encouraged to be more involved with their children. Furthermore, the absence of a teacher causes plenty of problems, especially for parents who are ineffective at educating their children. Finally, the sudden shift in the school environment has hampered quality learning.

Madeline (2020), as cited by Onyema et al., (2020), opined that school closures due to the Coronavirus have created new issues, such as how to adapt to online and at-home schooling, and how to accommodate those who depend on school for food and housing security. School closures due to Coronavirus appear to put additional strain on students, teachers, and parents, especially those with minimal digital skills, jobs, and support for continuing education. It places an additional responsibility on parents, who do not only work to provide for their families, but also fulfill the oversight duty of ensuring that their children learn at home.

As stated by Ogena et al. (2020) feedback is the key. Teachers' lack of physical presence in the lives of the students is best compensated by regular feedback to students of their progress resulting from their accomplishment of the designed learning intervention.

According to Thomas (2020), education's liberalization, privatization, and globalization have deteriorated significantly due to limited flexibility. Third-world countries are experiencing policy paralysis as a result of the abrupt change in educational strategy, administration, and organization. Low and middle-income countries will be hit the hardest because they were still cash-strapped.

Problems in Class Participation

The Philippines' internet connection is widely regarded for having a slow speed. As a matter of fact, our country is known for having one of the slowest internet connections in the world. This can be a stumbling block for teachers in providing lessons and presentations in virtual classes. Teachers and even parents suffer the consequences of the poor internet access, but little is being done to address the issue. Almost everyone in the Philippines has a pessimistic outlook towards internet access.

According to Tria (2020), the present COVID-19 pandemic has brought extraordinary challenges and has affected the educational sectors, and no one knows when it will end. In the educational sense, the current standard should be taken into account in the preparation and execution of the 'new normal educational strategy' in order to preserve and provide quality education despite lockdown and community quarantine.

In a connection to this issue, Crawford et al., 2020 shared that several countries' responses, such as community lockdown and community quarantine, have driven students and teachers to study and work from home, resulting in the delivery of online learning platforms. However, the introduction of online learning presented a variety of threats, issues, and challenges for both teachers and students, particularly in higher education institutions.

Consequently, Laguna (2020) cited that today's educators must embrace and master the technology that will provide connections to a rich learning environment on a different level. Assume the teacher is capable of adapting. There are uncontrollable elements that teachers can not just ignore. With the Philippines' slow and unstable internet Wi-Fi connectivity, they must be on the lookout for interrupted classes and dropped students. One may assume that their introduction is going well, but there may be time-outs at the end of the students.

As explained by Abuhammad (2020), most of the other parents' posts addressed how often their children were disconnected from the internet and unable to complete homework, lectures, or tests. One post focused on the internet speed, which was unsuitable for distance learning lessons that had a lot of video material. During the COVID-19 epidemic, parents had a pessimistic outlook toward this obstacle, which sparked a lengthy conversation thread.

Children's Engagement in Music

Singing, dancing, and performing are only just few ways that children can express themselves. Music lessons could inspire kids to show off their skills and express themselves in any way they desire. It encourages them through self-improvement, collaboration, and social interaction. These classes can also help them gain confidence and boost their mood. A child's musical ability and talent can also be enhanced by experience, aspirations, and parental encouragement and inspiration.

Constantin (2015) conducted a study of special needs students. The students were subjected to different types of music therapy for three years. Students used spoken word, dance, theater, and visual art to articulate themselves. The research backs up the argument that music elicits physiological and emotional responses in people with and without special needs.

Palubinski (2019) asserted in a study on the impact of music education on academic performance that students of all ages and academic abilities benefit enormously from finding an outlet that encourages them to express themselves comfortably. Many public school districts have a music course that allows students to express themselves without being judged by others. The ability to articulate thoughts, emotions, and values through music is critical for students' progress in other aspects of their education.

As study conducted by Ilari et al. (2016) found that musical abilities grow over time, with some taking longer to develop than others, based on the level and duration of musical instruction, as well as the maturation of other similar fields. Most interestingly, our results indicate that various musical talents emerge in childhood as a result of a mixture of children's individual interests, parental encouragement, structured music instruction, and daily musical interactions. According to them, social indicators such as socioeconomic status play a less important part.

Coping Mechanism of Parents on the Teaching of Music to Elementary Learners in the New Normal

The parents who were chosen as the participants of the study shared their experiences on the teaching of Music to elementary learners in the new normal. From their answers, seven (7) major themes emerged: 1) doing research and review in internet, books, and other resources; 2) asking assistance and updates from teachers, loved-ones, and experts; 3) ensuring that children are able to do and submit tasks; 4) Music assisting, guiding, and monitoring children in music lessons; 5) having acceptance and patience on the situation brought by the new normal; 6) investing on Music course wares and instruments for the children; and 7) having time management and setting schedules.

Relying on Internet and Other Sources

Nowadays, there is an enormous amount of information. We simply need to put in more time, be more resourceful, and be more diligent in searching for it. Since parents are now the new teachers of their children, they must go far and beyond in their search for information to help their child's learning. Technology itself is provided; they just need to be wiser about how they use it. Because they are now considered by their child as first teachers, supporting their child's learning should be one of their top priorities in this new normal.

As pointed by Silander et al. (2018), parental learning supports are not one-time occurrences; basic cognitive supports can be used in daily experiences. Conversations between parents and children are extremely beneficial because they encourage the exchange of ideas. Digital media outlets have the ability to encourage parents to assist their children in learning. When parents participate in their child's learning through digital media, not just the child but also the parent learns, a phenomenon known as co-learning.

As cited by Silander et al. (2018), most parents work to make their children understand, and this is true for parents at both socioeconomic levels and educational levels. Nine out of ten parents say that they engage in learning experiences for their children on a regular basis. Ninety-nine percent of parents approved or strongly agreed that they should be interested in their child's education. The majority of parents believe that their children will not understand what they need to know in school.

Seeking Assistance from Teachers and Family Members

Asking for assistance from others is not a sign of weakness or incompetence. When there is a concern about the lesson, teachers and experts are the safest people to ask. Members of the family are the nearest persons to whom you could seek assistance and additional support. These individuals can also be a source of information in this new normal. Everyone should work with each other to improve the effectiveness and efficiency of a child's learning. If the parent's knowledge is insufficient to help the child, the people surrounding them could be a valuable resource.

As explained by DepEd (2020), the teacher is responsible for tracking the learners' success in modular distance learning. Students may contact the teacher by email, mobile, text message/instant messaging, and other means. Where possible, the teacher can make home visits to students who need remediation or assistance. Any member of the family or other group members are required to act as para-teachers.

As cited by Ogena et al. (2020), the educational background of the parents is a valuable predictor of their desire to be a collaborator in the education of their children. It will be helpful to know whether they have previous educational training or experience, or whether they have family members who are passionate about teaching. Aside from recognizing ready partners, learning education levels will mean the type of knowledge required by parents and guardians to act as partners.

According to Kamalludeen (2020), studying now takes place in personal environments, most likely in students' houses. The entire family should serve as learning facilitators, offering advice and support to make the learning experience more enjoyable for students. Lessons and instructional resources can still be delivered electronically by teachers, but learning requires contact with the real environment.

Ensuring Children's Completion of Learning Tasks

Being at home all day provide plenty of temptations for the child. Gadgets, TV, toys, and other such activities can be a source of distraction for them. Parental guidance is important in performing tasks. Technology can be a great advantage to children, but it can also be a source of distraction for them. Teachers and parents must be attentive and encourage children to complete their tasks properly and efficiently. Discipline is needed not only in the use of technologies, but also in the completion of tasks and outputs.

As emphasized by DepEd (2020), parents should actively supervise their children's use of technology in the early grades. Orienting the parents would be a significant undertaking, and there are concerns about whether parents are prepared to take on this position. Given the different situations and capacities of learners and households to deal with new learning modalities, we expect that more learners will be left behind. As a result, attempts to include remediation and development programs will be prioritized.

As pointed out by Ogena et al. (2020), while many households and individuals own a smartphone, the personal device may or may not be capable of providing the feature needed to participate in distance learning. The smart phone may be too small for paper delivery, or the notebook may be too sluggish and nearly obsolete.

During class hours, the learner should have access to devices. Teachers should be able to download modules and worksheets submitted by other teachers as well.

As stated by Gamiao (2020), educators must design evaluation and grading systems as well as consider their goals and objectives. It is better to encourage student learning rather than just hold students responsible for their own learning. Mentors must consider how, in the age of remote learning, students' constant input on their learning will help them focus on their strengths. Teacher reviews will be a "discipline" to help students develop their studies. The pandemic will have a significant impact on students' ability to complete tasks that are normally easy.

Involving Oneself in Child's Learning Process

Family engagement has a significant effect on a child's learning, as it always does. Music has become one of the most difficult subjects to teach in the new normal, and parental support can help students complete their tasks more efficiently. Parental supervision may assist them in completing their outputs. Their engagement and interest in their children's musical education can have a lot of positive effects and can assist them in developing confidence. Their mindset toward music education may have a significant impact on the child's perceptions of it. Their attitude toward music can affect their child's attitude toward it.

According to Campayo-Muñoz et al (2016), parental participation in their children's studies is relevant. Overseeing their activities and supervising their studies is much more important. Recommendations include encouraging children to enjoy and appreciate their play even if the outcomes are not as intended, particularly if they make a concerted effort. Emotional skills can help parents in this situation. Parents should be aware of their own decisions and be willing to change them in order to improve their children's academic performance.

According to Mazzocchi (2021), parents do not value music as much as they see other subjects. Playing an instrument is a skill that, if performed properly, can be mastered by all children. It is important for parents to be mindful of music that their child enjoys because it is available in sheet music form for download or purchase. Many parents who say they aren't "musically inclined" had poor teachers and no home assistance for music lessons.

As cited by Espino-Diaz et al. (2020), one of the difficulties of distance learning is a lack of parent training. This is linked to the parents' poor educational standard, because once again, the more vulnerable households are affected to a larger degree. Uneven access to information and communication technology is another problem. The lack of resources widens the digital gap, making it impossible to resolve.

Accepting Wholeheartedly the New Mode of Teaching

There is nothing we can do but embrace the new normal. Seeing as we cannot stop it, embracing it and adjusting to new lifestyle and learning are the coping mechanisms we have. Everyone is going through it, and what we can do is be compassionate with everyone and everything. It is a top priority to ensure everyone's health and well-being, particularly teachers and students. But, amid this, schooling must continue.

As stated in the DepEd (2020), the worldwide epidemic of COVID-19, a highly infectious new form of Coronavirus for which there is currently no vaccine, continues to face unparalleled challenges. The greatest influence of COVID-19 at this stage stems from the need to exercise strict social or physical distancing in order to prevent or minimize its transmission. Schools must find ways to keep learning going despite the challenge and uncertainty posed by COVID-19. This indicated that classes will be canceled for the remaining weeks of SY 2019-2020, as well as for SY 2020-2021.

As cited by Ogena et al. (2020), education will never be the same again. Education has often been delivered in person, often in collaboration with digital learning for those who can afford the technologies, accessibility, and information requirements. Given that the conduct of classes in schools poses significant threats to students in the current situation, it is reasonable that parents are concerned about education as previously described, and schools must provide them with viable alternatives for instructional delivery.

Allocating Time to Assist Child's Learning

Time is of the essence. Effective time management allows people to work efficiently, getting things done with less time, even though time is limited and demands are high. Setting schedules and managing your time effectively will allow you to complete a large amount of work. Since parents are now the first teachers, they must incorporate teaching into their everyday routines. Aside from jobs and household chores, they should devote time for their child's education. Adapting to the new standard is challenging, but with proper time management, a parent's effectiveness can be maximized.

As cited by Bendijo (2020), parents will play an important role in the new normal setup. Teachers can continue to facilitate students' learning by serving as on-call learning mentors. They can assist parents and students in completing the modules and worksheets both online and offline. Parents are open to adapting to the new standard setup; their questions are valid; however, parents need not fear because teachers will be there to assist.

As stated by Lardizabal-Dado (2020), Margot sat next to her son because he isn't comfortable with manipulating the notebook, while most kids these days are more familiar with a tablet's touch screen, and doesn't need a cursor. It takes up so much of her time that she is unable to complete other tasks. She does,

though, get a rest during the many breaks in between classes. Furthermore, Angeline told me that mothers with children in kindergarten through Grade 3 are concerned that they will spend a little less time on their vegetable farms.

As emphasized by Nasrullah & Khan (2015) that time management is critical, because it may have an effect on an individual's overall success and accomplishments. The key to achieving success in life is to successfully use this opportunity, which everyone has in equal measure, and to place adequate focus on preparation. The path to social success is paved through productive and successful practice, which is only possible by time management. The high efficiency demanded by competitive pressures requires companies and managers to use time wisely and necessitates the pursuit of time management.

Coping Mechanism of Teachers on the Teaching of Music to Elementary Learners in the New Normal

The teachers who were chosen as the participants of the study shared their experiences on the teaching of Music to elementary learners in the new normal. From their answers, two (2) major themes emerged: 1) doing research and asking help from colleagues on difficult music lessons; and 2) finding different means and ways to assess student performance and extending patience.

Doing Research and Asking Help from Colleagues on Difficult Music Lessons

Nowadays, there is an abundance of knowledge. The majority of the answers can be obtained with a single click on the internet. Aside from that, the support and assistance of your colleagues is also beneficial. They are more approachable and open because they are the ones nearest to you. When it comes to engaging and motivating their students, teachers are considered to be creative and resourceful. Teachers must double their efforts to ensure children's learning and development under the new normal.

As stated by Gamiao (2020), teachers need to innovate in order to teach remotely by using legitimate online software and applications. Students would be in for an interesting learning process if they used online learning tools on subjects and created learning playlists or menus. Teachers should be planning for efficient and productive synchronous and asynchronous learning events for continuous interaction of students by being not just a promoter of educational content but also a master curator of learning resources.

According to Mazzocchi (2021), throughout the school year, teachers do not have adequate time for students to perform. Performance is the most effective way to inspire students musically. Weeks or even months of studying without presenting in front of a crowd gets old quickly, and students will eventually give up. To keep students motivated and learning, teachers should schedule performances every six weeks or so. Parents may assist by organizing minor performing opportunities at home, such as a Friday night dinner concert or scheduled concerts for visiting family members.

As cited by Genç (2016), teachers now have significantly expanded responsibilities and a greater spectrum of possibilities, both in the classroom and in the larger school environment. Most teachers are feeling frustrated by the difficulties they encounter on a regular basis throughout their careers as teachers. Teachers may experience tension as a result of attempting to meet the needs of their students as well as the expectations of parents and administrators. Teachers may become frustrated and angry if they do not believe they have the resources or tools to fulfill such needs and demands.

Finding Different Means and Ways to Assess Student Performance

Assessment is an integral part of learning and it makes learners develop. As learners can see how they are doing in class, they can evaluate whether or not they understand the learning material. Assessment can also help motivate learners. In the new normal, assessment has become one of the most difficult tasks for a teacher. As a result, teachers should be more creative and flexible in constructing assessments that truly determine a child's learning. The transition from traditional to modern classrooms raises many obstacles, which teachers must resolve.

According to Laguna (2020), the new reality necessitates a complete online learning network, this is where the issue resides. Online learning requires not just the teacher's knowledge, preparation, diligence, and level of expertise, but also the facilitation and support systems. As a result, teaching in the new normal would enable students to be more committed. The goal for teachers is to make the teaching model meaningful, fun, empowering, and, finally, measurable. The challenge is to create rich activities that hold students engaged. Furthermore, evaluation is one of the most challenging aspects of online learning, especially in classes where evaluation of specific objective measuring methods is commonly used.

As asserted by DepEd (2020), that this year, DepEd held two online training programs on the use of technology in education, each with 17,000 participants. The teacher serves as a facilitator of online distance learning, encouraging learners' active engagement. It is more immersive than other forms of distance learning, with real-time answers. Learners can use the internet to download content, complete and upload assignments electronically, and participate in webinars and interactive courses. Learner-teacher and peer-to-peer networking was facilitated by the internet.

As emphasized by Zayapragassarazan (2020), the teaching population was pushed to consider alternative approaches and methods for engaging students. Many educational institutions have gone online to ensure the consistency of teaching-learning and evaluation systems. He stressed flexible learning, a learner-centered approach that provides students with a wide range of learning options. Students in the online style of open learning are given a range of options for their learning, allowing them to take more responsibility for their own learning.

Extending Patience for Students

Patience is by far the most crucial attribute that a teacher should possess. An excellent teacher is patient with their kids and their parents when they have to cope with the same issues and difficulties again and over. You never give up on your kids and are always looking for new methods to assist them in succeeding in school. In this new normal where we are facing a huge shift in the educational system, you must gain the skills critical to adjust, which requires time and patience.

A book published by Vanderlinde et al (2016) states that patience and humility are two qualities that essential to involve dedicated teachers should have. A patient teacher is someone who exercises self-control and is able to pay attention to learners, since being patient, according to them, helps teachers appreciate their learners better in all aspects. Passionate teachers offer compassion to their learners, allowing them to become closer to their learners and discover their personal concerns and learning issues.

As discussed by Ida (2017), after questioning 10,000 students, the study determined that the most valued teachers are enthusiastic, patient, kind, sympathetic, realistic, and fair in evaluating students' achievements. A good teacher is also nice yet stern, rigorous yet compassionate, consistent, honest, unprejudiced, straightforward, patient, courteous, and well-educated. He is a friend, a master, and an expert in his field.

Insights of Parents on the Teaching of Music to Elementary Learners in the New Normal

The parents who were chosen as the participants of the study shared their experiences on the teaching of Music to elementary learners in the new normal. From their answers, five (5) major themes emerged: 1) a call for teachers to have interactive teaching and alternative tasks; 2) a call for parents to relearn and review basic Music lessons; 3) a call for parents to assist and monitor the learning of their children; 4) a call for teachers to update and cooperate with the parents in the learning development of their children; and 5) a call for DepEd to improve system in terms of technology and training of teachers.

A Call for Teachers to have Interactive Teaching

Teachers are generally expected to be more imaginative in making lessons engaging and inspiring for students, particularly because they are confined to their homes. Distance learning makes a child's school life dull, but it is the teacher's responsibility to make it fun and productive for students. We are surrounded by a wide range of potential resources that can facilitate students' learning. Especially in music, where implementation, interaction, and performances are necessary. As a result, teachers must expand their horizons and move beyond what they are capable of.

A study conducted by Sepulveda-Escobar et al. (2020), despite the opportunity to discover and study new technologies, they believe that the challenges encountered by teacher candidates outweighed the overall benefits. Teaching degrees must pave the way for the incorporation of ICT literacy into their curriculum content, say researchers. This will help prepare students for their potential teaching careers, according to the researchers.

A study by Kokkidou and Mygdanis (2020) encourage the use of a multimodal multisensory approach in musical practices to increase children's understanding of music theory. Combinations of auditory, visual, tactile, and bodily-kinesthetic styles were found to boost students' awareness of complex musical principles and music literacy skills. As a result, music educators should investigate the richness of multimodal multisensory content in order to think deeply about what represents new possibilities for music teaching and learning. They should think about what it takes to teach and practice music in an age where musical environments are becoming more multimodal and immersive.

A Call for Parents to Relearn and Review Basic Music Lessons

Parents have been preoccupied with work, which has caused them somewhat forget about the music lessons they had previously. In the new normal, parents are entrusted to teach and encourage students' learning as para-teachers. In order to adequately assist their children, parents must review prior lessons. Since parental engagement has a significant effect on a child's learning, parents should invest time and effort in relearning basic lessons, especially in music. They should be able to not only explain concepts but also demonstrate them, since music has always been about listening and applying.

A study by Yim and Ebbeck (2016) regarding the parental engagement in music with young children stated that parents play an important part in promoting young students' development. They say that parents are normally their child's first music teachers. They have the ability to control both the amount and the nature of the musical setting at home. As a result, researchers have advocated for parents to be more involved in their children's musical training.

Wilder (2014) studied on the effects of parental involvement on academic achievement. Regardless of the concept of parental engagement or the measure of accomplishment, the association between parental involvement and academic achievement was favorable. According to the report, parental involvement was discovered to be one of the variables influencing student success.

A Call for Parents to Assist in the Learning of their Children

For their own wellbeing, children are being confined inside their homes, where the only people they can interact with are family members. As a result, when it comes to questions about the lesson, their parents are the most accessible people. Nowadays, there is a high need for parental guidance. Parents are usually preoccupied with jobs and household chores, but they must still find time for their children. Simply watching them, their tasks, and the performances that they need to accomplish may have a significant effect on the child's overall education.

As cited by Alam and Tiwari (2020) remote learning puts new pressures on parents and presents major obstacles. In these contexts, low adult literacy in many developed countries makes this a problem. Almost every country has urged parents to promote home-based learning amid continuing school closures. Work, household, and caring duties add to the list of constraints.

A study conducted by Martinez (2015) on parental involvement and its effects on student academic achievement mentioned that parental involvement has become a priority on educational institutions throughout the country. According to the results, students with heavily active family members surpassed those with non-involved family members. Decades of studies have shown that family participation boosts academic achievement.

A study conducted by Abuhammad (2020) discovered that parents seemed to have several personal challenges that they believed influenced the consistency and reliability of their children's distance learning experience. Main issues included a lack of instruction on how to use distance learning methods and resources, as well as a lack of qualified professionals to support them.

A Call for Teachers to Update and Cooperate with the Parents in the Learning Development of their Children

Teachers typically assess a child's growth and development. They are aware of who is struggling and who needs more attention from their parents. As a result, communication between parents and teachers must be transparent and healthy in order to effectively support and help the child with whatever they are dealing with. Encouragement by both parents and teachers can have a significant impact on students' growth and success in music education. As a result, teachers should always inform parents to notify them of their child's overall evaluation.

According to Brand, as cited by Concina (2015), music education research has mainly focused on two aspects, the first of which is characterized by the music teacher's personal positive attributes. According to the report, professional teaching is considered as the central practice for improving and strengthening teacher skills specifically engaged in the instructional partnership. As stated, all aspects indicate that characteristics from personal, academic, and contextual dimensions are strictly involved in the development of a successful teaching condition.

Newchurch (2017) conducted a study on the impact of parental involvement on student's success and it was found out that teachers and school administrators will be able to best support parents by assisting parents who prefer to assist at home. Schools should plan activities to encourage parental engagement. Blogs, classroom websites, instructional apps, the Internet, and social media can all be accessed by open school tech labs or libraries. Where appropriate, teachers can provide parents with weekly directories containing graded work so that they can track their child's success and recognize places in which they need help and support.

A Call for DepEd to Make Teaching Music Interactive

The Department of Education bears a considerable amount of responsibility for providing access to, fostering equality in, and enhancing the delivery of basic education. It is the primary agency in charge of managing and governing the Philippine basic education system. They are in charge of overseeing the general delivery of children's education. Because of the pandemic, a new challenge has emerged, and the agency is being challenged to be more innovative and flexible in its instruction. And, since teachers are the ones who educate the students, they, too, need training to learn and develop their teaching skills and abilities. The teacher's professional development is very contingent on the trainings provided by the DepEd.

In an article written by Pimentel-Tibon (2020), wherein addressing the challenges in the basic education for the school year 2020-2021 through its Basic Education Learning Continuity Plan (BE-LCP) under DepEd Order No. 012, s. 2020 was mentioned. DepEd is optimistic that the BE-LCP will be the solution to providing quality basic education that is both affordable and responsive to the modern standard. However, in fact, the BE -LCP faces various challenges, such as the academic setting becoming very different in the midst of the COVID-19 pandemic. The multiple socioeconomic conditions of households that have an effect on the availability of learning assistance at home.

As cited by Yau-Ho Paul et al (2018), lack of teacher preparation has been identified as a significant impediment to successful music instruction in primary schools across cultures. To improve the teacher's own capacity in music education, the concept of Continuous Professional Development (CPD) was proposed. It was also suggested that music instruction in primary schools be delegated to specialist music teachers, as it is in higher education.

Insights of Teachers on the Teaching of Music to Elementary Learners in the New Normal

The teachers who were chosen as the participants of the study shared their experiences on the teaching of Music to elementary learners in the new normal. From their answers, two (2) major themes emerged: 1) a call for teachers to maintain holistic health amidst pandemic; and 2) a call for teachers and DepEd authorities to strengthen Music curriculum.

A Call for Teachers to Maintain Holistic Health Amidst Pandemic

This pandemic has caused a great deal of stress and frustration for everyone, particularly teachers who are expected to continue teaching students even from a distance. Despite the pandemic, they are required to respond efficiently and continue to deliver quality learning for students. Among all of these challenges, teachers must prioritize their wellbeing in order to work effectively. DepEd places a high value on teachers' well-being because they are tasked with one of the most challenging tasks today. They are still concerned about their students' learning and development, but they must also care about themselves in order to function properly.

A study conducted by Sahu (2020) stated that in the emerging and ever-changing COVID-19 context, the health and safety of students and staff should be the top priority. As a result of the crisis, online learning could become more available. Students are young and creative, and they can learn using an online platform. Teachers will inspire young minds and entice them to participate actively. The security and well-being of students and staff members should be of the utmost importance.

Additionally, DepEd (2020) greatly emphasized through their DepEd-mandated health guidelines that place a heavy focus on the need to protect and support the mental health and general well-being of both learners and DepEd staff at all risk intensity levels. In the wake of the pandemic, the individuals responsible for each child's development should be given priority.

A Call for Teachers and DepEd Authorities to Strengthen Music Curriculum

Teaching music has become one of the most challenging tasks for teachers, particularly those who do not enjoy it or have little knowledge of it. Music became less important as a result of this. Some claim that music education activities distract from academics and hinder students' learning in more important areas. They argue that students may spend so much time learning, disrupting with their ability to do their homework and research. Music is much more than merely singing and dancing; it is also a way for students to express themselves and collaborate with others.

NAMM Foundation (2015) published a nationwide report on the perspectives of K-12 teachers in all fields and parents of school-aged children on music education in classrooms. According to the report, most teachers and parents believe that music and arts curriculum is essential for children. Music instruction, according to teachers and parents, has measurable consequences and is an essential part of student development.

Palubinski (2019) shared that the value added by music schools is too significant and too specialized to be repeated by any other application. Life skills, soft skills, and academic experiences are all part of music instruction, and they are some of the most important lessons a learners can take. The system of education must encourage the next generation to enjoy the rewards of music education in order for them to be competitive in school and in their professions.

A study conducted by Kenny (2017) revealed the significance of involved, imaginative, and insightful musical encounters as a community of learners on initial teacher education programs. According to the research, such interactions enable the student to collaboratively construct awareness, shape their beliefs, create pedagogic methodologies, and educate their evolving identities in order to influence their approach to music education as future teachers.

Implications for Teaching Practice

Teaching music is important, particularly for elementary students, because it lets them to be a well-rounded education. Teaching music generally requires not only awareness but also enthusiasm. If a teacher teaches music without enthusiasm, then he or she will not be able to involve the students in the discussion or make learning music enjoyable and interesting for them. Teachers do not have to be musically inclined; instead, they just have to be confident, enthusiastic, and resourceful about it. In addition, it is regarded as one of the most difficult subjects to teach because, unlike other subjects, it focuses on implementation and demonstration. As a result, it requires constructive engagements and relevant support from both parents and teachers.

Based on the study's results, officials from the Department of Education may provide more training for teachers, especially in the successful delivery of music in the new normal, making it more engaging and meaningful. In the midst of the pandemic, the organisation could adapt and use technology to make teaching more effective and interactive for students. Hence, as recommended, the inclusion of music education in the

program may be highly valued. Furthermore, the teacher's holistic wellbeing may be prioritized, and their unwavering effort may be properly recognized.

The principals, who are closest to the teachers, may also offer meaningful support and assistance, especially in teaching process. Music education may be made more attainable and enjoyable with the support of resources. Principals can assist by offering resources that can help music teachers with their class discussions. Furthermore, relevant opportunities that can help teachers learn and improve professionally may have a significant impact.

The teachers who are regarded frontliners in the educational system may go beyond even more than what they can to teach music to their elementary students. Making learning enjoyable and interesting may provide learners with adequate inspiration and enthusiasm in this new normal, where learners are confined to their homes. They can look for other ways to make activities more relevant and discussions more understandable. Music is a naturally enjoyable subject, but with teachers' help, students may enjoy it even from the comfort of their own homes, and they can grow more passion and talent in music. Furthermore, their attempts to interact with and reach out to parents may be immensely helpful not only to the parents but also to the students. Their guidance and feedback, even though it is virtual, will have a huge impact on the overall learning.

The parents who are now their children's first teachers may invest extra effort in monitoring, assisting, and encouraging their children. Investing time and effort with their child may have a significant effect on their attitude towards learning. Furthermore, their efforts to review and re-learn previous music lessons may be of great benefit to learners, especially those who are having problems comprehending musical concepts. Their involvement and presence in the child's learning may inspire and enable them to be more active and optimistic about music learning. Finally, their support can help the child overcome insecurities and challenges, as well as provide a significant boost of confidence. As a result, their overall participation will result in a good and significant development for the child. When they value their child, the child will value the parents and oneself more.

The students who are struggling at home may try to put forth the effort in searching for alternatives, resources, and available materials that can help them learn effectively. They might even try to be more enthusiastic and value music as a subject. Furthermore, they may try to appreciate and respect their parents and teachers for putting in so much sacrifice and commitment just for them to fully comprehend the music lessons and enjoy it even from afar.

Education, especially music learning, may entail collaboration not only from parents and teachers, but also from other individuals such as students, organizations, and principals. In education, the cooperation of the entire community may have a significant effect on a child's overall growth and development. Finally, in the midst of this pandemic, consideration, persistence, and acceptance may be critical in dealing with the difficulties and hardships that time may bring.

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