

# DESIRABLE QUALITIES OF TEACHERS' TEACHING MUSIC AND ITS RELATIONSHIP TO LEARNERS' PERFORMANCE

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## ABSTRACT

The main objective of the study is to confirm whether the desirable qualities of teachers teaching Music has a significant relationship with the academic performance of learners in grade six. It utilized the descriptive correlation method and made use of the different instruments which are: weighted mean and correlation analysis through Pearson *r*. The study adapted a researcher-made questionnaire and the final grade of the learners as basis of academic performance. To identify the 250 learners who served as respondents, fishbowl sampling technique was employed. On the other hand, the 35 process-observers were identified based on the designation as master teachers and school heads. The results revealed that the personal qualities were deemed as outstanding by the learners. For the instructional competency, it was observed as also outstanding by the process-observers. Also, for the teacher-learner relationship, showed an outstanding level. Moreover, there was no significant relationship between the academic performance of learners and the desirable qualities of learners in Grade Six. Moreover, the findings of the study would benefit teachers, learners, school administrators and future researchers.

**Keyword** – desirable qualities, academic performance, descriptive correlation method, personal qualities, instructional competency, teacher-learner relationship

## 1. INTRODUCTION

Numerous methods of teaching music have been used in schools to enhance students' knowledge and skills and make sure that the various learning styles are considered. More often than not, teachers do not place an emphasis on music unlike any other learning area. Salingay (2014) noted that concepts in music were often less utilized in undergraduate studies and were not fully grasped by teachers. As a result, in order to give people an efficient, fruitful, and healthy music education, the environment required for music lessons should be formed from the first week of educational programs (Kilic, 2010).

In Kenya in 1985, many concerns were raised with regards to a dissatisfaction of the learning area and inadequate personnel and sources (Wangui, 2010). Kalinde and Vermeulen (2016) emphasized that the use of native language of learners in teaching music in early education showed significant development on the knowledge of learners. Brand (2009) noted that while every classroom needs well-trained and skilled music teachers, there is little consensus on what constitutes a successful music teacher. Meanwhile, in Lambunao East in Iloilo that the demonstrating ability of teachers produced learners who executed the tasks very well (Moralista, 2016).

The personal qualities of teachers contributed with the sound teaching-learning process together with instructional competence and ways in delivering instruction and the abilities relevant to it (Colker, 2008). Ida (2017) revealed that in a study conducted with 1 000 learners that they regard teachers that were energetic, patient, kind, fair in evaluation as highly respectable. As assessed by Adu and Olatundun (2007) that the characteristics of teachers are key and prominent factor in the accomplishment of learners.

On the other hand, instructional competency refers to the ability of the teacher deliver an effective and efficient teaching-learning process. Banruevo et. al (2011) stated that teachers must be aware of the level of competency they have to be cautious on how this may influence what the learners will learn. The abilities of learners are pertinent to the capacity of the teachers (Lucero, 2018). Arthur and Philips (2002) added that it is a teacher's duty to be competent as the success of learners reflects a teacher's competence. In a time were change is inevitable, teachers need to develop the required skills in the 21<sup>st</sup> century (Golingay, 2017). Madriaga (2013) expounded that it is essential that teachers establish a thorough knowledge on the learning styles of learners in the process of teaching and learning.

Also, Teacher-learner relationship points out a harmonious relationship between a teacher and a learner for a sound learning environment. Santrock (2007) added that the way teachers treat their students has a big impact on their academic achievement. The existence of an encouraging environment is a vital factor in the development of language; it can contribute to the achievement of learners and eagerness to learn including to enhance their abilities, people skills both in a good or bad way (Larson, 2011). The connection of a learner and teacher is a dynamic factor to learn, be motivated and be successful in education (Newberry & Davis, 2008).

In addition, teacher-process observer relationship denoted the established relationship of a teacher with the head of the school. This relationship can have an impact on the success of students (Walsh, 2005). Wheelan & Kesselring (2005) added that the way teachers work collectively as a team can considerably influence products that learners produce in school. Ross and Gray (2006) said that when teachers believe in ability and commitment to their profession this is directly relevant to the influence of the leadership of the principal on the achievement of learners and instruction of teachers.

Moreover, this research is aimed to look at the significant relationship between the desirable qualities of teachers teaching Music in the district of Montevista and how this can influence the academic performance of the grade six learners. understanding these concerns allowed the researchers to suggest adequate information to able to deal with them.

### **1.1 Statement of the Problem**

The researchers aimed to determine the relationship between the desirable qualities of teachers' teaching Music in the district of Montevista and the academic performance of learners in Grade 6.

1. Is there a significant relationship between the desirable qualities of teachers teaching music and the academic performance of learners in relation to:
  - 1.1 Personal Qualities;
  - 1.2 Instructional Competency; and
  - 1.3 Teacher-Learner Relationship?

### **1.2 Scope and Limitation**

The main focus of this establish how the desirable qualities of teachers' teaching Music influenced the academic performance of the two-hundred fifty learners in grade 6 in the selected schools in the district of Montevista. The study was conducted in December 2021 to March 2022. This was to make sure that the performance of the learners was accurate and relevant to the learning area taught by teachers which was Music. The teacher emphasized on the desirable qualities of teachers which were categorized as: personal qualities, instructional competency, teacher-process observer relationship and teacher-learner relationship and how these may be relevant to the academic performance of the learners.

## **2. METHODOLOGY**

The study made use of descriptive-correlation design in determining the relationship between the desirable qualities of teachers teaching Music and the academic performance of learners in Grade 6. Creswell (2012) stressed that correlation places an emphasis on the changes observed between two variables and how one of which change can be observed in the other.

### 3. RESULTS AND DISCUSSION

Table 1 shows that there is no significant relationship between the desirable qualities of teachers in relation to the personal qualities to the academic performance of learners. This implies that the personal qualities of teachers are not relevant to the performance of learners. In Cubero's (2022) study, the findings revealed that the pupils' academic success is unrelated to the teachers' personal characteristics. He argued that the students' academic performance is unaffected by the teacher's enthusiasm, humor, enthusiasm, patience, and communication abilities. Based on the study of Adu and Olantudun (2007), it contradicts the result which showed that pupils with excellent teachers had good test scores. These findings were supported by Olaleye (2011), there was a correlation between teachers' traits and students' performance.

As the findings revealed in the study, there is no significant relationship between the Instructional Competency of Teachers Teaching in Music and Learners' Academic Performance with  $r$  as 0.290 as its value. These data implied that teachers' subject-matter expertise was ineffective in raising pupils' academic achievement (Buddin & Zamorro, 2009). According to Bonney et. al (2015) stated that in the 2010 and 2011 BECE results, there was no correlation between the students' academic achievement and their teachers' subject-matter expertise. In contrast, the results of the study, Chinese university students had the belief that their performance was influenced by their instructors' ideals, including being relational and caring, engaging and intriguing, skillful and expert (Kim & Olson, 2016). Cubero (2022) gave the result where the effectiveness of the kids' academic achievement is significantly influenced by the teacher's professional attributes.

As the  $r$  value was -0.234, this implied that there is no significant relationship between teacher-learner relationship of teachers' teaching in music and learners' academic performance. According to Cassibba et. al (2020) The findings demonstrated the student-teacher relationship was not the best predictor of mathematical achievement, the data showed that cognitive capacity was discovered to be connected indirectly via reducing math phobia. Lee (2012) shared the impacts of the teacher-student connection on academic performance were also discovered to be independent of the school's academic standards.

**Table 1:** Correlation matrix showing the relationship of the desirable qualities of teachers teaching Music and academic performance of learners.

<i>Pearson r</i>								
Variable		Personal Qualities	Instructional Competency	Teacher-Learner Relationship	Academic performance	Process Observers on Personal qualities	Process Observers on Instructional Competency	Process Observer on Teacher-Process Observers Relationship
1. Personal Qualities	Pearson's r p-value	-						
2. Instructional Competency	Pearson's r p-value	0.454 0.051						
3. Teacher-Learner Relationship	Pearson's r p-value	0.380 0.108	0.596 0.007					
4. Academic performance	Pearson's r p-value	0.148 0.547	-0.404 0.086	0.068 0.782				
5. Process Observers on Personal qualities	Pearson's r p-value	-0.195 0.424	-0.255 0.292	-0.078 0.751	-0.135 0.582			
6. Process Observers on Instructional Competency	Pearson's r p-value	-0.021 0.934	-0.078 0.751	-0.107 0.662	0.290 0.229	0.404 0.087		
7. Process Observer on Teacher-Process Observers Relationship	Pearson's r p-value	-0.137 0.575	-0.353 0.139	-0.363 0.127	-0.234 0.336	0.430 0.066	-0.077 0.753	

#### 4. CONCLUSION

It is apparent that the elements examined and found in this study, such as desired teacher characteristics, instructional ability, and learner-teacher relationships, had no bearing on students' academic achievement. It shown that there is no meaningful connection between students' academic achievement and the ideal teaching characteristics of music.

#### 5. ACKNOWLEDGEMENT

The author would like to extend the sincerest gratitude to the people who contributed to the success of this study, my parents, siblings, the respondents and to the Almighty Father.

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