

Exploring the Impact of Competence and Commitment on Music Teaching Readiness among Junior High School MAPEH Teachers

Ernie Chino Cañeda ^a, Airel Eve Canoy ^b, Reymond Basaya ^c,
Jecka Mae Daligdig ^d, Bryan L. Cancio ^e

^aerniechino.caneda@hcdc.edu.ph; ^baireleve.canoy@hcdc.edu.ph; ^creymond.basaya@hcdc.edu.ph

^djeckamae.daligdig @hcdc.edu.ph & ^ebryan.cancio@hcdc.edu.ph

^aHoly Cross of Davao College, NHA Bangkal, Davao City, 8000, Philippines

^bHoly Cross of Davao College, Ma-A Davao Del Sur, 8000, Philippines

^cHoly Cross of Davao College, Carmen, Davao Del Norte, 8101, Philippines

^dHoly Cross of Davao College, Badass, City of Mati, Davao Oriental, 8200, Philippines

^eHoly Cross of Davao College, Sta. Ana Avenue, Corner C. De Guzman Street, , Davao City, 8000, Philippines

Abstract

The study was to determine the relationship between the competence and commitment of music teaching readiness among junior high school MAPEH teachers coming from the different provinces in Davao Region for the school year 2024-2025. A non-experimental quantitative research design was used in this study particularly utilized a descriptive correlation design among 50 MAPEH teachers. The overall mean score of competence of music teaching readiness in MAPEH teachers marked as Moderate. Teachers tend to adopt a balanced approach, showcasing a practical understanding of both music theory and teaching methods. The commitment of MAPEH teachers play a crucial role in enhancing student learning and the success of music programs resulting in an overall score indicating a high commitment. The overall mean score of music teaching readiness is marked as High. The result is suggesting that there is potential for further development and enhancement of teaching practices. The study found that there was a significant relationship between both competence and commitment and music teaching readiness, aligns with George Herbert Mead's Role Theory. The assertion that individuals meet the expectations of specific social roles, such as that of a teacher is accepted and proved by the study's conclusions. It is recommended that this study may be replicated using the same variables covered in this study but undertaken to a different locale and subjected to other study groups, or using different variables not covered in this study. Such replication is intended to either strengthen or challenge the claim derived in this study.

Keywords: music teaching readiness; competence; commitment

Introduction

Music teaching readiness is critical for ensuring high-quality music education, which plays a vital role in fostering creativity, collaboration, and overall student development (Conway, 2015). This is when teachers are ready with the necessary skills, knowledge, and mindset to effectively deliver music instruction in the classroom (Darling-Hammond et al., 2017). However, there is a concerning decline in teachers' readiness to effectively teach, particularly in their ability to integrate innovative teaching methods and adapt to modern educational demands which are both essential for delivering high-quality music education (Kim & Choy, 2020).

In China, in the study of Wang (2021), found that music teachers' readiness to implement modern teaching strategies and adapt to new educational demands is notably lacking, and regular support structures are also absent. Similarly, in Australia, Smith (2020) points out that many music teachers report low levels of readiness to effectively teach music. He further highlights the challenges affecting music teachers' readiness including inadequate training, limited resources, insufficient professional development, and difficulties integrating music into standardized curricula.

In the Philippines, junior high school teachers often face low levels of readiness to teach the music component of MAPEH (Cruz, J. L., 2019). Many struggle to develop the necessary competencies to effectively teach music, as their readiness is influenced by their musical knowledge and ability to convey concepts, which require comprehensive training and professional development (Pestaño & Ibarra, 2021; Dela Cruz & Aro, 2020).

Despite the importance of music in the holistic development of students, there is a significant gap in the readiness of music teachers to readily teach music which could lead to a decline in the quality of music education if not addressed (Silvestre, & Itaas, 2020; Dulay, 2022). Thus, this research lies in the need to equip music teachers with competence and commitment required to deliver high-quality music education, ensuring that students receive a well-rounded education (Mendoza, 2021; Dulay, 2022). Without immediate intervention, the gap in music teaching readiness may contribute to educational inequalities (Dulay, 2022). As a result, this study seeks to address this gap.

Statement of the Problem

The purpose of the study was to determine the relationship between competence and commitment towards music teaching readiness of Junior High School MAPEH teachers of Davao Region for the school year 2024-2025. It specifically answers the following objectives:

1. To determine the level of competence of Junior High School MAPEH Teachers in terms of:
 - 1.1 Knowledge and
 - 1.2 Skills.
2. To determine the level of commitment of Junior High School MAPEH teachers in terms of:
 - 2.1 Adaptability and
 - 2.2 Work Performance.
3. To determine the level of music teaching readiness in terms of:
 - 3.1 Content Knowledge and
 - 3.2 Instructional Strategies.
4. To determine the significant relationship of junior high school MAPEH teachers between:
 - 4.1 Competence and music teaching readiness and
 - 4.2 Commitment and music teaching readiness.
5. To determine the significant influence of competence and commitment to music teaching readiness of junior high school MAPEH teachers.

Theoretical Framework

This study is anchored on the Role Theory by George Herbert Mead in 1934. The role theory examines how individuals meet the expectations of specific social roles, such as that of a teacher, by understanding, adjusting to, and executing their responsibilities, regardless of whether these roles match their initial skills or training.

Conceptual Framework

Role theory explains that when non-music teachers are required to teach music, Role Theory can explain the challenges they face in adapting to this new responsibility. These teachers experience a shift in role expectations, moving from their established expertise in physical education to the unfamiliar domain of music instruction. In the context of this study, competence and commitment can influence music teaching readiness. Commitment becomes crucial as they need to demonstrate adaptability in learning new content and instructional methods and maintain strong work performance in this expanded role.

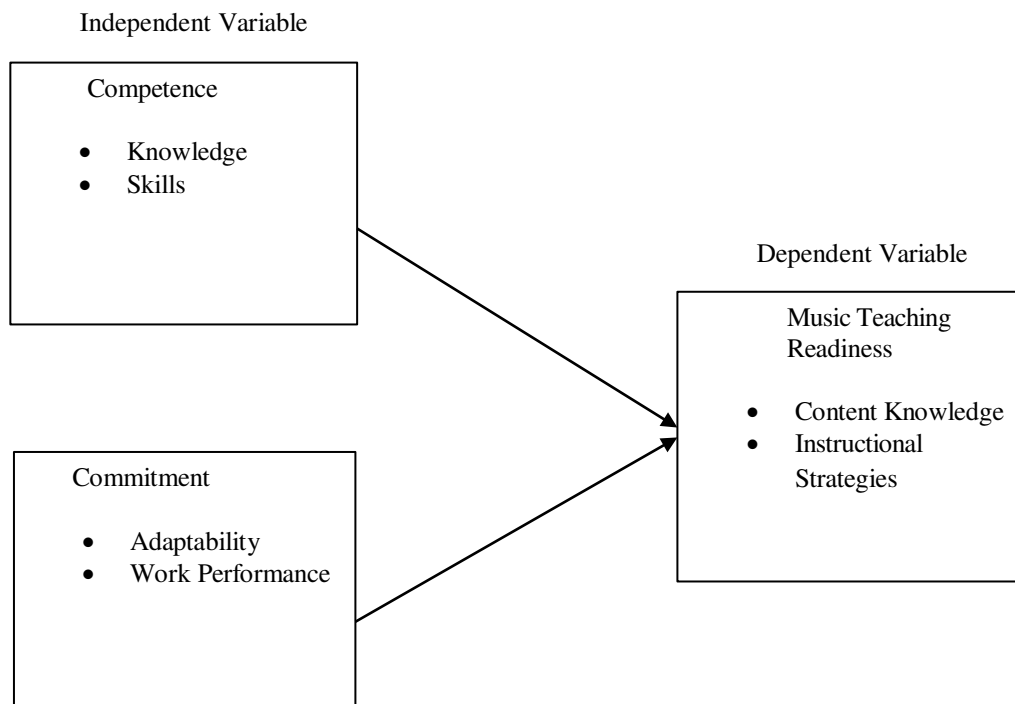


Figure 1. The Influence of Competence and Commitment on Music teaching readiness of Junior High School MAPEH Teachers

Method

A non-experimental quantitative research design was used in this study. Creswell (2017) defined quantitative research design as collecting and analyzing numerical data; it systematically investigates phenomena by gathering quantifiable data and performing statistical, mathematical, and computational techniques. The results are depicted in numerical form. Specifically, the researchers utilized a descriptive correlation design among MAPEH teachers. Descriptive means to describe the level of competence, commitment and music teaching readiness of MAPEH teachers. At the same time, correlation determines if there is a significant relationship between competence and commitment of music teaching readiness in MAPEH teachers.

The study was conducted among the junior high school MAPEH teachers in Davao Region. It is a region of the Philippines located in the Southern part of Mindanao. The researchers specifically selected these junior high school MAPEH teachers within Davao Region due to their efforts in teaching, specifically music education. Davao Region was chosen as the study's focus with its reputation as an inclusive and supportive environment for junior high school MAPEH teachers.

In gathering data, the researchers used the self-made survey questionnaire to collect data for the independent variable. The following was used by the respondents in the questionnaire to assess the junior high school MAPEH teachers' competence: 5 as strongly agree, 4 as agree, 3 as neutral, 2 as disagree, and 1 as strongly disagree.

Results and Discussion

The subsequent tables offer an in-depth analysis of each indicator and its associated items, with their implications supported by relevant literature and studies. For each sub-indicator, the highest and lowest scoring items are evaluated, reflecting the survey respondents' feedback. These items also explore their significance, potentially offering important insights to readers and stakeholders supported with global literature and studies either reinforce or provide differing viewpoints on the results.

Table 1. Summary of the Level of Competence in Music Teaching Readiness of Junior High School MAPEH Teachers

Indicators	Mean	Description
Knowledge	3.24	Moderate
Skills	3.03	Moderate
Overall	3.87	Moderate

Among the two indicators under competence in music teaching readiness of junior high school MAPEH teachers, knowledge emerged as the highest mean score of 3.24 and interpreted as Moderate. This indicates that the competence of music teaching readiness in junior high school MAPEH teachers in terms of knowledge is fair. The result shows that moderate knowledge in junior high school MAPEH teachers can competently explain fundamental concepts in music to their students. This includes understanding essential theories, techniques, and methods in the subject area. The result above supports the findings of Augustine, C., & Yi, W. (2016), stated that teachers with sufficient knowledge create a positive learning environment and leave significant impact on students in music classes. Their understanding of the subject matter allows them to tailor lessons to individual student needs, fostering both musical growth and a love for learning. Next, both environmental readiness and pedagogical readiness scored equally, with a mean of 3.87 and interpreted as High. This indicates that flipped pedagogy of senior high school in terms of environmental readiness are with good performance. The result indicates that students feel they have the necessary physical and social settings were school provide an access to internet connection, available resources, computer laboratory, and technical help to facilitate their independent learning. Muin et al., (2024) mentioned that the schools use a variety of e-learning resources including textbooks, digital materials, online sources, which is accessible anytime. Meanwhile, flipped pedagogy of senior high school in terms of pedagogical readiness are with good performance. The result suggests that students are comfortable with learning by engaging with content in synchronous and asynchronous bases like role-playing and problem-based learning. Khan et al., (2024)

mentioned that pedagogical practices enhance educational development and foster pedagogic practices using interesting texts that increase students' intrinsic value and perceived learning.

Finally, the lowest mean score of 3.03 belongs to skills, interpreted as Moderate. This indicates that the competence of music teaching readiness in junior high school MAPEH teachers in terms of skills is fair. The result implies that with moderate skills, music teachers can guide students in improving their performance abilities and musical literacy, even though they may rely on established teaching methods and resources rather than advanced, innovative techniques. This includes improvising musical instruments and demonstrates their use to the students. According to Colwell and Webster's (2016) work, teachers' skills in music teaching can greatly influence student learning and engagement which fosters positive environment that encourages creativity and musical development.

The overall results for competence in music teaching readiness scored a mean score of 3.13 and interpreted as Moderate. This indicates that the competence in music teaching readiness of junior high school MAPEH teachers is fair. Music teachers with moderate competence in teaching music subject tend to perform with a balanced approach, demonstrating a functional understanding of both music theory and pedagogy. While they may not possess the deep expertise of highly specialized music educators, they are often able to effectively engage students, providing a solid foundation in music concepts and skills. This result affirms the claim of Pellegrino and Russell (2018), explains that teachers with moderate competence generally view themselves as capable in delivering basic music instruction, successfully guiding students through foundational concepts. However, they may encounter difficulties when faced with more complex teaching responsibilities, such as addressing advanced music theory or supporting students with higher skill levels.

Table 2. Summary of the Level of Commitment in Music Teaching Readiness of Junior High School MAPEH Teachers

Indicators	Mean	Description
Adaptability	3.83	High
Work Performance	4.06	High
Overall	3.95	High

Among the two indicators under commitment in music teaching readiness of junior high school MAPEH teachers, work performance emerged as the highest mean score of 4.06 and interpreted as High. This indicates that the commitment in music teaching readiness of junior high school MAPEH teachers in terms of work performance is good. The result shows that high performance of junior high school MAPEH teachers can lead to several positive outcomes for both students and the school environment. This includes being committed to provide a positive learning experience in music classes by putting extra effort to prepare for music lessons to ensure students understanding. According to Martocchio (2015), stated that work performance is not merely about the tasks completed but also about the impact an individual's work has on the organization's goals and objectives. Additionally, Benevene et al. (2018) stated that teacher performance is not only about meeting specific job responsibilities but also about fostering a positive learning environment that aligns with educational goals.

Finally, the lowest mean score of 3.83 belongs to adaptability, interpreted as High. This indicates that the commitment in music teaching readiness of junior high school MAPEH teachers in terms of adaptability is good. It enables teachers to willingly learn new music-related concepts to improve teaching performance and adjusting their approaches based on individual learning styles by integrating feedback which allows educators to create a more dynamic and inclusive learning environment, where lessons are tailored to meet the unique needs of each student. The result above is supported by Concina (2023) found that teacher adaptability is closely linked to their effectiveness in the classroom. By being flexible, teachers can manage classroom dynamics more efficiently, adjust to unexpected disruptions, and implement innovative teaching strategies that enhance the overall learning experience.

The overall results for commitment in music teaching readiness scored mean score of 3.95 and interpreted as High. This indicates that the commitment of music teaching readiness in junior high school MAPEH teachers is good. Music teachers with high levels of commitment significantly impact their students' learning experiences and the overall success of their music programs. These teachers often demonstrate a strong dedication to their profession, consistently seeking to improve their teaching methods and student outcomes. This result affirms the claim of Day et al. (2014), explains that high levels of teacher commitment significantly enhance classroom management, creating an environment where students can thrive both academically and emotionally. Music teachers who are deeply committed to their craft and students are more likely to implement strategies that not only address technical skills but also foster emotional resilience and confidence.

Table 3. Summary of the level of Music Teaching Readiness of Junior High School MAPEH Teachers

Indicators	Mean	Description
Content Knowledge	3.75	High
Instructional Strategies	4.02	High
Overall	3.89	High

Among the two indicators under the music teaching readiness of junior high school MAPEH teachers, instructional strategies emerged as the highest mean score of 4.02 and interpreted as High. This indicates that the music teaching readiness in junior high school MAPEH teachers in terms of instructional strategies are good. The result shows that high instructional strategies can significantly enhance the readiness of teaching and learning in various educational contexts, particularly in music education. This includes creating an engaging and interactive music lessons and integrating music in teaching other subjects which motivate students to participate. Research shows that employing diverse instructional strategies leads to better learning outcomes. For instance, differentiated instruction and formative assessment can cater to individual learning styles and needs, enabling students to achieve their full potential in music skills (Tomlinson, 2014).

Finally, the lowest mean score of 3.75 belongs to content knowledge, interpreted as High. This indicates that the music teaching readiness of junior high school MAPEH teachers in terms of content knowledge are good. The result shows that when teachers demonstrate a high level of content knowledge, they can connect with students on a deeper level, showing mastery on the subject matter by accurately answering student questions and clarifies complex concepts in music which fosters great interest and motivation in the subject. The result above is supported by Miller (2020), suggests that deep content knowledge enables teachers to respond to student inquiries proficiently and adapt their teaching methods to meet diverse learning needs.

The overall results for music teaching readiness scored mean score of 3.89 and interpreted as High. This indicates that the music teaching readiness of junior high school MAPEH teachers are good. Music teachers with high levels of teaching readiness tend to demonstrate greater effectiveness in their instructional practices. They are also more likely to employ innovative strategies to foster student's creativity and collaboration, enhancing the overall learning experience in music education. The result supports the argument of Davis, and Frey, (2021), argue that participation in workshops and collaborative experiences significantly enhances teachers' readiness and confidence in their teaching abilities. Equipping teachers with the necessary skills to adapt to new teaching environments, particularly in music education, impacts teaching readiness.

Table 4. Significance of the Relationship of Competence, Commitment, and Music Teaching Readiness

Indicators	r	p-value	Remarks
Competence	.73	.00	Significant
Commitment	.84	.00	Significant

Note: Significant at $p < .05$

Table 4 shows that competence has a strong positive relationship to music teaching readiness with an R-value of .73. Also, it reflects a p-value of .00, which is less than the alpha set at .05 (two-tailed), supporting a significant relationship between competence and music teaching readiness. It means that as the level of competence increases, the level of readiness to teach music among the junior high school MAPEH teachers in Davao region also significantly increases. In a similar manner, the independent variable, commitment, reveals a significant positive and strong relationship with music teaching readiness ($r = .84$, $p < .05$). It means that as the level of commitment increases, the level of readiness to teach music among the junior high school MAPEH teachers in Davao region also significantly increases.

The result aligns with Khositditsayanan and Charoenkiatkan (2024) findings which expressed those teachers who are more likely to exhibit higher levels of competence in their teaching practices significantly impacts teachers' readiness to teach music particularly in managing their classrooms and addressing the diverse needs of students which are crucial components of teaching readiness. Teachers who are competent are more likely to approach the classroom with a positive mindset, handle challenges effectively, and innovate in their teaching practices which can improve the learning experience and keep students motivated (European Proceedings, 2020). Therefore, music teachers should focus on improving their competence to enhance their teaching readiness (Darling Hammond et al., 2017).

Further, in the relationship between commitment and music teaching readiness of the junior high school MAPEH teachers, the results of the study supported by Klassen and Tze (2014) highlights how committed teachers are more likely to adapt and engage in continuous improvement of their teaching methods, thereby enhancing their readiness to teach music. This implies that when teachers are committed, they are more likely to try new strategies and approaches that meet the different needs of their students. Additionally, when teachers actively commit to their roles, they not only improve their own readiness to teach effectively but also create a positive impact on their students' learning experiences. (Khositditsayanan & Charoenkiatkan, 2024; Klassen & Tze, 2014).

Table 5. Significance of the Influence of Competence, Commitment, towards Music Teaching Readiness

Individual Influence of Predictors	Standardized Coefficient	t	p-value	Remarks
Competence	.32	3.48	.00	Significant
Commitment	.63	6.82	.00	Significant

$R = .87$; $R^2 = .76$; F-value = 75.8; p-value = < 0.00

Table 5 shows the results of the multiple regression analysis, which is set at a level of significance of $\alpha = 0.05$ (two-tailed). Results revealed that the standardized beta coefficient of competence is .32, with t-statistics of 3.48 and $p = .00$, which is less than the .05 level of significance. This indicates that, in terms of individual capacity, competence is a significant predictor of the music teaching readiness of the junior high school MAPEH teachers in Davao region. It means that for every unit increase in the level of competence, there is a correspondingly significant increase in the level of music teaching readiness.

On the other hand, the standardized beta coefficient of commitment is .63, with a t-statistic of 6.82 and $p = .00$, which is less than .05 level of significance. This result indicates that commitment is a significant predictor of music teaching readiness. It means that for every unit increase in the status of commitment, there is a .63 increase in the level of music teaching readiness of the junior high school MAPEH teacher in Davao region.

Also, the F-ratio in Table 5 shows if the overall regression model is a good fit for the data in this study. This model is made up of the effects of competence and commitment as predictors of music teaching readiness. The results revealed that competence and commitment significantly predict the music teaching readiness of the junior high school MAPEH teachers in Davao region, as shown in the result of $F(2, 47) = 75.8$, $p < .05$. Therefore, the regression model is a good fit for the empirical data in this study. Additionally, the R-square value depicts the percentage of variance in junior high school MAPEH teachers' music teaching readiness that is explicable by competence and commitment. According to the report, the R-square value is .76, which means that the predictors, competence and commitment can explain 70.6% of the variation in junior high school MAPEH teachers exhibit music teaching readiness. The remaining 29.4 percent is attributable to the unexplained variance or other factors not included in this study.

One notable limitation of this study is the relatively small sample size of 50 participants, all of whom were drawn from a single region. This limited scope may affect the generalizability of the findings to a broader population of junior high school MAPEH teachers. As the participants were drawn from a specific geographic region, the findings may reflect local contextual factors that differ in other areas. Therefore, the results should be interpreted with caution when applied to other populations. Moreover, despite this limitation, the study's use of a descriptive correlational design and alignment with George Herbert Mead's Role Theory provides a foundational understanding of the relationship between competence, commitment, and teaching readiness. Future studies could expand on these findings by including a larger and more diverse sample to enhance generalizability.

Conclusion

Based on the findings that competence and commitment significantly correlate with music teaching readiness of junior high school MAPEH teachers, and that there is a strong relationship between these factors, it is inferred that for every unit change in competence or commitment, there is a corresponding change in music teaching readiness. Further, based on the conclusion, this study accepted the assertion of George Herbert Mead's Role Theory. Correspondingly, the concurrence of the theory that individuals meet the expectations of specific social roles, such as that of a teacher, by understanding, adjusting to, and executing their responsibilities, regardless of whether these roles match their initial skills or training is accepted and proved.

Recommendation

Based on the findings, changes in competence or commitment directly impact the music teaching readiness of junior high school MAPEH teachers. To further validate or challenge these conclusions, it is recommended to replicate this study in different settings, with other study groups, or by incorporating new variables not addressed here. Such efforts could deepen our understanding and expand the applicability of the findings.

Additionally, the study would benefit from more specific recommendations, such as targeted professional development programs or intervention strategies aimed at enhancing teachers' adaptability and readiness. Including qualitative methods, such as teacher interviews or classroom observations, could offer richer insights into the factors influencing music teaching readiness.

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Appendix A. Survey Questionnaire

Research Title: Exploring the Impact of Competence and Commitment on Music Teaching Readiness among Junior High School MAPEH Teachers

COMPETENCE					
A. Knowledge	5	4	3	2	1
1. I have a thorough understanding of basic music theory relevant to teaching music.					
2. I am familiar with the curriculum standards for music education.					
3. I can read music notations efficiently.					
4. I have attended the appropriate training to teach music.					
5. I have knowledge in all needed skills in teaching music.					
B. Skills					
1. I can teach students how to compose and create their own music.					
2. I am skilled at improvising musical instruments and can demonstrate their use to students.					
3. I am skilled at conducting choirs, bands, and other musical ensembles, ensuring harmonious performances.					
4. I feel comfortable whenever I sing to my students.					
5. I am comfortable teaching musical instruments in a Classroom.					

COMMITMENT					
A. Adaptability	5	4	3	2	1
1. I can adapt my teaching methods to effectively teach music, despite not being my primary area of expertise.					
2. I am willing to learn new music-related concepts to improve my teaching performance.					
3. I can effectively manage teaching music, even when faced with unfamiliar musical content.					
4. I can integrate feedback to improve my effectiveness in teaching music.					
5. I have opportunities to collaborate with other music teachers or professionals to enhance my teaching.					
B. Work Performance					
1. I consistently strive to meet the learning objectives when teaching music, even though it is not my specialty.					
2. I maintain a high level of professionalism when assigned to teach music.					
3. I put in extra effort to prepare for my music lessons to ensure student understanding.					
4. I am committed to providing a positive learning experience in my music classes.					

5. I regularly assess and monitor students' progress in music to ensure they meet the learning goals.					
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MUSIC TEACHING READINESS					
A. Content Knowledge	5	4	3	2	1
1. I am confident in my ability to teach the fundamental concepts of music theory to my students.					
2. I show mastery in the subject matter.					
3. I accurately answers student questions and clarifies complex concepts in music.					
4. I can explain and demonstrate the concept of music.					
5. I can access music resources from the internet.					
B. Instructional Strategies					
1. I use a variety of instructional strategies to engage students with different learning styles in music education.					
2. I can create engaging and interactive music lessons that motivate students to participate.					
3. I can effectively manage a classroom during music activities, including group performances and rehearsals.					
4. I can assess students' musical skills and providing constructive feedback.					
5. I integrate music in teaching other subjects (Math, English, Science, etc.)					