

Community-Based Choirs of Sorsogon, Philippines: An Outcomes- Based Education Output of Bachelor of Secondary Education Major in Music, Arts, PE and Health

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Abstract - As a response to the call for an Outcomes- Based Education instructional design and initiatives by the Commission on Higher Education in the Teacher Education Curriculum, the Bachelor in Secondary Education major in Music, Arts Physical Education and Health (BSED-MAPEH) of one state college in the Philippines, organized and trained community-based choirs in their localities in the province of Sorsogon, Philippines as an Outcomes-Based Education project/immersion. This observation-participatory qualitative research described and analyzed the four community- based choir organized by the Bachelor in Secondary Education Major in MAPEH fourth year students from Teacher Education department for the School Year 2015-2016. There were 15 key informants. Data are gathered through questionnaire, structured and unstructured interview, direct observation and participation and it was analyzed using triangulation, cross-matrix analysis, documentary (pictures) and videos. Results show that the four-organized community-based choir groups have similarities and differences in terms of their vision, organizational structures, membership, song repertoire, practices, rehearsals and concert theme/presentation. It is also revealed that the students- organizers faced and hurdled challenges along; training of choir, leadership and management skills, Event management, resources management and communication skills (oral and written). And the activity as an Outcomes-Based Education practicum/immersion gave remarkable impacts on their personality development, choral music skills, communication skills, leadership, organization and management skills and financial or resource management.

Keywords: Community-Based Choirs, Outcomes-Based Education, BSED MAPEH, Teacher Education

INTRODUCTION

Today more than ever the demand for better quality of Teacher Education graduates who are more imaginative and creative, collaborators and innovators, subject specialist, problem solvers, research and culturally responsive to the demands of the 21st Century Education IS NEVER BEEN SO HIGH. Emphasis is placed on the development and training of skills of would-be- teachers who can respond to the challenges of educating the millennials along the following core competencies; collaboration, digital literacy, critical thinking and problem solving which will make them thrive in today's world. As enumerated by an article published by the UNESCO entitled: The Future of Learning [1].

People learn in variety of ways and may take multiple pathways in acquiring skills, hence, teaching

and learning must put emphasis around each "learners journey". Hampson, Patton and Shanks [2] were convinced that effective twenty first century teachers cultivate learners' individual sense of wonder and inspire them to explore different applications for the knowledge and skills they have learned. Leadbeater [3] also characterize effective 21st century teachers who create regular opportunities to further student learning which cultivates greater learner autonomy and inspires individuals to take control of their learning. It is very apparent that the 21st century education put demands on an increasing expectation to address the challenges to both the teachers and students alike.

Responding to the challenges of the 21st century education the Commission on Higher Education demands the Higher Education Institutions specifically the Teacher Education Institutions to

integrate curricular mechanisms to ensure that the teacher education graduates could well respond to the complex and demanding job of educating the millennials or the future students. The agency advocates the Outcomes Based Education approach through its CHED Memorandum Order (CMO) no. 46 s. 2012 or Policy Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-Based Education [4]. This paradigm shift must make the Pre-service teacher education programs orientation to the principles of 21st century teaching and learning. Redecker et al [5] maintain that 21st century teacher education must place greater emphasis on instructional design, team building, facilitating learning and new ways to foster creativity and innovation.

Tucker [6], defines Outcomes Based Education as a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than accumulation of course credits. The primary aim of OBE is to facilitate desired changes within the learners, by increasing knowledge, developing skills and or positively influencing attitudes, values and judgement. The basic premise of an outcomes based education is “what the learners can actually do with what they know and have learned. This is further emphasized by Catris as cited by Inocian [7] in his research on Outcomes-based Teaching for Brain-based Learning Vis-à-vis Pedagogical Content Knowledge, that Outcomes-based Education or OBE is focused on what learners can actually perform after the instructional process.

The Community Based Choirs as organized by the BSED MAPEH students is a tri-fold activity; first, it served as a platform for the integration of an outcomes-based education, second, an effective and meaningful endeavour in the development of 21st century core competencies of teachers and thirdly, it provides for the development and preservation of culture and the arts. The process is very promising as it not only effectively facilitated OBE but it goes beyond what OBE can do to the students. It has become holistic as the students came to know and appreciate the 21st century skills they ought to know and develop. They practice working together that's the power of collaboration- that problems are best solved when people work together and collaborate in finding ways to solving them. It has been a very effective platform in developing their social skills and networking as they find ways to solve the task of

organizing choirs they learned to sourced out help from other people hence, their communication skills were put to test. More importantly, it made such a huge impact in their personality development, from the beginning of what would be the hardest academic challenge yet, from what seems to be impossible became possible. Their confidence and sense of accomplishment were developed which led to believing in their innate potentials to achieve great things in life.



Figure 1. BSED –MAPEH conductors/organizers in Bagsangan Children’s Choir in Irosin Sorsogon, Philippines

Reinforced by the CHED Memorandum Order No. 1 s. 2014 or the CHED Priority Courses for AY 2014-2015 to AY 2017-2018 [8] placing BSED MAPEH as one of the priority courses as there would be high demand for MAPEH teachers in the next five years, it is therefore critical that MAPEH graduates from Sorsogon State College Teacher Education Department must be of quality so they effectively respond to the challenges of the 21st century education. The OBE activity/practicum of BSED MAPEH which is the organizing of Community Based choirs in their localities has been a very effective platform in the development of the 21st century core competencies which will make them thrive in today's world.

The study is anchored on the premise of Constructivism (Eggen and Kaucha, 2001 as cited by Janer, [9] which is characterized by the following; 1) learners construct understanding; 2) new learning depends on current understanding; 3) meaningful

learning occurs within authentic learning tasks; and 4) learning is facilitated by social interactions. The emphasis is placed on the tasks which are authentic therefore more meaningful, engaging and liberating learning experience for the learners. The strategy is experiential which is measurable into enduring outcomes as pointed out by Spady and Marshall [10] that OBE emphasizes Transformational education that is shifting from the traditional teaching to transitional scheme of modern teaching. Organizing and training community choirs big or small is by itself an authentic experiential learning activity which the BSED MAPEH students must undergo for the period of two and half months in their communities where they live. The essence of the activity move away from the traditional way of teaching and learning into a more meaningful modern way of teaching and learning that the students find it to be one of the most memorable, exciting and liberating collegiate experience that they had.

The social interaction that they had in their organizing and training their choirs for the duration of their immersion has been so effective in allowing them to learn their behaviour and the behaviour of other people around them including the children or the choristers and the other stakeholders (the barangay officials to whom they have to seek approval or permission to conduct their training in the barangay, school officials in the barangay to seek approval as they ask for children students to join the choir and the parents themselves as they seek approval or permission allowing their kids to join the choir) in the community that they interact with as emphasized by Huitt and Hummel, 2003 and cited by Janer in 2013 [11] that social interaction as the primary source of cognition and behaviour produces learning.

It is also anchored on the principles of Outcomes Based Education as explained by Tucker [12], Outcomes Based Education is a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than accumulation of course credits. The primary aim of OBE is to facilitate desired changes within the learners, by increasing knowledge, developing skills and or positively influencing attitudes, values and judgement. The basic premise of an outcomes based education is “what the learners can actually do with what they know and have learned.

The choral, leadership, communication, event organizing and management skills that they know

surely were put to test when they organized and train choirs in their communities. The BSED MAPEH made use of this platform so the MAPEH major students would have an avenue for which their accumulated knowledge, skills, values and attitudes from all their major or content subjects will be put to test or practice in their community choir immersion.

OBJECTIVES OF THE STUDY

This study aims to describe and analyze the Community -Based Choirs organized by the Bachelor in Secondary Education major in Music, Arts PE and Health (MAPEH) students of Sorsogon State College Teacher Education as an Outcomes-Based Education output in the province of Sorsogon. Specifically, it aims To determine the (1) profile the community-based choir groups of the BSED MAPEH fourth year students in their localities in terms of their vision, organizational structures, membership, song repertoire, practices and rehearsals and concert theme/presentation. (2) determine the challenges they encountered in organizing choir groups, (3) and identify the impact of the activity as an OBE-Based practicum/immersion on the student conductors/extensionist.

MATERIALS AND METHODS

This is an observation-participatory qualitative research that described and analyzed the four community-based choirs organized by Bachelor in Secondary Education major in Music, Arts, Physical Education and Health (MAPEH) of Sorsogon State College, Teacher Education Department in the province of Sorsogon. The study obtained information from 15 key informants 12 of whom were direct participants, 1 observer and 2 experts which were purposively identified based on the level of their understanding and participation in the conduct and organization of the community-based choirs. Letters were sent to the identified key informants for approval on the conduct of interview (structured and unstructured) and answering research questionnaire. The key informants and the researcher agreed on the limit of disclosure of the information with regards names and personalities.

Data are gathered through questionnaire in determining the profile of the community-based choirs, structured and unstructured interview, direct observation and participation in determining the challenges encountered in organizing choirs and identifying the impact of the activity as an Outcomes-

Based Education (OBE) practicum on the student conductors/extensionist. In analyzing the gathered data, the researcher employed triangulation, cross-matrix analysis, documentary (eg. pictures) and videos.

RESULTS AND DISCUSSION

Profile of the Community-Based Choirs

The four community based choirs which were organized by the BSED MAPEH students shares similarities and differences along; vision, organizational structures, membership, song repertoire, practices, rehearsals and concert theme/presentation.

Table 1. Name and type of Choir, location and choristers

Name of Choir	Type	No. of Chorister	Location
Cambulaga Youth and Children's Choir	Mixed Choir	72 (28 children/44 Youth)	Cambulaga Sorsogon City
Barcelona Youth and Children's Choir	Mixed Choir	50 (26 children/24 Youth)	Barcelona Sorsogon
Bagsangan Children's Choir	Children's Choir	34	Bagsangan Irosin Sorsogon
Matunenog Metamorphosis Choir	Mixed Choir	30 (17 children/13 Youth)	Sua Matnog Sorsogon

Presented on table 1 is the name and type of choir, no. of choristers/members and location. It can be gleaned from the table that most of the organized choir is a mixed choir that is a combination of children and youth and only one is purely children's choir, the no of choristers starts from as many as 30 to 72, the choirs were established from four different communities namely; the Cambulaga Youth and Children's Choir in Barangay Cambulaga Sorsogon City, Barcelona Youth and Children's Choir based in Barangay Tagdon, Barcelona Sorsogon, Bagsangan Children's Choir in Barangay Bagsangan Irosin Sorsogon and the Matunenog Metamorphosis Choir based in Barangay Sua, Matnog Sorsogon.

Table 2 presents the choir groups vision the Cambulaga. Children's and Youth choir vision is to "foster and promote camaraderie, friendship, support, and unity of a diverse population in the community and build community partnership which will inspire and empower the next generation through music", The

Barcelona Youth and Children's Choir vision is "To be known as an organization that promotes musically and culturally inclined youth in the community and to develop and empower them through meaningful experiences".

Table 2. Choir's Vision

Name of Choir	Vision
Cambulaga Youth and Children's Choir	foster and promote camaraderie, friendship, support, and unity of a diverse population in the community and build community partnership which will inspire and empower the next generation through music
Barcelona Youth and Children's Choir	"To be known as an organization that promotes musically and culturally inclined youth in the community and to develop and empower them through meaningful experiences".
Bagsangan Children's Choir	"An organization which will develop a responsive, productive, socially and culturally active citizen of the community
Matunenog Metamorphosis Choir	The Matunenog Metamorphosis Choir vision is "To enriched singers lives through Culture and Arts promotion".

The Bagsangan Children's Choir vision is to be "An organization which will develop a responsive, productive, socially and culturally active citizen of the community". The Matunenog Metamorphosis Choir vision is "To enriched singers lives through Culture and Arts promotion". It can be gleaned that all four choirs believed that the choir can be a platform to effect positive changes in the youth.

Choir Conductor's

The choral conductors/extensionist for the Community based choirs are primarily the strong 12 BSED MAPEH major students which were clustered based on the proximity of their residences. The 12 organizers/conductors of the Community-Based choirs possess the following skills and attributes necessary in organizing a choir group and conducting training and events like; they possess leadership and organizational skills, they all have the basic skills in conducting, most of them were familiar with note reading and basic tempo and song interpretation, most of them have talents in singing, dancing and playing musical instruments and hosting which were also important in putting up a training of this nature.

Table 3. List of Song Repertoire of the Community-based choirs during the mini-choral presentations

SONG/S	Cambulaga Youth and Children's Choir	Barcelona Youth and Children's Choir	Bagsangan Children's Choir	Matuneonog Metamorphosis Choir
Prayer	Amazing Grace	Amazing Grace	Amazing Grace	Amazing Grace
National Anthem	Luoang Hinirang	Lupang Hinirang	Lupang Hinirang	Lupang Hinirang
Bicol Regional March	Bicolandia	Bicolandia	Bicolandia	Bicolandia
English Song	Cant Help Falling In Love	Cant Help Falling In Love	I'd Like to Teach the World to Sing	Grow Old With You
Tagalog Song	Ewan	Mamang Sorbetero, Saranggola ni Pepe, Ang Pipit	Bawat Bata	Kasama Kang Tumanda
Asian Song	Sakura	Zum Gali Gali	Zum Gali Gali	Zum Gali Gali
Bicol Song	Paglaom	Sarung Banggi	Maybe This Time (Song Adaptation)	Kudot Kudotan
Other Songs	Salidummay	Salidummay	Salidummay	Salidummay

Song repertoire

The Community-Based Choirs that were organized have performed the following required songs namely; Lupang Hinirang, Bicol Regional March this is to facilitate not nationalism towards their choristers. Likewise, the choir groups organizers were given lee way to choose one song representative of the following; Doxology/prayer, English, Asian, Tagalog and Bicol which are based on their chosen concept or theme.



Figure 3. Cambulaga Children's & Youth Choir practices, rehearsals and choral presentation

Schedule of practices, rehearsals and choral presentation date and venue

The duration of the choral immersion is two and a half months from last week of June- 2nd week of September. The schedule of mini-choral

presentation/concert is determined by draw lots specifically; the Cambulaga Children's and Youth Choir was on September 12, 2015 6pm at the St. Rafael Archangel Chapel, Cambulaga Sorsogon City, the Barcelona Children's and Youth Choir September 20, 2015 6pm at the Barcelona Central School-Teachers Hall Poblacion Central Barcelona Sorsogon, the Bagsangan Children's Choir on September 26, 2015 7pm at the Barangay Bagsangan Auditorium, Bagsangan Irosin Sorsogon and the Matunenog Metamorphosis Choir on October 3, 2015 6pm at the Barangay Sua Auditorium, Sua Matnog Sorsogon.



Figure 4. Barcelona Youth and Children's Choir practices, rehearsal and choral presentation



Figure 5. Bagsangan Children's Choir practices, rehearsals and choral presentation



Figure 6. Matunenog Metamorphosis Choir practices, rehearsals and choral presentation

Challenges Encountered in Organizing Community-Based Choirs.

In the process of organizing and training of the community-based choirs the students- organizers faced and hurdled challenges along; training of choir, leadership and management skills, Event management, resources management and communication skills (oral and written).

a) Organizing and training a choral group

In terms of organizing and training of a choral group the choirs have the following challenges met; 1) recruiting members of the choir, 2) seeking approval and permission to conduct the training, 3) sourcing funds for the training/immersion, 4) time management during practices, 5) unsupportive and cynical members of the communities, 6) negative perception or attitude or low appreciation to culture and the arts, 7) the target participants house hold chores obligations that they need to attend, 8) venue for the training, 9) participants very low background on choral singing, 10) proper diction or the native accents of the participants, 11) participants discipline during training, 12) the DepEd school class requirements and other school activities set for Saturdays and 13) transportation of some conductors who were from other places.

b) Leadership and Management

In managing and training of a choral group for almost 2 and half months there were many challenges that the conductors/organizers have met that surely tested their leadership and management skills, namely; 1) maintaining the cooperation between choir singers, 2) the attitudes of the children some of them become stubborn and hard-headed because we are not always allowed to scold them for they might quit the group, 3) lack of confidence in enforcing rules and regulations during practices because they were only student, 4) keeping the motivation of the choir singers who easily get bored, 5) the issue of maintain the trust and confidence of the choir participants so they always see in the conductors leaders, 6) patience in managing diverse members of the choir.

In terms of leadership and management skills the student choral organizer/conductors find themselves dealing with familiar challenges like classroom setting, hence, they were able adapt the ways to address them.

c) Event Management

After almost two and half months of choral training, the community-based choirs should conduct an Event as a culminating activity tagged as mini-choral presentation in their localities. In organizing and conducting the event they also met with challenges as follows; 1) Event venue for the choral presentation, 2) the safety and security of the event, 3) budget resource for food and snacks, lights and

sounds, certificates and tokens, props or costumes and decorations, 4) logistics and communication with the stakeholders, 5) Time allotted for the event, and 6) Planning all the mentioned above.

d) Financial Resources

The organizers became fully aware of how critical budget or funds are in the execution or implementation of any event. Their community based choir practicum and the mini choral presentation is not exempted. They were tested in the duration of the training on how they can source their funds and manage whatever they have for many provisions like foods and snacks, lights and sounds, decorations, hall preparations, certificates and tokens and many others.

e) Communication Skills

The BSED MAPEH student's communicative competencies (oral and written) were put to test as they channel their communications in their barangay to seek permission or approval of their activity, from the barangay captain, to the school principal, to the parents, to the hermano mayor of the chapel and other possible venues where they will be conducting the training. Though they met this challenge they surpassed the meticulous demands of writing letters and talking to other people in the conduct of the event.

Impacts of organizing Community-Based Choirs as an OBE- Based output to the BSED MAPEH student/organizers/conductors

From the constructivist point of view and the OBE principles the process of organizing and training Community- Based Choirs of the BSED MAPEH has positively affected each of them along the following areas;

a) Personality Development

In terms of personality development, the activity has been a very effective platform in which their personality has been developed became vibrant, dynamic and responsive. The activity demanded them to go out of their comfort zone. When they organized, and trained their choirs and in the same process they became aware of their weaknesses and limitations and came face to face with the challenges of rising beyond the difficult task. To most of them attaining self confidence in its real sense has been remarkable. The same confidence that made them believe for the first time that they too; are built to succeed and that they can make things big.

The positive shift of believing in themselves provided them with the right attitude towards criticisms and became open-minded with people's different opinion about themselves and has opened themselves with new ideas and suggestions. The same attitude was made them resilient and capable of finding the positivity even during the difficulty of managing rather diverse members of their choir and the community.

When they became aware of their limitations they also manifested humility as they start looking for answer or solutions outside of themselves that is the power of networking and they realization that they need to work together and with other people specially in things that they are weakest so they became aware of the power of collaboration that working together is good and that difficult task became easier when people are working together in achieving the right outcomes.

Personality makes us all different from one another, so too, the organizers and conductors to their choristers, these may be seen at first as a challenged but there is beauty in diversity because our diversity comes in talents and skills also. The organizers became aware that they can make their differences as individuals to their advantage offering to the tables their skills and talents which can further improve the chances of arriving at the outcomes.

The OBE activity practicum/ immersion of BSED MAPEH students did not only provided an opportunity to test their endurance and perseverance that runs throughout the period of July - September somehow brought positive changes to their personality that they may carry throughout their teaching career. Not only their stamina has been tested but also their patience, as they patiently dealt with their choristers and other stakeholders but more importantly as they dealt with rising pressure among themselves as members of the group.

The activity made them looked at themselves differently, because of the many challenges they encountered they became stronger and much more positive in life they appreciated more their innate potentials to be winners in life and they did it with enough heart and positivism. They now have positive attitude towards challenges. That is how their personalities were developed.

b) Choral Music Skills

The choral music skills that the BSED MAPEH students which they learned from their lessons in

Principles in Choral Works and Conducting were put to test or they were able put the theory into practice, making it more meaningful. From the basics of choral singing which includes; posture, breathing, mouthing, diction, solfège and conducting patterns etc. were found to be helpful plus their abilities to play instruments and their song repertoire. Though the activity is not expecting them to become master conductors they went beyond the minimum expectations in the application of the techniques and principles of choral conducting.

c) Communication Skills,

The facilitation of the Community -based choir immersion will never be possible without effective communication of their goals and objectives to the stakeholders in the target community. Hence, the activity provided them with an avenue in which their communication skills were developed. And as they face their community and talked with them their confidence was also developed.

d) Leadership, Organization and Management Skills

Organizing, training and managing children's and youth choir is never easy the BSED MAPEH students were fully aware of the challenges ahead of them. Good thing most of them are student leaders and leaders on their own way. Their basic understanding of managing students in the classroom has been proven helpful because the practice and principles were similar.

e) Financial or Resource Management

Establishing a community-based choir is never an easy task one must have all the necessary support and skills to make it work. More so, the biggest challenge that the students dealt with is where to source fund or budget. This prompted them to be creative and resourceful in dealing with their financial limitations instead they made use of available resources in their localities as part of their stage decorations, they borrowed some implements in their communities and they seek sponsorships.

CONCLUSION AND RECOMMENDATION

The organized community-based choir groups in Sorsogon, Philippines by the BSED MAPEH students have similarities and differences in terms of their vision, organizational structures, membership, song repertoire, practices and rehearsals and concert theme/presentation. The student organizers faced and

hurdled challenges along; training of choir, leadership and management skills, event management, resources management and communication skills (oral and written). And the activity as an Outcomes-Based Education practicum/immersion gave remarkable impacts on their personality development, choral music skills, communication skills, leadership, organization and management skills and financial or resource management.

The conduct of Community-Based Choirs as an Outcomes-Based Education is an innovative, authentic and meaningful instructional activities with direct positive impacts to the future MAPEH Teachers. Meaningful activities like this must be continued not only in BSED MAPEH curriculum but across the Teacher Education Program focusing on the bright promise of an Outcomes Based Education. Teachers of other field must also find ways on how they can revolutionize their instruction through OBE as a clear answer to the increasing demand of a more quality instruction in the 21st century. Clearly the potential and the power of OBE activities in the growth and development of the students is far reaching because it is engaging.

The study is limited to the BSED MAPEH organizers and conductors of the community-based choirs hence, future researches on the impact of the community choirs on the choristers/participants in particular and the community in general must be conducted so that communities may be able to assessed based on thorough research analysis whether they need to revisit and revitalize their commitment in the development of Culture and the Arts as an effective avenue for youth development.

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