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STRATEGIES AND DIFFICULTIES IN TEACHING MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH): BASIS FOR ACTION PLAN



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CHAPTER 1 THE PROBLEM

Rationale

Education plays a critical role in the development of individuals and the growth of a nation. It is a social institution through which a society's children are taught basic academic knowledge, learning skills and cultural norms. Every nation in the world is equipped with some form of education system. Education is something that is not only needed on a personal level, but also on a global level, as it is something that keeps the world safe and makes it a more peaceful place.

Education plays an important role in most Filipino families. It is the aim to have a decent education and to get a stable job. It has been established that once a single family will be able to raise even one child and send him or her to school, the whole nation will benefit from it. It is considered a milestone for families to send off a child to school to finish studies (Sabangan, 2017).

The curriculum is designed to provide knowledge, skills and values that enable individuals to become productive members of society. The traditional subjects such as Mathematics, Science and English have always been the core of the education system. However, education is not just about academic excellence, but it is also about developing well-rounded individuals who possess creativity, physical fitness and good health. Music, arts, physical education and health have been integrated into the curriculum to support the holistic development of students.

Teaching Music, Arts, Physical Education and Health (MAPEH) is as challenging as the establishment of pedagogy for other equally critical major subjects. Music, Arts, Physical Education and Health is an academic subject that cultivates the visions, creativity and life skills of students. It is a significant subject because of the connection of its four components of music, arts, physical education and health to the development of the knowledge and skills of the students.

The importance of MAPEH education has been recognized since its first appearance in the educational system. MAPEH which stands for Music, Arts, Physical Education, and Health has a great implication on people's way of living. It is a learning area which has a wider scope;

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thus, there is a need for the teachers to acquire the necessary knowledge and skills to provide effective instruction to students.

According to Silvestre (2020), Music, Arts, Physical Education and Health has excellent significance in everyday life. Music and Arts provide an outlet for relaxation. Physical Education teaches the importance of keeping the body active and moving. Health helps to teach one how to stay well and things that they should not do to avoid unwanted medical conditions.

The Music and Arts Program seeks to expose students to and develop the appreciation for Philippine, Asian and Western music. Students do not only acquire factual and theoretical knowledge but are also introduced to applications like singing, playing Filipino and Asian instruments, listening to recordings, and reading, writing and creating music. Physical Education aims to make the students physically active, well-poised, sound and efficient, mentally alert and active, and emotionally tempered and well-balanced. Health Education is designed to keep students abreast with health concerns and issues.

In addition, MAPEH program also aims at developing an individual's physical, emotional, social, and intellectual ability at an optimum level. It is an integral part of every child's learning experiences. It contributes to the child's acquisition of a well-rounded personality which permits him to live fully, happily and efficiently. According to Abas (2019), learning about being exposed to these art forms trigger changes in the brain that allow greater learning and also allow children to have talents in these areas to feel success.

According to Aruta (2019), besides having four components, MAPEH focuses on the holistic development of the child. From discovering future athletes, dances, actors and actresses, doctors and nurses, a MAPEH teacher also has to discover future singers and musicians. Hence, they have to perform multifarious functions to bring out the best among the students.

MAPEH program is one of the essential courses in the Teacher Education curriculum that promotes the wholesome development of each individual to attain a richer and nobler life. It makes every learner a dependable member of the community that will contribute to its betterment. Teaching Music, Arts, Physical Education and Health demands for advanced techniques to keep the students engaged and interested in learning.

One of the crucial components of the program is instruction. With the pedagogical roles of the teachers, Reyes and Oreste (2017) stressed the importance of developing teachers' expertise not only on the content but also with strategies and techniques. Ensuring that instruction is designed, developed and produced in a methodical routine that will produce effectual and effective learning.

Another area of the MAPEH program is teachers' qualification in teaching the subject. It has been obligatory for professional teachers to take the licensure examination and this test does not exempt MAPEH teachers. Licensure examination serves as the major component in the screening process of prospective teachers. It gives a high level of assurance that education graduates who have passed the Licensure Examination for Teachers (LET) are given legal consent to exercise their profession. It is one of the factors that influence the over-all quality of a teacher.

Another consideration of the MAPEH program that needs to be assessed is the facilities used for the course implementation. Sports facilities are the physical structures constructed for the use of sports and are generally the immovable structures. In physical education and sports instructional domain, all types of equipment and supplies like the balls, apparatus or nets will be needed for the conduct of individual and team sports as well as for other physical activities.

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The Department of Education (DepEd) envisions every learner to be functionally literate, equipped with life skills, appreciative of the arts and sports, and imbued with the desirable values of a person. In line with this vision, DepEd has the mission to provide basic quality education that is equitably accessible to all and to lay the foundation for lifelong learning and service for the common good.

Studies indicate that the hindrance and delay of the development of lifelong learning skills is due to the overcrowded curriculum and its insufficient relevance to the diverse contexts of the learners. To decongest the curriculum and make learners conceptualize the learning process, DepEd has restructured the curriculum into five (5) learning areas, namely; Filipino, English, Science, Mathematics (as basic tool subjects) and Makabayan (which includes Social Studies, Technology and Livelihood Education, Values Education, and MAPEH or Music, Arts, Physical Education, and Health Education) with stronger integration of competencies within and across these learning areas.

The restructured curriculum makes use of innovative, interdisciplinary and integrative modes of instructional delivery, whenever possible and appropriate. Integration works best when teachers of different disciplines plan and teach together. Thus, collaborative teaching (in tandem or as a team) is strongly encouraged. Since the ideal teaching-learning process interactive, the curriculum has been restructured to promote more reciprocal interaction between students and teachers, between students themselves (collaborative learning), between students and instructional materials, between students and multi-media sources, and between teachers of different disciplines.

The MAPEH teachers in the secondary schools in San Jose East District, Tarlac Province are very much aware of the present scenario of the MAPEH program in the restructured curriculum under the K to 12 educational system. It is in this context that the researcher undertook this study and assessed the strategies and instructional difficulties in teaching Music, Arts, Physical Education and Health (MAPEH) Program during school year 2023-2024.

Theoretical Framework

Teachers in all disciplines especially the ones teaching Music, Arts, Physical Education, and Health (MAPEH) are deemed fit to take rigorous considerations of not just acquired teaching skills but as well as appropriate theoretical underpinnings. This study was anchored on David Kolb's learning style model or experiential learning theory (Kolb, 2017).

David Kolb's experiential learning theory works on two levels: a four-stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences.

Kolb's experiential learning style theory is typically represented by a four-stage learning cycle in which the learner 'touches all the bases':

1. Concrete Experience - (a new experience or situation is encountered, or a reinterpretation of existing experience).
2. Reflective Observation of the new experience (of particular importance are any inconsistencies between experience and understanding).
3. Abstract Conceptualization (reflection gives rise to a new idea, or a modification of an existing abstract concept).
4. Active Experimentation (the learner applies them to the world around them to see what results).

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Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences.

Kolb views learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner can execute all four stages of the model. Therefore, no one stage of the cycle is effective as a learning procedure on its own.

Kolb's learning theory sets out four distinct learning styles, which are based on a four-stage learning cycle. Kolb explains that different people naturally prefer a certain single different learning style. Various factors influence a person's preferred style. Whatever influences the choice of style, the learning style preference itself is actually the product of two pairs of variables, or two separate 'choices' that we make, which Kolb presented as lines of an axis, each with 'conflicting' modes at either end.

A typical presentation of Kolb's two continuums is that the east-west axis is called the *Processing Continuum* (how we approach a task), and the north-south axis is called the *Perception Continuum* (our emotional response, or how we think or feel about it). Kolb believed that we cannot perform both variables on a single axis at the same time (e.g., think and feel). Our learning style is a product of these two choice decisions.

It's often easier to see the construction of Kolb's learning styles in terms of a two-by-two matrix. Each learning style represents a combination of two preferred styles. The matrix also highlights Kolb's terminology for the four learning styles; diverging, assimilating, and converging, accommodating:

	Active Experimentation (Doing)	Reflective Observation (Watching)
Concrete Experience (Feeling)	Accommodating (CE/AE)	Diverging (CE/RO)
Abstract Conceptualization (Thinking)	Converging (AC/AE)	Assimilating (AC/RO)

Knowing a person's (and your own) learning style enables learning to be orientated according to the preferred method. That said, everyone responds to and needs the stimulus of all types of learning styles to one extent or another - it's a matter of using emphasis that fits best with the given situation and a person's learning style preferences.

Here are brief descriptions of the four Kolb learning styles:

Diverging (feeling and watching - CE/RO)

These people are able to look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints.

Kolb called this style 'diverging' because these people perform better in situations that require ideas-generation, for example, brainstorming. People with a diverging learning style have broad cultural interests and like to gather information.

They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. People with the diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.

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Assimilating (watching and thinking - AC/RO)

The Assimilating learning preference involves a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanation rather than a practical opportunity. They excel at understanding wide-ranging information and organizing it in a clear, logical format.

People with an assimilating learning style are less focused on people and more interested in ideas and abstract concepts. People with this style are more attracted to logically sound theories than approaches based on practical value.

This learning style is important for effectiveness in information and science careers. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models, and having time to think things through.

Converging (doing and thinking - AC/AE)

People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks, and are less concerned with people and interpersonal aspects.

People with a converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems.

People with a converging learning style are more attracted to technical tasks and problems than social or interpersonal issues. A converging learning style enables specialist and technology abilities. People with a converging style like to experiment with new ideas, to simulate, and to work with practical applications.

Accommodating (doing and feeling - CE/AE)

The Accommodating learning style is 'hands-on,' and relies on intuition rather than logic. These people use other people's analysis, and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences, and to carrying out plans.

They commonly act on 'gut' instinct rather than logical analysis. People with an accommodating learning style will tend to rely on others for information than carry out their own analysis. This learning style is prevalent within the general population.

Both Kolb's (1984) learning stages and cycle could be used by teachers to critically evaluate the learning provision typically available to students, and to develop more appropriate learning opportunities.

Educators should ensure that activities are designed and carried out in ways that offer each learner the chance to engage in the manner that suits them best. Also, individuals can be helped to learn more effectively by the identification of their lesser preferred learning styles and the strengthening of these through the application of the experiential learning cycle.

Ideally, activities and material should be developed in ways that draw on abilities from each stage of the experiential learning cycle and take the students through the whole process in sequence.

Conceptual Framework

The Music, Arts, Physical Education and Health (MAPEH) curriculum focuses on the learner as recipient of the knowledge, skills and values necessary for artistic expression and cultural literacy. The design of the curriculum is student-centered, based on spiral progression of processes, concepts and skills and grounded in performance-based learning. Thus, the learner is empowered, through active involvement and participation, to effectively correlate

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to the development of his/her own cultural identity and the expansion of his/her vision of the world.

As Music, Arts, Physical Education and Health are performance-based disciplines, effective learning occurs through active experience, participation, and performance, creative expression, aesthetic valuation, critical response, and interpretation. The skills that are developed include reading/analyzing, listening/observing, performing, singing, using musical instruments, movement, acting, and playing, using different art materials, techniques, and processes, responding, composing, and creating.

In the promotion of the individual's right to education, the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society. It shall likewise establish and maintain a system of free public education in the elementary and high school levels. Without limiting the natural rights of parents to rear their children, elementary education is compulsory for all children of school age.

Republic Act No. 10533 otherwise known as the "Enhanced Basic Education Act of 2013" declared the policy of the State that every graduate of basic education shall be an empowered individual who has learned, through a program that is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking, and the capacity and willingness to transform others and one's self.

The State shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills and values for both lifelong learning and employment. In order to achieve this, the State shall: (a) Give every student an opportunity to receive quality education that is globally competitive based on a pedagogically sound curriculum that is at par with standards; (b) Broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment; and (c) Make education learner-centered and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning.

As a result, much of the constructive educators in the last decade attempted to provide teachers with ways to ongoing learning environment, manage instruction and teach conceptually rather than procedurally and investigated the question of what teachers need to know to teach conceptually, where and teachers can be best acquire and develop that knowledge.

The Department of Education's Vision, Mission and Values (VMV) statements serve as guiding principles in its unwavering thrust to provide quality education that cultivates passion for the country that is anchored on a set of core values.

The Department of Education (DepEd) vision dreams of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. As a learner-centered public institution, DepEd continuously improves itself to better serve its stakeholders.

The DepEd mission is to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where students learn in a child-

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friendly, gender-sensitive, safe, and motivating environment; teachers facilitate learning and constantly nurture every learner; administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen; family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners.

Figure 1 presents the schematic diagram of the conceptual framework of the study through the Input-Process-Output model.

Inputs of the study include the following: (1) extent of utilization of the following strategies in teaching Music, Arts, Physical Education, and Health (MAPEH) as assessed by the teachers: inquiry-based, integrative, collaborative, constructivist, and reflective strategies; and (2) level of difficulties of teaching MAPEH as perceived by the teacher-respondents in terms of the following: attainment of curriculum objectives, subject matter competencies, teaching styles, facilities, equipment and materials, and supervision and administration.

Based on the findings, an action plan was proposed to enhance the implementation of MAPEH program in the secondary schools in San Jose East District, Tarlac Province.

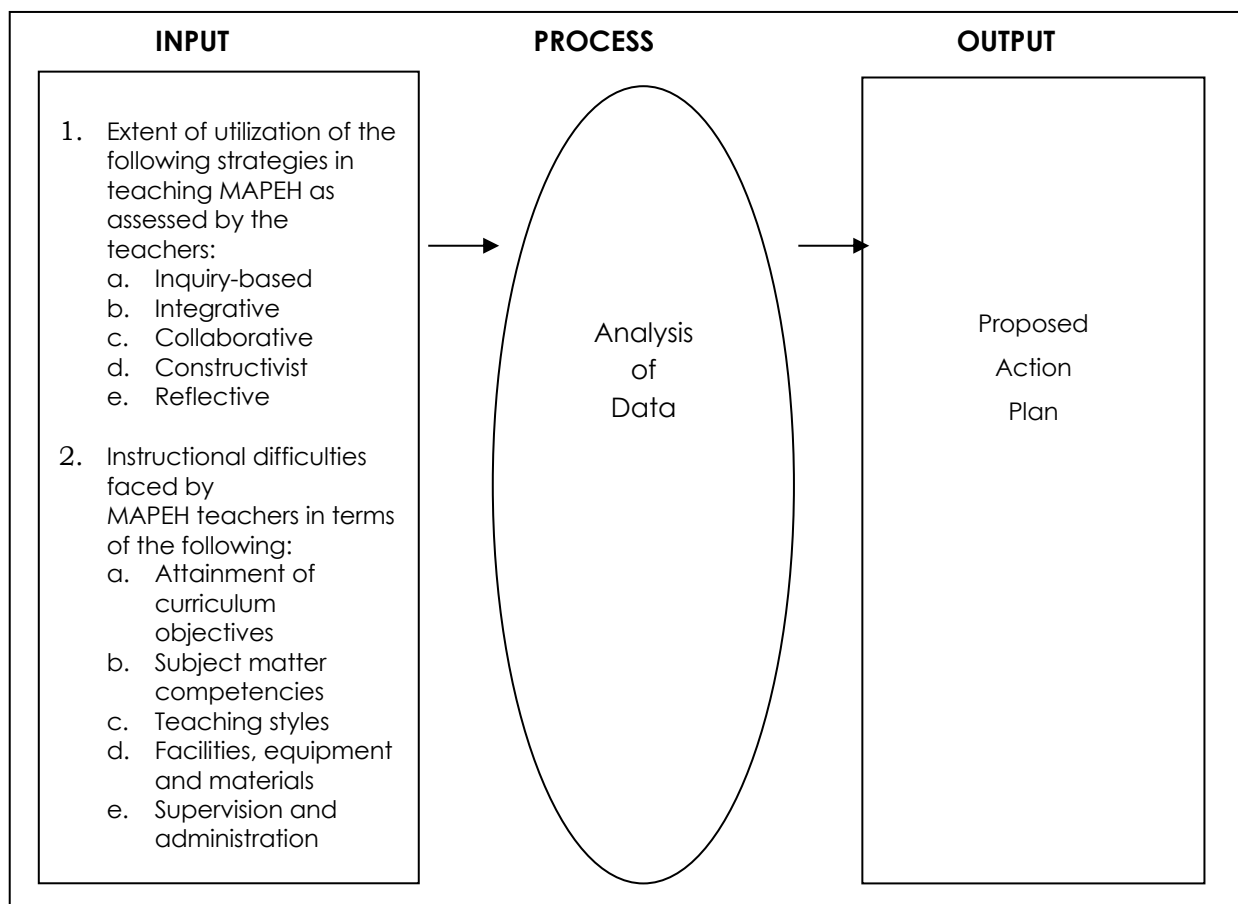


Figure 1
Schematic Diagram of the Conceptual Framework of the Study

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Statement of the Problem

This study assessed the extent of implementation of various strategies and level of difficulties in teaching Music, Arts, Physical Education and Health (MAPEH) in the secondary schools in San Jose East District, Tarlac Province during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems:

1. What is the extent of utilization of the following strategies in teaching MAPEH as assessed by the teachers:
 - 1.1 Inquiry-based;
 - 1.2 Integrative;
 - 1.3 Collaborative;
 - 1.4 Constructivist; and
 - 1.5 Reflective?
2. What is the level of difficulties of teaching MAPEH as perceived by the teachers in terms of the following:
 - 2.1 Attainment of curriculum objectives;
 - 2.2 Subject matter competencies;
 - 2.3 Teaching styles;
 - 2.4 Facilities, equipment and materials; and
 - 2.5 Supervision and administration?
3. What action plan can be proposed to enhance MAPEH instruction in San Jose East District, Tarlac Province?

Basic Assumptions

This study was premised on the following basic assumptions:

1. Strategies in teaching Music, Arts, Physical Education and Health (MAPEH) are being utilized to a moderate extent as assessed by teachers.
2. The teachers of MAPEH perceived that teaching the subject is very difficult.
3. The proposed action plan can enhance the implementation of the Music, Arts, Physical Education and Health (MAPEH) program.

Scope and Delimitation of the Study

This study was conducted in the secondary schools in San Jose East District, Tarlac Province during the school year 2023-2024. It was delimited to the assessment of the extent of utilization of various strategies and the level of difficulties in teaching Music, Arts, Physical Education and Health (MAPEH) in the schools.

The specific concerns of the study were the following: (1) extent of utilization of the following strategies in teaching MAPEH: inquiry-based, integrative, collaborative, constructivist, and reflective strategies; and (2) level of difficulties in teaching MAPEH as perceived by the teachers in terms of the following: attainment of curriculum objectives, subject matter competencies, teaching styles, facilities, equipment and materials, and supervision and administration.

Based on the findings, an action plan was proposed to enhance the implementation of the MAPEH program in the secondary schools in San Jose East District, Tarlac Province.

Significance of the Study

This study will be beneficial to the following:

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DepEd Authorities. The results of the study would serve as inputs in designing programs and activities to enhance the knowledge, skills and attitudes of the MAPEH teachers for the sake of facilitating effective teaching and good academic performance of high school students.

School Heads. The findings of the study can provide them with inputs as bases in giving technical assistance to teachers and in proposing activities to enhance their technical know-how in teaching MAPEH across its component areas.

MAPEH Teachers. The findings of the study would serve as a reminder for MAPEH teachers to continuously seek for professional development such that they will be able to deliver instructions more than the expectations and at the same time, facilitate meaningful learning among high school students.

Students. As direct beneficiaries of the findings of the study, they would benefit the students in such a way that they will be provided with a better quality of academic-related instructions and more relevant learning experiences from highly trained and capable MAPEH teachers.

Community. The findings of the study would provide the community some ideas about how they could possibly extend help to the school in their own capacity. It would also inspire them to strengthen their support to the school in order to make the learning condition of high school students better.

Researcher Himself. This study will be of great importance to the researcher for it will enable him to assess the strength as well as the weaknesses which will make him a better, more productive and effective MAPEH teacher.

Future Researchers. This study could be utilized as a basis in coming up with similar studies along with other locales or levels. The findings can also serve as part of the repertoire of studies that can be utilized as bases in improving the MAPEH curriculum.

Definition of Terms

For a better understanding of the study, the following terms used in this study are hereby operationally defined:

Action Plan. Conceptually, it is a document that lists what steps must be taken in order to achieve a specific goal. The purpose of an action plan is to clarify what resources are required to reach the goal, formulate a timeline for when specific tasks need to be completed and determine what resources are required. In this study, an action plan is a sequence of steps that must be taken or activities that must be performed well, for a strategy to succeed.

Attainment of Curriculum Objectives. This refers to the knowledge, understanding, skills, and attributes that learners actually acquire as a result of teaching and learning (UNESCO International Bureau of Education, 2013). This variable was measured as follows: 5 – Very Difficult; 4 – Difficult; 3 – Neutral; 2 – Easy; and 1 – Very Easy.

Difficulties. As used in the study, this refers to the challenges and problems encountered by teachers in teaching Music, Arts, Physical Education, and Health (MAPEH).

Collaborative Teaching Strategy. This involves working in tandem to lead, instruct and mentor groups of students. Students in the group may work on separate tasks contributing to a common overall outcome, or work together on a shared task. This was measured as follows: 5 – Full Extent; 4 – Great Extent; 3 – Moderate Extent; 2 – Slight Extent; and 1 – Not At All.

Constructivist Teaching. This is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to

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passively receiving information. This was measured as follows: 5 – Full Extent; 4 – Great Extent; 3 – Moderate Extent; 2 – Slight Extent; and 1 – Not At All.

Facilities, Equipment and Materials. These refer to the physical structures and resources provided by a school, including buildings, classrooms, laboratories, libraries, and other amenities and supplies used principally for the purpose of delivering formal instruction to students. This variable was measured as follows: 5 – Very Difficult; 4 – Difficult; 3 – Neutral; 2 – Easy; and 1 – Very Easy.

Inquiry-based Teaching. This refers to a student-centered teaching method that encourages students to ask questions and investigate real-world problems. In this type of learning environment, students are actively engaged in the learning process and are given the opportunity to explore their natural curiosities. This was measured as follows: 5 – Full Extent; 4 – Great Extent; 3 – Moderate Extent; 2 – Slight Extent; and 1 – Not At All.

Integrative Teaching Strategy. This is a well-organized strategy anchored on real life situation that include learners' interests and needs creating a variety of meaningful activities and learning experiences. This was measured as follows: 5 – Full Extent; 4 – Great Extent; 3 – Moderate Extent; 2 – Slight Extent; and 1 – Not At All.

Reflective Teaching. This involves examining one's underlying beliefs about teaching and learning and one's alignment with actual classroom practice before, during and after a course is taught. When teaching reflectively, teachers think critically about their teaching and look for evidence of effective teaching. This was measured as follows: 5 – Full Extent; 4 – Great Extent; 3 – Moderate Extent; 2 – Slight Extent; and 1 – Not At All.

Subject Matter Competencies. This refers to the knowledge of theories, concepts and techniques as well as its application to specific fields. This can be met through a combination of examination, subject matter program and coursework in whole or in part, which meet or exceed each of the subject matter domains. This variable was measured as follows: 5 – Very Difficult; 4 – Difficult; 3 – Neutral; 2 – Easy; and 1 – Very Easy.

Supervision and Administration. Administration provides the educational setting or the teaching-learning situation; supervision studies it, evaluates its strengths and weaknesses and continuously improves it. Administration executes and directs; supervision advises, stimulates, explains, leads, and guides (<https://www.academia.edu>). This variable was measured as follows: 5 – Very Difficult; 4 – Difficult; 3 – Neutral; 2 – Easy; and 1 – Very Easy.

Teaching Styles. These are general principles, educational guidelines and management techniques for classroom instruction used when instructing students. This variable was measured as follows: 5 – Very Difficult; 4 – Difficult; 3 – Neutral; 2 – Easy; and 1 – Very Easy.

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CHAPTER 2 METHODOLOGY

This chapter presents the methods and procedures employed in the conduct of the study. It includes the research design, the sources of data, instrumentation and data collection, and the tools for data analysis.

Research Design

This study assessed the extent of utilization of various strategies and level of difficulties in teaching Music, Arts, Physical Education, and Health (MAPEH) as perceived by teachers in the secondary schools in San Jose East District, Tarlac Province during the school year 2023-2024 through the quantitative-descriptive research design.

The quantitative-descriptive research design was employed to present the extent of utilization of strategies in teaching MAPEH in terms of inquiry-based, integrative, collaborative, constructivist, and reflective strategies as assessed by the teachers. It was also utilized to look into the level of difficulties faced by the teachers in teaching MAPEH in terms of attainment of curriculum objectives, subject matter competencies, teaching styles, facilities, equipment and materials, and supervision and administration.

Based on the findings of the study, an action plan was proposed to enhance the teaching of Music, Arts, Physical Education and Health (MAPEH) in the secondary schools in San Jose East District, Tarlac Province.

Sources of Data

This study was conducted in the secondary schools in San Jose East District, Tarlac Province with the MAPEH teachers as respondents of the study. They provided data needed to answer the sub-problems raised in the study.

Table 1 presents the distribution of respondents.

**TABLE 1
Distribution of Subject-Respondents**

SCHOOLS	Number of MAPEH Teachers
<ul style="list-style-type: none">• San Juan De Valdez Integrated School• Moriones High School• Villa Aglipay National High School	4 2
	5
TOTAL	11

Instrumentation and Data Collection

The main data gathering tool in this study is a constructed questionnaire. Part I dealt with the extent of utilization of strategies in teaching MAPEH as assessed by the teachers themselves along inquiry-based, integrative, collaborative, constructivist, and reflective

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strategies. Part II was adopted from Bisquera (2012) which looked into the level of difficulties faced by the MAPEH teachers in terms of attainment of curriculum objectives, subject matter competencies, teaching styles, facilities, equipment and materials, and supervision and administration.

Upon completion of the questionnaire, it was presented to the researcher's adviser. Suggestions were incorporated to improve the instrument.

The researcher personally distributed the questionnaires to the MAPEH teachers for easy retrieval. Data gathered were tabulated and interpreted based on appropriate statistical tools.

Tool for Data Analysis

Weighted Mean was utilized to answer sub-problem numbers 1 and 2.

The formula is:

$$WM = \frac{\sum fx}{N}$$

Where:

WM = Weighted Mean

$\sum fx$ = the sum of the products per column

N = the number of respondents

To interpret the data, the following references were used:

Point Values	Statistical Limits	Descriptive Equivalent (DE)	
		For Sub-problem No. 1	For Sub-problem No. 2
5	4.50-5.00	Full Extent (FE)	Very Difficult (VD)
4	3.50-4.49	Great Extent (GE)	Difficult (D)
3	2.50-3.49	Moderate Extent (ME)	Neutral (N)
2	1.50-2.49	Slight Extent (SE)	Easy (E)
1	1.00-1.49	Not at all (NAA)	Very Easy (VE)

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**CHAPTER 3
RESULTS AND DISCUSSION**

This chapter presents the results of data gathered and the discussion of the interpretation of data.

**Extent of Utilization of Strategies in Teaching
Music, Arts, Physical Education and
Health (MAPEH)**

This section presents the extent of utilization of various strategies in teaching Music, Arts, Physical Education and Health (MAPEH) in the secondary schools in San Jose East District, Tarlac Province during the school year 2023-2024 in terms of inquiry-based, integrative, collaborative, constructivist, and reflective strategies to answer sub-problem number 1.

The data are presented in Tables 2A, 2B, 2C, 2D, 2E, and 2F.

Inquiry-Based Strategies

Inquiry-based strategies refer to the strategies or approaches where students are given topics to investigate or activities where they are asked to solve problems, make conclusions, and ask questions leading to more questions.

Table 2A presents the extent of utilization of inquiry-based strategies in teaching Music, Arts, Physical Education, and Health (MAPEH) as assessed by the teachers.

**TABLE 2A
Extent of Utilization of Inquiry-Based Strategies
in Teaching MAPEH**

Indicators	WM	DE
• Activities that are problem-posing are given to students.	4.09	GE
• Students are tasked to ask questions both to their group mates and their teacher.	4.27	GE
• Various sources of information are used by students to explore ideas and form questions.	3.91	GE
• Students draw conclusions and revisit the conclusions by asking questions.	3.09	ME
• Students' explorations lead to more questions.	2.82	ME
Average WM	3.64	GE

Legend: WM=Weighted Mean

Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At All (NAA)

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As presented in Table 2A, the highest inquiry-based strategy according to the teacher-respondents was “Students are tasked to ask questions both to their group mates and their teacher” with weighted mean of 4.27 with descriptive equivalent of to a “great extent.” Other strategies utilized to a “great extent” were “Activities that are problem-posing are given to students” and “Various sources of information are used by students to explore ideas and form questions” with weighted means of 4.09 and 3.91, respectively. On the other hand, “Students’ explorations lead to more questions” had the least weighted mean of 2.82 described as to a “moderate extent”. The average weighted mean was 3.64 described as to a “great extent”.

This study is similar to that of Belo (2021) where it was revealed that inquiry-based learning is an effective learning and teaching strategy and has a positive effect on the performance of learners. Gray (2021) stated in his study that the incorporation of inquiry-based instruction is a goal of the local school system. If the goals were achieved, further research will be needed to establish the impact of inquiry-based instruction on student achievement.

When students ask questions from peers or teachers and various sources of information, they promote curiosity and the will to learn. There is active student participation. Rather than memorizing facts from the teacher, inquiry-based strategy enhances the learning process by letting students explore topics themselves. As they explore a topic, students build critical thinking and communication skills.

Integrative Strategies

Integrative teaching refers to strategies that develop the whole person and a capacity to look into connection of ideas, concepts and discipline, thereby making them process decisions. This approach connotes on the fact that students are able to connect what they learn in one subject to another. Students are able to integrate details.

Table 2B presents the extent of utilization of integrative strategies in teaching Music, Arts, Physical Education, and Health (MAPEH) as assessed by the teachers.

**TABLE 2B
Extent of Utilization of Integrative Strategies
in Teaching MAPEH**

Indicators	WM	DE
• Students are immersed into differing disciplines to learn a given lesson.	3.18	ME
• Students enhance themselves through holistic approach as provided by the teachers.	3.64	GE
• Teachers provide mechanisms for students to see the connections of their lesson with other subject matters and disciplines.	3.73	GE
• Teachers provide scenarios where students arrive with life-related conclusions.	3.45	ME
• Problems posed by the teachers make students see the problems in different perspectives.	3.36	ME
Average WM	3.47	ME

Legend: WM=Weighted Mean

Point Values

Statistical Limits

Descriptive Equivalent (DE)

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5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At All (NAA)

On the use of integrative strategies in teaching MAPEH, Table 2B showed that the teachers utilize these to a "moderate extent" with average weighted mean of 3.47. Among the indicators, "Teachers provide mechanisms for students to see the connections of their lesson with other subject matters and disciplines" garnered the highest weighted mean of 3.73 described as to a "great extent" with "Students are immersed into different disciplines to learn a given lesson" with the least weighted mean of 3.18 described as to a "moderate extent".

Sabah Abd (2021) concluded in his study that the use of the integrative approach strategy in teaching can achieve the educational and behavioral objectives required for students at this stage in a better way than the classical methods. This approach provides students with a general idea of the topics that they will study, and it creates connections between what they will learn and its cognitive structure and the educational situation.

The MAPEH teachers provide mechanisms for the students to bring together prior knowledge and experiences to support new knowledge and experiences. By doing this, students draw on their skills and apply them to new experiences at a more complex level. This makes learning more relevant and connected to the real world with the students to be better equipped to apply their skills across disciplines.

These imply that integration is present when students are able to connect what they are learning in one subject area to a related content in another subject area.

Collaborative Strategies

Collaborative teaching refers to strategies or approaches which maximize teamwork and socialization as a way of learning and where learners work in pairs or groups. Collaborative teachers maneuver the time before and after school to coordinate their efforts in developing substantial learning to students.

Table 2C presents the extent of utilization of collaborative strategies in teaching Music, Arts, Physical Education, and Health (MAPEH) as assessed by the teachers.

**TABLE 2C
Extent of Utilization of Collaborative Strategies
in Teaching MAPEH**

Indicators	WM	DE
• Classroom relies heavily on group work among students.	3.18	ME
• Students acquire knowledge from themselves and their peers.		
• Students review and reflect on their learning processes together.		
• Teacher uses the prior knowledge of the students to advance their knowledge and share it with peers.		
	3.27	ME
	3.55	GE
	4.09	GE

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<ul style="list-style-type: none"> Teacher makes sure that students work in teams through brainstorming and buzz sessions. 	3.82	GE
Average WM	3.58	GE
Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At All (NAA)

As presented in Table 2C, rated highest indicator was “Teacher uses the prior knowledge of the students to advance their knowledge and share it with peers” with weighted mean of 4.09 described as to a “great extent”. On the other hand, “Classroom relies heavily on group work among students” had the least weighted mean of 3.18 described as to a “moderate extent”.

These results show that collaborative learning may not only develop higher-level thinking skills in students, but may boost their confidence and self-esteem as well. Group projects can maximize educational experience by demonstrating the material, while improving social and interpersonal skills. Collaborative teaching approach involves a joint intellectual effort by students and teachers together. In this study, teachers make sure that students work in teams through brainstorming and buzz sessions, quite similar with that of Kong (2021). The difference is that Kong's collaborative learning style include group review, debate, role play presentation, laboratory experiment and group quiz bee aside from brainstorming and buzz session.

These results imply that students make individual progress in tandem with others, working towards a common goal. Students are accountable to one another and, with appropriate direction, will self-manage this. Students learn to better understand and anticipate difference, recognize it in themselves and others, and use it to their advantage.

Constructivist Strategies

Constructivist teaching refers to strategies that help students develop or create a concept, construct ideas grounded on their own schema or socio-cultural experiences. It is basically a scientific-based approach which enhanced students' ability to solve critically scientific problems.

In a constructivist learning environment, students are encouraged thoughtful reflection on experience, learn to analyse real world issues, learn how to investigate, enhance social negotiation, develop their collaboratively learning and inquiry skills, and build communication skills. It emphasizes active student participation in the learning process through experiment, problem solving and discussion. The teacher works to understand the students' current state of knowledge and belief, then acts as a guide, ensuring that students address the essential issues and achieve reasonable intellectual outcomes.

Table 2D presents the extent of utilization of constructivist strategies in teaching Music, Arts, Physical Education, and Health (MAPEH) as assessed by the teachers.

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TABLE 2D
Extent of Utilization of Constructivist Strategies
in Teaching MAPEH

Indicators	WM	DE
• Students are tasked to produce or create new knowledge based on the lesson prepared for them.	3.82	GE
• Teacher considers the socio-cultural background of the students in the discussion of their lesson.	3.64	GE
• Students use their own "schema" in resolving issues.	3.27	ME
• Teacher makes sure that students create and produce an output based on how they interpret situations.	4.09	GE
• The classroom provides freedom for the students to arrive at their own thinking of given situations.	3.91	GE
Average WM	3.75	GE

Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At All (NAA)

As shown in Table 2D, "Teacher makes sure that students create and produce an output based on how they interpret situations" got the highest weighted mean of 4.09 described as to a "great extent" with "Students use their own "schema" in resolving issues" which got the least weighted mean of 3.27 described as to a "moderate extent". These results entail about how students used their experiences and reflect on them. The previous ideas are very helpful for them to learn things in school.

The results of the study of Chan and De Borja (2020) indicate that constructivist strategies were manifested in the learning outcomes introduced by the teachers to the students. The teachers' Daily Lesson Logs (DLL) used questions to elicit knowledge and learning creation from the students.

These imply that applying constructivist approach in class increases creativity, the ability to take more risks and the freedom to explore in different ways. It encourages discovery through problem-solving and collaboration. Students can then put this new understanding into practice with different activities or assignments.

Reflective Strategies

Reflective teaching refers to strategies or approaches that use activities and situations where students reflect on their own understanding, prior knowledge and personal experiences. This approach scrutinizes how lesson was taught and how the practice must be improved for greater learning outcomes.

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Table 2E presents the extent of utilization of reflective strategies in teaching Music, Arts, Physical Education, and Health (MAPEH) as assessed by the teachers.

TABLE 2E
Extent of Utilization of Reflective Strategies
in Teaching MAPEH

Indicators	WM	DE
• Students control their own learning process by reflecting on their personal experiences.	3.09	ME
• Teacher creates situations where students feel safe questioning and reflecting on the processes.	4.27	GE
• Through group discussions, students are brought to critically think about a given situation as provided by the teacher.	3.64	GE
• Students talk about what they learn together.	3.55	GE
• Students provide insights on what they learned in the form of realizations.	4.18	GE
Average WM	3.75	GE

Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Full Extent (FE)
4	3.50-4.49	Great Extent (GE)
3	2.50-3.49	Moderate Extent (ME)
2	1.50-2.49	Slight Extent (SE)
1	1.00-1.49	Not At All (NAA)

As presented in Table 2E, "Teacher creates situations where students feel safe questioning and reflecting on the processes" had the highest weighted mean of 4.27 described as to a "great extent". "Students control their own learning process by reflecting on their personal experiences" had the least weighted mean of 3.09 described as to a "moderate extent". These results showed that reflective learning allows students to step back from their learning experience, helping them to develop critical thinking skills and improve on future performance by analyzing what they have learned and how far they had come.

These imply that if teachers practice reflection, they can more effectively encourage students to reflect on, analyze, evaluate, and improve their own learning. These are key skills in developing them to become independent learners, highlighting the important role of teachers as reflective practitioners.

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TABLE 2F
SUMMARY TABLE

Innovative Strategies	WM	DE
• Inquiry-Based	3.64	GE
• Integrative	3.47	ME
• Collaborative	3.58	GE
• Constructivist	3.75	GE
• Reflective	3.75	GE
Overall Weighted Mean	3.64	GE

The Summary Table shows that the MAPEH teachers utilized inquiry-based, collaborative, constructivist and reflective pedagogical approaches to a “great extent” while integrative approach was utilized to a “moderate extent”. Constructivist and reflective strategies got the highest weighted means of 3.75 for both with integrative approach as the least with weighted mean of 3.47. These results imply that, generally, the teacher-respondents are employing different pedagogical approaches in teaching Music, Arts, Physical Education and Health in the secondary schools in San Jose East District, Tarlac Province.

**Level of Difficulties Faced by Teachers in Teaching
Music, Arts, Physical Education and
Health (MAPEH)**

This section presents the level of difficulties faced by teachers in MAPEH instruction described in terms of attainment of curriculum objectives, subject matter competencies, teaching styles, facilities, equipment and materials, and supervision and administration to answer sub-problem number 2.

The data are presented in Tables 3A, 3B, 3C, 3D, 3E, and 3F.

Attainment of Curriculum Objectives

Table 3A presents the data on difficulties faced by teachers in teaching MAPEH described in terms of attainment of curriculum objectives.

TABLE 3A
**Difficulties Faced by Teachers in Teaching
MAPEH in Terms of Attainment of
Curriculum Objectives**

Indicators	WM	DE
• Improve and maintain the physical fitness among students	3.91	D
• Have skills in selecting the appropriate strategies, methods and techniques in teaching MAPEH	4.09	D
	2.91	N

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<ul style="list-style-type: none"> Develop and refine skills in music, arts, sports and recreation 	3.91	D
<ul style="list-style-type: none"> Appreciate more skillful performance, good health and qualities of leadership 	3.45	N
<ul style="list-style-type: none"> Adjust methods of instruction for students 	3.27	N
<ul style="list-style-type: none"> Awaken a sense of nationalism and appreciation of one's cultural heritage through revival and preservation of folk songs, indigenous games, dances, and sports 	3.91	D
<ul style="list-style-type: none"> Develop awareness of natural environment and the need for protection and conservation through activities 	3.36	N
<ul style="list-style-type: none"> Provide a brief summary of the lesson/activity towards the end of class period 	4.27	D
<ul style="list-style-type: none"> Illustrate relationship of the subject or activity to real life situation 	3.18	N
<ul style="list-style-type: none"> Provide clear instruction objectives which are measurable and attainable 		
Average WM	3.63	D

Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Very Difficult (VD)
4	3.50-4.49	Difficult (D)
3	2.50-3.49	Neutral (N)
2	1.50-2.49	Easy (E)
1	1.00-1.49	Very Easy (VE)

As shown in Table 3A, the level of difficulties faced by teachers in teaching MAPEH in terms of attainment of curriculum objectives has an average weighted mean of 3.63 described as "difficult."

In assessing the difficulties in terms of attainment of curriculum objectives, the teachers perceived that illustrating relationship of the subject or activity to real life situation had the highest weighted mean of 4.27 described as "difficult." This means that the teachers find it hard to attain curriculum objectives by relating and giving present and real life situation problems and be guided well by providing hands-on activities for the students to learn the solution.

According to Cox (2016), using real life examples and tackling real life problems in the classroom can make learning more meaningful to students. It can help spark excitement in gaining knowledge about important issues. When teachers use real life problems and scenarios, this does not only make the lesson more meaningful for students but they become properly engaged. They also become more aware of the choices they could make in society.

On the other hand, difficulties in the attainment of curriculum objectives in terms of developing and refining skills in music, arts, sports, and recreation got the lowest weighted mean of 2.91 described as "neutral." This means that teachers need to enhance their skills with

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regards to music, arts, physical education, and health. This could be possible with training and seminars for teachers in all components of MAPEH to improve their skills and knowledge in teaching the subject.

Subject Matter Competencies

Table 3B presents the level of difficulties of teachers in teaching MAPEH in terms of subject matter competencies.

**TABLE 3B
Difficulties Faced by Teachers in Teaching
MAPEH in Terms of Subject Matter
Competencies**

Indicators	WM	DE
• Keep abreast to current trends and development in subject being taught	3.27	N
• Show evidence of daily preparations according to curriculum guide	4.09	D
• Display enthusiasm and vigor about the interest in subject matter	3.82	D
• Creative and resourceful in the use of class time by providing as many useful and enriched activities	3.91	D
• Give students learning task, problems or activities	3.45	N
• Talk fluently and smoothly on subject matter taught	3.36	N
• Display knowledge in initiating and coaching related in music, arts, physical education and health activity	4.09	D
• Proficient in teaching MAPEH skills and develop sportsmanship among students	3.73	D
• Answer the questions promptly and correctly	3.36	N
• Show that he/she is a vessel of wisdom to his/her students	4.18	D
Average WM	3.73	D
Legend: WM=Weighted Mean		
5	4.50-5.00	Very Difficult (VD)
4	3.50-4.49	Difficult (D)
3	2.50-3.49	Neutral (N)
2	1.50-2.49	Easy (E)
1	1.00-1.49	Very Easy (VE)

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As shown in Table 3B, the level of difficulties faced by teachers in teaching MAPEH in terms of subject matter competencies has an average weighted mean of 3.73 described as “difficult.”

In assessing their difficulties, the teachers perceived that in terms of subject matter competencies, showing that they are vessels of wisdom to their students had the highest weighted mean of 4.18 described as “difficult.” The learning environment’s power to influence and promote learning is significant not just only to the students but also the teachers. Teachers must be competent and knowledgeable enough for them to impart their knowledge to the students.

According to Abid (2017), knowledge, skills, abilities, and attitudes are the features of teachers’ competence. Development of a country is completely based on quality of education which can be achieved through competent teachers. Competencies of teachers are subject matter knowledge, skills and attitude of the teachers which consequence for understanding learning.

Keeping abreast to current trends and development in subject being taught had the lowest weighted mean of 3.27 described as “neutral.” This means that teachers need to enhance their skills with regards to music, arts, physical education and health. They need to keep themselves updated always in all aspects of education particularly the subject being taught. They should be trained and equipped with skills set to handle the four preparations in teaching MAPEH.

Teaching Styles

Table 3C presents the difficulties faced by teachers in teaching MAPEH in terms of teaching styles.

TABLE 3C
Difficulties Faced by Teachers in Teaching
MAPEH in Terms of Teaching Styles

Indicators	WM	DE
• Use appropriate teaching aids such as LCD projectors, laptop, charts, models, films, etc. to entice the students	3.91	D
• Utilize varied learning activities that suit the needs of the students	3.82	D
• Use gesture, voice inflection and proper body language	3.73	D
• Provide positive feedback to the students to boost their morale	4.36	D
• Use physical contact to encourage the students to participate in class	2.91	N
	4.27	D

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• Use variety of teaching techniques to encourage student learning	2.82	N
	3.36	N
• Use variety of test and instruments to evaluate the students	3.27	N
• Devise and use appropriate rewards and sanctions to maintain learning environment	4.18	D
• Allow the students to share in planning the activities		
• Try to maintain a positive relationship with the students		
Average WM	3.66	D
Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Very Difficult (VD)
4	3.50-4.49	Difficult (D)
3	2.50-3.49	Neutral (N)
2	1.50-2.49	Easy (E)
1	1.00-1.49	Very Easy (VE)

Table 3C shows that the level of difficulties of teachers in teaching MAPEH in terms of teaching styles has an average weighted mean of 3.66 described as “difficult.”

In assessing their level of difficulties, the teachers perceived that in terms of teaching styles, providing positive feedback to the students to boost their morale resulted in the highest weighted mean of 4.36 described as “difficult.” Feedback is any response regarding a student’s performance or behavior. Positive feedback is essential for students. When students receive positive feedback, it reinforces their learning and gives them the confidence to continue working hard. Positive feedback also helps students identify their strengths and encourages them to continue building their skills.

On the other hand, a variety of test and instruments to evaluate the students had the lowest weighted mean of 2.82 for descriptive equivalent of “neutral.” Just as assessment helps students, assessment helps teachers. Frequent assessment allows teachers to see if their teaching has been effective. The evaluation also enables teachers to ensure students learn what they need to know to meet the learning objectives. Assessment consumes large amounts of teacher time, effort and resources to assist teachers in preparing useful tests for the students.

To become a competent teacher of Music, Arts, Physical Education and Health (MAPEH), he/she should manifest the following skills and qualities to ensure the quality of teaching-learning process: flexible/resilient; patient; team player; and goal-oriented. With the advent of differentiated instruction, teachers are adjusting their approach depending on their students’ learning needs.

The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the students. As educators, teachers play varied and vital roles in the classroom. Teachers are considered the light in the classroom. When students are motivated, learning will easily take place. However, motivating students to learn requires a

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very challenging role on the part of the teachers. It requires a variety of teaching styles or techniques to capture students' interests (Barberos, et. al., 2018).

Teachers must recognize the diversity and complexity in the classroom, be it the ethnicity, gender, culture, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas. Classroom diversity exists not only among students and their peers but may also be exacerbated by language and cultural differences between teachers and students.

Facilities, Equipment and Materials

Table 3D presents the level of difficulties of teachers in teaching MAPEH in terms of facilities, equipment and materials.

**TABLE 3D
Difficulties Faced by Teachers in Teaching
MAPEH in Terms of Facilities, Equipment
and Materials**

Indicators	WM	DE
• Have a gymnasium adequate enough for the students	3.18	N
• Provide sufficient number of classroom available for lectures	3.36	N
• Have adequate space available for various group activities	4.18 4.27	D D
• Have available supplies for various activities	3.64	D
• Outdoor area is adjacent to the school building and large enough for the program	2.82 4.36	N D D
• Have a P.E. area that is away from noise	3.82	N
• Have a safe area for class discussion	3.09	D
• Accessibility to outdoor area	3.55	
• Availability of well-maintained restrooms for boys and girls		
• Available first aid facilities in the school in case of emergency		
Average WM	3.63	D

Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Very Difficult (VD)
4	3.50-4.49	Difficult (D)
3	2.50-3.49	Neutral (N)

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2	1.50-2.49	Easy (E)
1	1.00-1.49	Very Easy (VE)

As shown in Table 3D, the level of difficulties faced by MAPEH teachers in terms of facilities, equipment and materials have an average weighted mean of 3.63 for a descriptive equivalent of “difficult.”

Teachers revealed that having a safe area for class discussions had the highest weighted mean of 4.36 described as “difficult.” According to Fievre (2021), safe spaces are environments where students feel the freedom to make mistakes without lasting judgment or ridicule and where they can engage in critical, honest, civil, and challenging discussions about sensitive topics. A student who feels unsafe will have a harder time paying attention and concentrating in the classroom, which will lead to lower grades. As an educator, the teacher wants his/her students to feel comfortable in the classroom. Learning equipment plays a crucial role in keeping the students engaged and allowing them to be successful within the school.

When setting up any lesson that deals with potentially sensitive subject, it is essential to begin by creating a safe, secure learning environment. This will help students feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. When students do not feel safe, their mental health suffers, negatively impacting their academic performances. To thrive academically and socially, students require a safe and supportive school environment as the foundation for success.

By modeling and encouraging a safe environment and purposeful rules, students feel motivated to do the right thing and help one another. It is important for teachers to put an emphasis on intrinsic motivation in the classroom to keep students interested and invested in their own learning goals.

Having a Physical Education area that is away from noise got the lowest weighted mean of 2.82 described as “neutral.” Noise disturbs students and exposure to noise weakens students’ learning results through various mechanisms. However, it is possible to control the noise in school classes with the right choices of materials and equipment. Corbin (2021) suggested that the physical environment can have an impact on students that it could affect a student’s academic progress. Noise breaks concentration and affects learning. It leads to increased stress and the teachers having to raise their voice louder. It also leads to a negative feedback loop of noise; to hear what is being said, students have to talk louder and louder.

Learning facilities, materials and types of equipment are essential because they can significantly increase student achievement by supporting student learning. They are essential tools for educators to provide high-quality instruction, enabling students to gain practical knowledge and skills that will help them succeed in their academic and professional lives.

Supervision and Administration

Table 3E presents the level of difficulties faced by teachers in teaching MAPEH in terms of supervision and administration.

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TABLE 3E
Difficulties Faced by Teachers in Teaching
MAPEH in Terms of Supervision
and Administration

Indicators	WM	DE
• Exercise supervision to keep efficiency and effectively of classroom management for instructional improvement	4.27	D
• Coordinate with offices concerned with student services	3.82	D
• Supervise and coordinate co-curricular activities of MAPEH department	3.84	D
• Initiate and institute teacher development program	2.64	N
• Prepare from all possible sources the MAPEH programs to current trends and development	3.73	D
• Maintain high performance standards and encourage their fulfillment	2.82	N
• Strive for consistency in administrative and supervisory behavior	4.18	D
• Strive for consistency in administrative and supervisory behavior	3.18	N
• Give student responsibilities which are challenging and interesting	4.36	D
• Give student responsibilities which are challenging and interesting	3.27	N
• Treat students without prejudice or partiality		
• Transact all department activity through proper channel		
Average WM	3.59	D

Legend: WM=Weighted Mean		
Point Values	Statistical Limits	Descriptive Equivalent (DE)
5	4.50-5.00	Very Difficult (VD)
4	3.50-4.49	Difficult (D)
3	2.50-3.49	Neutral (N)
2	1.50-2.49	Easy (E)
1	1.00-1.49	Very Easy (VE)

As shown in Table 3E, the level of difficulties faced by MAPEH teachers in terms of supervision and administration obtained average weighted mean of 3.59 for descriptive equivalent of “difficult.”

For the teachers’ perception in assessing difficulties in teaching MAPEH, treating students without prejudice or partiality resulted in the highest weighted mean of 4.36 described as “difficult.” As educators, teachers must treat every student with kindness and respect without showing any prejudice or partiality. Teachers must maintain confidentiality unless a scenario warrants involvement from parents, school administration, or law enforcement.

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According to the study of Salingay as cited by Silvestre (2020), prejudice in the school environment affects teachers' and students' developmental outcomes. Schools should serve as the central site of peer relations as well as a major playing field for competition and stratification. Teachers and school officials should provide the fair and unbiased environment for the academic achievement of students.

Teacher prejudice and partiality can have a significant impact on students and their learning experience. It is crucial for educators to be aware of the effects of prejudice and partiality and take steps to create a fair and equitable classroom environment. Understanding how teacher prejudice and partiality impact students is essential for effective learning. Teachers who are aware of the negative effects can help ensure that all students have the opportunity to succeed academically and develop positive self-esteem and motivation.

Initiating and instituting teacher development program had the lowest weighted mean of 2.64 described as "neutral." Faculty development programs have proven to be successful for improving teaching skills in education. They produced promising outcomes in the learning and teaching practices and teachers are encouraged to attend teacher development program training activities to upgrade their knowledge and skills as well as their management and leadership abilities.

Proposed Action Plan to Enhance MAPEH Instruction

An action plan was proposed to enhance the teaching of Music, Arts, Physical Education, and Health (MAPEH) in the secondary schools in San Jose East District, Tarlac Province to answer sub-problem number 3.

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CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusions drawn based on the findings and the recommendations offered.

SUMMARY

This study assessed the extent of utilization of various strategies and level of difficulties in teaching Music, Arts, Physical Education, and Health (MAPEH) as perceived by teachers in the secondary schools in San Jose East District, Tarlac Province during the school year 2023-2024 through the quantitative-descriptive research design.

The quantitative-descriptive research design was employed to present the extent of utilization of strategies in teaching MAPEH in terms of inquiry-based, integrative, collaborative, constructivist, and reflective strategies as assessed by the teachers. It was also utilized to look into the level of difficulties faced by the teachers in teaching MAPEH in terms of attainment of curriculum objectives, subject matter competencies, teaching styles, facilities, equipment and materials, and supervision and administration.

Based on the findings of the study, an action plan was proposed to enhance the teaching of Music, Arts, Physical Education and Health (MAPEH) in the secondary schools in San Jose East District, Tarlac Province.

This study was conducted in the secondary schools in San Jose East District, Tarlac Province with the MAPEH teachers as respondents of the study. They provided data needed to answer the sub-problems raised in the study.

Summary of Findings:

1.0 Extent of Utilization of Various Strategies in Teaching Music, Arts, Physical Education and Health

- 1.1 In terms of inquiry-based strategies, three indicators were utilized to a "great extent" with weighted means of 3.91, 4.09 and 4.27; two indicators were to a "moderate extent" with weighted means of 3.09 and 2.82.
- 1.2 In terms of integrative strategies, two indicators were utilized to a "great extent" with weighted means of 3.64 and 3.73; three indicators were utilized to a "moderate extent" with weighted means of 3.18, 3.36 and 3.45.
- 1.3 In terms of collaborative strategies, three indicators were utilized to a "great extent" with weighted means of 3.55, 3.82 and 4.09; two indicators were utilized to a "moderate extent" with weighted means of 3.18 and 3.27.
- 1.4 In terms of constructivist strategies, four indicators were utilized to a "great extent" with weighted means of 3.64, 3.82, 3.91 and 4.09; one indicator was utilized to a "moderate extent" with weighted mean of 3.37.
- 1.5 In terms of reflective strategies, four indicators were utilized to a "great extent" with weighted means of 3.55, 3.64, 4.18 and 4.27; one indicator was utilized to a "moderate extent" with weighted mean of 3.09.
- 1.6 In summary, the average weighted means were the following: inquiry-based strategies – 3.64 (great extent); integrative strategies – 3.47 (moderate extent);

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collaborative strategies – 3.58 (great extent); constructivist strategies – 3.75 (great extent); and reflective strategies – 3.75 (great extent).

2.0 Difficulties Faced by Teachers in Teaching MAPEH

- 2.1 In terms of attainment of curriculum objectives, the teachers perceived five indicators to be "difficult" another five described as "neutral" for average weighted mean of 3.63 described as "difficult."
- 2.2 In terms of subject matter competencies, the teachers perceived six indicators to be "difficult" with four perceived as "neutral" for average weighted mean of 3.73 described as "difficult."
- 2.3 In terms of teaching styles, the teachers perceived that six indicators were "difficult" while four were perceived as "neutral" for average weighted mean of 3.66 for descriptive equivalent of "difficult."
- 2.4 In terms of facilities, equipment and materials, the teachers perceived that six indicators were "difficult" while four were perceived as "neutral" for average weighted mean of 3.63 for descriptive equivalent of "difficult."
- 2.5 In terms of supervision and administration, the teachers perceived that six indicators were "difficult" while four were perceived as "neutral" for average weighted mean of 3.59 for descriptive equivalent of "difficult."

3.0 Proposed Action Plan

An action plan was proposed to enhance the teaching of Music, Arts, Physical Education and Health (MAPEH). The proposed action plan was concerned with students' development, teachers' development, instructional development, and curriculum development.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. Generally, the teachers utilize inquiry-based, collaborative, constructivist, and reflective strategies to a great extent in the teaching of Music, Arts, Physical Education, and Health (MAPEH) which means that these strategies are utilized most of the time in teaching MAPEH.
2. The teachers perceived that teaching MAPEH is difficult in terms of attainment of curriculum objectives, subject matter competencies, teaching styles, facilities, equipment and materials and supervision and administration.
3. The proposed action plan focused on students' development, teachers' development, instructional development, and curriculum development.

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RECOMMENDATIONS

Based on the findings of the study and the conclusions drawn, the following recommendations were offered:

1. The proposed action plan should be considered for implementation by school authorities to enhance the teaching of Music, Arts, Physical Education, and Health (MAPEH).
2. Difficulties disclosed by the respondents should be addressed by the school administrators and the MAPEH teachers.
3. Teachers should be afforded opportunities to improve their teaching competence through trainings and retooling/reskilling program.
4. Develop teachers to be resourceful and skilled in establishing linkages with stakeholders so that they can request assistance and support in terms of facilities, equipment, teaching materials, and expert services.
5. Future researchers may conduct a follow-up study by employing the variables not included in the present study and to validate the findings of the study.

Proposed Action Plan in MAPEH

Rationale: The teachers utilize various strategies in teaching Music, Arts, Physical Education, and Health (MAPEH). However, based on the findings of the study, the MAPEH teachers still face difficulties in teaching the subject. Hence, an action plan was proposed to enhance the teaching of MAPEH.

AREAS OF CONCERN	STRATEGIES	Time Frame / Persons Involved	FUNDING SOURCES	EXPECTED OUTCOME
STUDENTS' DEVELOPMENT 1. Improve students' capabilities, abilities and skills	1. Students shall produce creative projects 2. Students shall participate in extra curricular activities such as Sports, Music, Arts competition 3. Organize a MAPEH Club to support	Year round / Teachers, students, school administrators	MAPEH Organization	Students should have improved their skills

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<p>2. Enhance knowledge, practices and academic excellence</p>	<p>students' needs in learning</p> <p>4. Post pictures of students' performance and achievement</p> <p>1. Send students in elective classes, talent club seminars, musical workshops</p> <p>2. Conduct a musical with improvised instrument contest</p> <p>3. Conduct school level quiz bee</p> <p>4. Conduct review classes for qualified students</p> <p>5. Conduct special/ advanced classes for qualified students</p>	<p>Year round / Teachers, students and School administrators</p>	<p>School Fund</p>	<p>Students competed and excelled through different academic and sports competitions</p> <p>Students displayed their talents in programs not only in the school but in the community as well</p>
<p>TEACHERS' DEVELOPMENT</p> <p>1. Upgrade teaching competencies in MAPEH subject</p>	<p>1. Teachers shall attend trainings and seminars on the following areas:</p>	<p>Year round / Teachers</p>	<p>School Fund</p>	<p>Attended seminars at different levels</p> <p>Teachers become more</p>

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	<ul style="list-style-type: none"> a. Revisiting the MAPEH curriculum and subject b. Test construction c. Revisiting and reviewing daily lesson logs d. Workshop for non-MAPEH majors 			knowledgeable and more equipped when it comes to teaching
<p>INSTRUCTIONAL DEVELOPMENT</p> <p>1. Assessment needs of MAPEH students</p>	<ul style="list-style-type: none"> 1. Assessment of teaching and learning needs through a learning process 2. Prepare useful, relevant and attractive instructional materials 	Year round / Teachers	MAPEH Organization	Produced competent students
<p>CURRICULUM DEVELOPMENT</p> <p>1. Authentic use of e-learning pedagogies to promote high achievement and student</p>	<ul style="list-style-type: none"> 1. Make use of a range of ICTs in an authentic and relevant way in class 	Year round / Teachers	School Fund	Teachers engaging with students in the online environment

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engagement in all areas of the MAPEH curriculum	to support and engage students 2. Introduce google docs/gmail 3. Have a program to teach safety practices required to manage a google account			about their learning
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