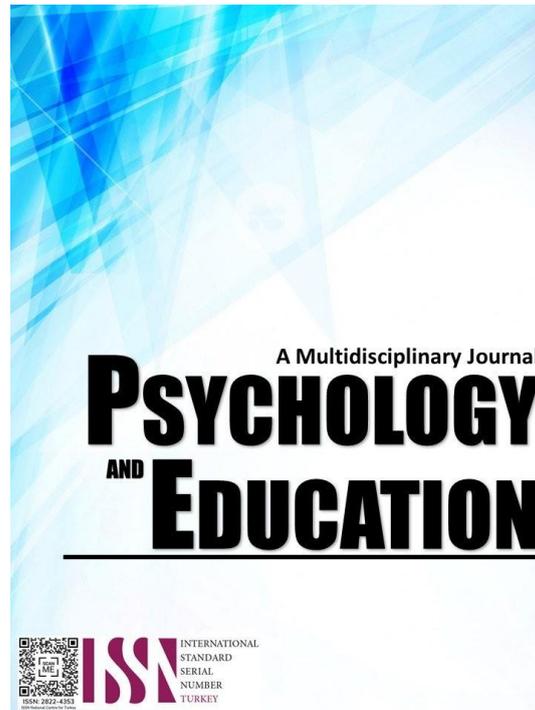


**ASSESSMENT OF INSTRUCTIONAL DIFFICULTIES OF
MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH
TEACHERS: BASIS FOR DEVELOPING
A CAPABILITY PROGRAM**



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 15
Pages: 1025-1039
Document ID: 2023PEMJ1427
DOI: 10.5281/zenodo.10431141
Manuscript Accepted: 12-01-2023



Assessment of Instructional Difficulties of Music, Arts, Physical Education and Health Teachers: Basis for Developing a Capability Program

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Abstract

This study determined the school instructional difficulties of the Music, Arts, Physical Education, and Health Teachers. Specifically, this research assessed the teachers' perception towards the instructional challenges they encountered in terms of attainment of curriculum objectives, subject matter competencies, teaching styles; facilities, equipment, and materials; and supervision and administration. The difficulties that may be drawn from the result of the study would serve as a basis for developing a capability program. The researcher utilized mixed-method research to conduct the survey which was done by collecting, analyzing, and interpreting qualitative and quantitative data in a series of studies that investigate the same underlying phenomena. It was disseminated to 60 teachers among the six (6) public secondary schools in the district of Santa Maria. A descriptive design was used in this study. Results revealed that when talking about instructional difficulties of teachers, teachers should need to enhance more their skills and always keep abreast on the currents trends. Studies also show that they are required to be trained well and equipped them to deliver their lesson effectively and efficiently. Evaluating themselves and their students were also observable to the studies. A capability program was also created to further help the teachers in coping up with the difficulties they encountered. Finally, the implications drawn from the findings of the study may be utilized to improve the instructional problems of the music, arts, physical education, and health teachers further.

Keywords: *teaching styles, instructional difficulties, music, arts, physical education and health teachers, instructional challenges, capability program*

Introduction

Teaching Music, Arts, Physical Education and Health (MAPEH) is as challenging as the establishment of pedagogy for other equally critical major subjects like science and mathematics. Music, Arts, Physical Education and Health is an academic subject that cultivates the vision, creativity and life skills of students. Music, Arts, Physical Education and Health 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

Music, Arts, Physical Education and Health has excellent significance in everyday life music, and arts provide means of relaxation. Physical Education instills the importance of keeping the body actively moving. Health explains how to stay well and keep the body healthy and helps to teach one how to stay well and things that they should and should not do to their bodies.

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. Each year level takes on a different fitness program such as sports, gymnastics, dancing, and martial arts. Health Education is designed to keep students abreast with health concerns and issues. Lessons on Health Assessment, Proper Hygiene, First Aid, Drugs and Substance Abuse, Mental Health, Communicable and Non-communicable diseases, Alternative Medicine and Nutrition and Fitness all aim to lead the students to adopt a healthy lifestyle (Abcalen, 2015). Teaching Music Arts Physical Education and Health demands for advanced techniques to keep the students engaged and interested in learning. The students of 21st-century education setting have a short attention span, it is challenging how to preserve the students' enthusiasm and captivated in learning Music Arts Physical Education and Health.

One of the most challenging subjects that a secondary school teacher instructs is Music Arts Physical Education and Health. Besides having four components, it does focus on the holistic development of the child. From discovering future athletes, dancers, actors and actresses, doctors and nurses, the teacher also has to discover future singers and musicians. Hence, these teachers have to perform different



functions to bring out the best among the students (Cruz et al. 2013).

Teachers are the implementers of knowledge that should be competent and knowledgeable to impart the knowledge they can give to the students. The teachers must himself come into possession of adequate knowledge on the objectives and standards of the curriculum, skills in teaching, interest, and appreciation of ideas about the subject. Effective teaching and learning depend on the teachers' ability to maintain the interest that would be passed on the students.

According to Anayasan (2015), Music Arts Physical Education and Health teachers face unmotivated students that pose a challenge on how teachers can provide learning and value of the subject. Added to this, there are problems with Music Arts Physical Education and Health teachers having too many classes to teach in a week/day. A Music Arts Physical Education and Health teacher is a fully qualified teacher who has specialized in arts, music, health, fitness, and sports.

Instructional difficulties are challenges or obstacles that hinder the teachers as they attempt to achieve the learning outcomes. Identifying the instructional difficulties that arise in teaching Music Arts Physical Education and Health is the first step towards devising a capability program that may help the teacher to overcome the instructional difficulties. SEAMEO (2008) describes teacher capability programs for developing teaching skills and techniques focused on enhancing skills and knowledge of teachers for improving teaching and learning strategies. Strengthening the capabilities of teachers is a meaningful way to continue improves the educational outcomes for the students.

This research study aims to assess the level of instructional difficulties faced by the Music Arts Physical Education and Health teachers in terms of attainment curriculum objectives; subject matter competence; teaching styles; facilities, materials and equipment; and supervision and administration and allows to determine the challenges faced by the teachers in terms of problems encountered and solutions offered in teaching the subject. The results would be the basis for the development of the capability program to enhance the teaching and learning to promote quality education.

This research study proposes capability to program in terms of seminar workshop that would provide professional development activities for teachers and administrators to enhance each member of the

academy with knowledge, skills, and attitudes needed to surpass the different instructional difficulties and enable them to perform their duties and responsibilities effectively.

Research Questions

The major problem of the study was to assess the instructional difficulties of Music, Arts, Physical Education and Health teachers as basis for the development of capability program. Specifically, this study sought answers to the following questions

1. What is the level of difficulties of teaching Music Arts Physical Education and Health as perceived by the respondents in terms of the following:
 - 1.1 Attainment of Curriculum Objectives;
 - 1.2 Subject Matter Competencies;
 - 1.3 Teaching Styles;
 - 1.4 Facilities and Equipment and Materials; and
 - 1.5 Supervision and Administration?
2. What other issues and problems are encountered by the teachers teaching MAPEH?
3. What training opportunities and initiatives do teachers and administrations recommend addressing the instructional problems encountered by the teachers?
4. What capability program may be developed to further improve teaching strategies of Music Arts Physical Education and Health teachers?

Methodology

This section presents the research design, data gathering procedure, population and sample, research instrument and statistical treatment of data.

Methods and Techniques Used

This research utilized a descriptive type of research using both quantitative and qualitative approaches. Description emerges following creative exploration, and serves to organize the results to fit them with explanations, and then test or validate those explanations. Many research studies call for the description of natural or human-made phenomena such as their form, structure, activity, and change over time, relation to other events, and so on. The description often illuminates knowledge that we might not otherwise notice or even encounter (Fox & Bayat, 2007).



This study assessed the level of difficulties in teaching MAPEH in terms of curriculum objectives attainment; subject matter competencies; learning styles; facilities and equipment materials, and supervision and administration. This also reveals the problems encountered by the teachers and the programs that may be developed to improve the teaching of MAPEH teachers.

This research study commenced structured for of interview to determine the challenges encountered of Music Arts Physical Education and Health teachers in teaching the subjects in terms of problems faced and the solutions they offered. According to Bryman (2010) a structured interview, sometimes called a standardized interview, involves the administration of an interview schedule by an interviewer. The aim was for all interviewees to be given precisely the same context of questioning.

Each respondent received precisely the same interview stimulus as any other. The goal of this style of interviewing is to ensure that interviewees' replies can be aggregated and this can be achieved reliably only if those replies are in response to the same cues. Interviewers are supposed to read out questions exactly and in the same order as they are printed on the schedule. Items are usually very specific and very often offer the interviewee a fixed range of answers (this type of problem is often called final, closed-ended, pre-coded, or fixed choice). The structured interview is the typical form of conversation in survey research.

Johnson & Christensen (2008) posited that the purpose of quantitative research is to test the hypothesis, look at cause and effects and make predictions. This type of research studies a larger group of respondents that are randomly selected. Quantitative data are based on precise measurements using structures and validated data collection instruments.

This method of research was endeavored to review how respondents perceived on the level of instructional difficulties as seen by the Music Arts Physical Education and Health teachers in terms of attainment of curriculum objectives; supervision and administration; subject matter competence; teaching styles; and facilities, materials, and equipment.

The data that was gathered from the proponent school became inputs to interpret the perceived level of difficulties. Results underwent validation analysis and interpretation using accepted methods in qualitative and quantitative research. As the results are interpreted this served as the basis for the development of

capability program.

Purposive sampling was used to select 60 respondents. (Palys (2008) postulated that purposive sampling as a series of strategic choices about whom, where and how one does one's research. The researcher questions were in accordance to the objectives. Since the respondents chosen purposively, each school was represented by the Music Arts Physical Education and Health teachers regardless of the year level.

The researcher provided the questionnaire and interviewed the respondents by asking questions regarding the instructional difficulties and the challenges in terms of the problems they encountered and the solution offered in teaching the subject Music Arts Physical Education and Health. The researcher used a recorder and manual note taking to record the spoken interaction and deal with data from interviews conducted in the Filipino language.

Respondents of the Study

The respondents for this study were 60 teachers handling Music, Arts, Physical Education and Health from all Junior High School in the District of Santa Maria, Division of Bulacan S.Y. 2018 - 2019.

Table 1 showed the distribution of respondents in each corresponding school.

Table 1. *Respondents of the Study*

<i>Schools</i>	<i>Respondents</i>
School A	6
School B	9
School C	17
School D	18
School E	7
School F	3
Total	60

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Instruments of the Study

The researcher used a questionnaire adapted from the study of Bisquera (2012) entitled the Impact of Music, Arts, Physical Education and Health on youth Development: Basis for Instructional Innovation. The questionnaire is a Likert Type comprises of 40 statements, 10 statements for each item: attainment of curriculum objectives; supervision and administration; subject matter competence; teaching styles; and facilities, materials, and equipment.

Results of the interview supplemented the qualitative data. The discussion is one of the most popular and useful data collection methods in qualitative research (Bogdan & Biklen, 2007). A structured interview in the form of a conversation guided by questions relevant to challenges faced by the teachers in teaching Music, Arts, Physical Education and Health in terms of problems encountered and the solution offered was asked to the teacher respondents. Questions and topics that need to be covered during the conversation are in particular order (Cohen & Crabtree, 2006).

Data Gathering Procedures

The data gathering procedures were guided by ethical research practices. The researcher forwarded a request letter to the DepEd Division of Bulacan with the coordination of DepEd Santa Maria District for the permission to conduct research and for the recommendation needed. The letter indicated the research plan to attend the survey question and interview with the participating teacher respondents. The researchers met the principal and presented the endorsement letter from Division of Office Bulacan and asked permission to conduct a survey. The questionnaire was personally distributed and administered to the concerned respondents. The researcher set the time frame for the administration, collection, and analysis of the inquiry. Respondents were given enough time to answer the survey. The researcher provided details of the study and questions.

This research study followed ethical norms in research.

First was to promote the aim of research such as the knowledge, truth, and avoidance of error. Second was to deal with cooperation and coordination among many different people in different disciplines. This study promoted values that are essential to collaborative work such as trust, accountability, mutual respect, and fairness. Third ethical norm was the accountability to the public. The researcher assured the principals of the confidentiality of the result.

Results and Discussion

This section presents, analyses, and interprets the data collected in the study. The data are presented in accordance with the order and sequence raised in namely: (1) level of difficulties of teaching Music Arts Physical Education and Health (2) other issues and problems are encountered by the teachers teaching MAPEH, (3) training opportunities and initiatives done by teachers and administrations in addressing the instructional problems, and (4) capability program for music, arts, physical education, and health teachers.

Level of Difficulties in Teaching MAPEH

The level of difficulties in teaching MAPEH was described in terms of attainment of: curriculum objectives, subject matter competencies, teaching styles, facilities and equipment and materials, and supervision and administration.

Descriptive measure of the level of instructional difficulties of MAPEH teachers in terms of attainment of curriculum objectives. Instructional difficulties can also be considered as instructional challenges which can be explained as hinders or obstacles to the students to understand the leanings that teachers taught to them. It blocks students understanding to achieve desired goals or outcomes. It also makes it difficult for teachers to deliver what they want to show. These instructional difficulties can be motivational, cognitive, or even logistical.

Attaining curriculum objectives given by the Department of Education is fundamental so that students can achieve the desired goals in achieving by them for preparing them for their future life. Identifying the instructional difficulties of the Music, Arts, Physical Education and Health teachers in terms of attaining curriculum objectives can help teachers and students as well to overcome those instructional challenges.

By the questionnaires given to the Music, Arts,

Physical Education and Health teachers followed by an interview, instructional difficulties in attaining curriculum objectives were revealed.

Table 2. *Descriptive Measure of the Level of Instructional Difficulties of MAPEH Teachers in terms of Attainment of Curriculum Objectives*

Items	Teachers	
	Mean	Verbal Interpretation
Improving and maintaining the physical fitness among students	3.68	Difficult
Having skills in selecting the appropriate strategies methods and techniques in teaching MAPEH	3.78	Difficult
Develop and refines skills in music, arts, sports and recreation	3.50	Difficult
Appreciating more skillful performance, good health and qualities of leadership	3.98	Difficult
Adjusting methods of instruction for students'	3.65	Difficult
Awakens a sense of nationalism and appreciation of one's cultural heritage through revival and preservation of folk songs, indigenous games, dances and sports	3.75	Difficult
Developing awareness of natural environment and the need for protection and conservation through activities	3.77	Difficult
Providing a brief summary of the lesson/ activity towards the end of class period.	3.98	Difficult
Illustrate relationship of the subject or activity to real life situation	4.05	Difficult
Providing clear instruction objectives which are measurable and attainable	3.82	Difficult
Average Mean	3.80	Difficult

As shown in Table 2, the level of instructional difficulties in terms of attainment of curriculum objectives has gained an average mean value of 3.80 with the verbal interpretation of "difficult."

For the teachers' perception, in assessing instructional difficulties, illustrating the relationship of the subject or activity to real life situation in terms of attainment of curriculum objectives has gained the highest mean value of "4.05" and interpreted as "difficult." This means that the teacher finds it hard to attained curriculum objectives by relating and giving present and real-life situation problems and to be guided well by providing hands-on activity so that the students can learn the solution.

According to Cox (2016) using real-life examples and talking real-life problems as one of the teaching strategies can make the learning more meaningful to

students and it can help spark excitement in education. There is research to support the value of authenticity when students are engaged in teaching strategies that use real-life problems and scenarios. Not only does it make it more meaningful for students, but they become involved in learning and become more aware of the choices they make in society.

Teachers must be able to draw upon what they know to solve complex problems that are part of the fabric of classroom life. The action that arises from meaning demonstrates understanding. Gardner's definition of intelligence draws on this notion: he states that "an individual understands a concept, skill, theory, or domain of knowledge to the extent that he or she can apply it appropriately in a new situation" (Gardner 1999, p. 119).

On the other hand, instructional 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 3.50 and interpreted as "difficult." This means that teachers' need to enhance their skills with regards to music, arts, physical education, and health.

According to John Dewey's Learning by doing theory, he stated that he believes that the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground (John Dewey, Pedagogic Creed).

All Music Arts Physical Education and Health components effectively teach teaming, collaboration and interpersonal skills. Music is made more productive by the cooperation of various instrumentalists and singers. Art forms gain a full chance of interpretation with the fusion of different creative minds. Team sports can only succeed with effective group dynamics. Collective actions benefitting more citizens may approach health concerns. This teaches the notion of being "global," that no person can live by himself especially in this age of globalism. For the arts, positive inter-personal skills develop sensitivity, which brings depth to the creative output (Diwa Learning Center, 2016).

The result of the studies based on the questionnaires given to the teachers is "difficult," and their answers support it through the interviews conducted to them after answering the inquiries. Their responses were based on their experience on the instructional difficulties they encountered in attaining curriculum objectives of Music, Arts, Physical Education, and Health and concluded that they can still found

problems even if materials were already given.

Descriptive Measure of the Level of Instructional Difficulties of MAPEH teachers in terms of the Subject Matter Competencies. Table 3 presents the descriptive measure of the level of instructional difficulties of Music, Arts, Physical Education and Health teachers in terms of the subject matter competencies.

Table 3. *Descriptive Measure of the Level of Instructional Difficulties of MAPEH teachers in terms of the Subject Matter Competencies*

Items	Teachers	
	Mean	Verbal Interpretation
Keeping abreast to current trends and development in subject being taught	3.60	Difficult
Showing evidence of daily preparations according to curriculum guide	3.93	Difficult
Displaying enthusiasm and vigor about the interest in subject matter	3.93	Difficult
Creative and resourceful in the use of class time by providing as many useful and enriched activities	3.83	Difficult
Giving students learning task, problems or activities	3.92	Difficult
Talking fluently and smoothly on subject matter taught	3.92	Difficult
Displaying knowledge in initiating and coaching related in music, arts physical education and health activity	3.88	Difficult
Proficient in teaching MAPEH skills and develop sportsmanship among students	3.80	Difficult
Answering the questions promptly and correctly	3.92	Difficult
Showing that he/she is a vessel of wisdom to his/her students	3.98	Difficult
Average Mean	3.87	Difficult

As shown in Table 3, the level of instructional difficulties in terms of the subject matter competencies has gained the average mean value of 3.87 with the verbal interpretation of "difficult."

In assessing instructional difficulties in terms of the subject matter competencies, showing that the teacher is a vessel of wisdom to their students gained the highest mean value of "3.98" and interpreted as "difficult." 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 Barberos, Gozalo and Padayogdog (2018). Teachers as the focal figure in education must

be competent and knowledgeable to impart the knowledge they could give to their students. Good teaching is a very personal manner. Effective teaching is concerned with the student as a person and with his general development. The teacher must recognize individual differences among his/her students and adjust instructions that best suit to the learners. It is always a fact that as educators, we play varied and vital roles in the classroom. Teachers are considered light at the school.

While keeping abreast to current trends and development in the subject being taught got the lowest weighted mean of "3.60" and interpreted as "difficult." This means that teachers' need to enhance their skills with regards to music, arts, physical education, and health. They need always to keep themselves updated in all aspects.

With the saying, "we cannot give what one do not have," gaining the lowest weighted mean. According to an article from Sun Star Pampanga (2017), where the author is also a teacher from Pulung Santol High School Annex I, Music, Arts, Physical Education, and Health teachers are considered as the jack of all trades but with mastery on each component. Being a Music, Arts, Physical Education, and Health teacher is not as natural as it may seem. There are many things to be considered to become an effective and efficient one. Since Music, Arts, Physical Education, and Health have four learning areas teachers have four preparations in one subject. Music, Arts, Physical Education, and Health teachers should be trained and equipped with skills set to handle the matter..

Descriptive Measure of the Level of Instructional Difficulties of MAPEH Teachers in terms of Teaching Styles. Table 4 presents the descriptive measure of the level of instructional difficulties of Music, Arts, Physical Education, and Health teachers in terms of teaching styles. Every teacher has their style of teaching. With the advent of differentiated instruction, teachers are adjusting their approach depending on their students' learning needs.

Table 4 shows that the level of instructional difficulties of Music, Arts, Physical Education, and Health teachers in terms of teaching style perceived an average mean of "3.96" with a verbal interpretation of "difficult." According to an article posted by Sun Star Pampanga (2017), to become a competent 21st-century teacher of Music, Arts, Physical Education, and Health they should manifest the following skills and qualities to ensure the quality teaching-learning process: flexible/resilient; patient; team player; and goal



oriented.

Based on the data gathered, the item providing positive feedback to the students to boost their morale gained the highest value means "4.20" with the verbal interpretation of "difficult." According to Earp (2016), students who attend schools where teacher morale is lower are more likely to perform poorly, compared with students who attend schools where teacher morale is high. Confidence relates to a teacher's enthusiasm in carrying out their work, pride in their school, and the extent to which they value academic achievement.

Table 4. Descriptive Measure of the Level of Instructional Difficulties of MAPEH Teachers in terms of Teaching Styles

Items	Teachers	
	Mean	Verbal Interpretation
Uses appropriate teaching aids such as LCD Projectors, laptop, charts, models, film, etc. to entice my students	4.08	Difficult
Utilizing varied learning activities that suit the needs of my students	3.92	Difficult
Uses gesture, voice inflection, and proper body language	4.33	Difficult
Providing positive feedback to the students to boost their morale	4.20	Difficult
Uses physical contact to encourage the students to participate in class	3.92	Difficult
Uses variety of teaching techniques to encourage student learning	3.98	Difficult
Variety of test and instruments are used to evaluate the students	3.67	Difficult
Devising and using appropriate rewards and sanctions to maintain learning environment	3.75	Difficult
Allowing the students to share in planning the activities	3.88	Difficult
Trying to maintain a positive relationship with the students	4.10	Difficult
Average Mean	3.96	Difficult

On the contrary, a variety of test and instruments are used to evaluate the students has gained the lowest mean "3.67" with the verbal interpretation of "difficult." Just as assessment helps students, assessment helps teachers. Frequent assessment allows

teachers to see if their teaching has been effective. The evaluation also enable teachers to ensure students learn what they need to know to meet the course's learning objectives. According to Downing (2005) assessment consumes large amounts of instructor time, effort, and resources and instructional materials to assist instructors in preparing useful tests for the students.

Descriptive Measure of the Level of Instructional Difficulties of MAPEH Teachers in terms of Facilities, Equipment and Materials. Table 5 presents the descriptive measure of the level of instructional difficulties of Music, Arts, Physical Education, and Health teachers in terms of Facilities, Equipment, and Materials. Learning facilities, materials and types of equipment are essential because they can significantly increase student achievement by supporting student learning. By having this, we are allowing the student to explore the knowledge independently.

Table 5. Descriptive Measure of the Level of Instructional Difficulties of MAPEH Teachers in terms of Facilities, Equipment and Materials

Items	Teachers	
	Mean	Verbal Interpretation
Having a gymnasium adequate enough for the students	3.52	Difficult
Providing sufficient number of classroom available for lectures	3.87	Difficult
Adequate space is available for various group activities such as give the needs of the students	3.62	Difficult
Availability of the supplies for the following	3.54	Difficult
Chess	4.03	Difficult
Basketball	3.70	Difficult
Basketball	3.70	Difficult
Volleyball	3.87	Difficult
table tennis	3.58	Difficult
soccer	4.52	Very Difficult
piano	2.45	Neutral
guitar	3.12	Neutral
radio/cassette	3.55	Difficult
DVD/VCD Player	3.53	Difficult
Wind instruments	2.82	Neutral
Clay	3.03	Neutral
drawing materials	3.63	Difficult
coloring materials	3.70	Difficult



weighing scale	3.97	Difficult
meter stick	4.00	Difficult
tape measure	3.98	Difficult
stop watch	3.93	Difficult
emergency kit	3.90	Difficult
first aid kit	3.98	Difficult
Outdoor area is adjacent to the school building and large enough for the program	3.53	Difficult
Having a P.E area that is away from noise	3.13	Neutral
Having a safe area for class discussions	3.98	Difficult
Accessibility to outdoor area	3.62	Difficult
Availability of well-maintained restrooms for boys and girls.	3.30	Neutral
First aid facilities are made available in the school in case of emergency	3.83	Difficult
Average Mean	3.55	Difficult

As shown in Table 5, the level of instructional difficulties in terms of facilities, equipment and materials have gained the average mean value of "3.55" with the verbal interpretation of "difficult." Gulhane 2014 stated that to achieve the objectives of teaching norms should be laid for standard facilities, sports types of equipment to be available for the various courses because various types of equipment and adequate facilities make teaching and learning more exciting and compelling. Teachers revealed that having a safe area for class discussions gained the highest mean value of "3.98" and interpreted as "difficult." According to Hannah (2013) learning environment plays a crucial role in keeping the students engaged and allowing them to be successful within the school.

Additionally, having a Physical Education area that is away from noise got the lowest weighted mean of "3.13" and interpreted as "neutral." Warfield (2016) suggested that the physical environment can have such an impact on students that it could affect a student's academic progress. Color, classroom organization, cleanliness, sufficient supplies, and bright lights can enhance the learning experience and boost student achievement. Alternatively, crowded rooms and a high-density of students often results in lower student achievement and a more impoverished student disposition. Research suggests that students need 2-4 feet of personal space to feel satisfactorily uncrowded and get the most out of their learning environment. Besides, students who get involved in the creation of their environment (through artwork, configuration, or participation in the physical dynamics of the

classroom) experience a sense of empowerment and community that can help increase their overall motivation.

Descriptive Measure of the Level of Instructional Difficulties of MAPEH Teachers in terms of Supervision and Administration. Table 6 presents the descriptive measure of the level of instructional difficulties of Music Arts Physical Education and Health teachers in terms of Supervision and Administration. School supervision practices and engages teachers in a dialogue on the improvement of teaching and learning. Supervision is part of the overall quality and improvement system in schools. Educational administration is a discipline within the study of education that examines the administrative theory and practice of knowledge in general and educational institutions and educators in particular activities.

Table 6. *Descriptive Measure of the Level of Instructional Difficulties of MAPEH Teachers in terms of Supervision and Administration*

Items	Teachers	
	Mean	Verbal Interpretation
Exercising supervision to keep efficiency and effectively of classroom management for instructional improvement	3.78	Difficult
Coordinating with offices concerned with student services	3.80	Difficult
Supervising and coordinating co-curricular activities of MAPEH department	3.87	Difficult
Initiate and institutes faculty development program	3.67	Difficult
Preparing from all possible sources the MAPEH programs to current trends and development	3.75	Difficult
Maintaining high performance standards and encourage their fulfillment	3.77	Difficult
Striving for consistency in administrative and supervisory behavior	3.70	Difficult
Giving students responsibilities which are challenging and interesting	3.73	Difficult
Treating students without prejudice or partiality	3.88	Difficult
10. Transacting all department activity through proper channel	3.80	Difficult
Average Mean	3.78	Difficult

As shown in Table 6, the level of instructional difficulties of Music Arts Physical Education and Health teachers in terms of supervision and administration that has gained the average mean value

of "3.78" with the verbal interpretation of "difficult." Based on the study conducted by Namuga (2017) supervision and administration have a significant relationship to teaching and learning. For the teachers' perception in assessing instructional difficulties in terms of supervision and administration, treating students without prejudice or partiality gained the highest mean value of "3.78" and interpreted as "difficult."

According to the study of Benner 2016 prejudice in the school environment can affects teachers and students developmental outcomes. School 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. Initiating and instituting faculty development program got the lowest weighted mean of "3.67" and interpreted as "difficult." Kamel (2016). Stated that Faculty development programs (FDPs) have proven to be successful for improving teaching skills in education. Faculty development programs produced promising outcomes in the learning and teaching practices and recommended that teachers should attend faculty development programs training activities for upgrading their knowledge and skills, professions discipline, to include social skills necessary for collaboration, professional growth as well as management, and leadership abilities.

Other Issues and Problems Encountered by MAPEH Teachers

Other issues and problems encountered by MAPEH teachers are: congested curriculum, students' interest, job mismatch, traditional teaching, insufficient facilities, equipment, and materials, and administrators' support.

Congested Curriculum. The curriculum objective provided by Department of Education might further be improved to make it attainable for the students, while the majority of the teachers concluded that curriculum objectives for Music, Arts, Physical Education, and Health subject is too many and broad to discussed per quarter. *"Sobrang dami ng mga lessons na meron sa Music, Arts, Physical Education and Health. Kailangan yung mga lessons sa apat na components maituro naming lahat sa mga bata. Pero napakahirap gawin kasi nga dapat parang nagiging katumbas na agad ng apat na subjects ang Music, Arts, Physical Education, and Health. Saka sobrang lawak ng mga topics nya. Samantalang napaka konti naman ng oras*

na nakalaan para sa bawat topics na yun kada grading period". (There are so many lessons in Music, Arts, Physical Education and Health. We need to teach the entire experience of those four components to the students. But it is challenging because it seems like the Music, Arts, Physical Education, and Health is equivalent to four subjects. It has lots of topics. While very little time is given for every question that is in every grading period).

With the statements given by some teachers there is a need to revisit and retool the teachers with regards to the MAPEH curriculum, interviews to the teachers also stated that *"Siguro yung pinaka naging problema naming eh yung oras at panahon na kailangan naming ilaan sa pagtuturo ng mga topics at pagpapagawa ng mga activities na meron dito. Kasi nga maraming mga gawain sa Music, Arts, Physical Education and Health, performance-based kasi kapag Music, Arts, Physical Education and Health ang pag-uusapan nahihirapan kaming matapos sya ng 100% kaya madalas may mga naiiwanan kami na Gawain at namamadali ang pagdidiscuss ng mga topics. Kumbaga hindi na sya naituturo ng ganung kadetalyado at mga importanteng bagay na lang ang pinagtutuunan ng pansin".* (Maybe, the most significant problems we have are the time and the time we need to devote to teaching topics and developing the activities that we have. Because Music Arts Physical Education and Health have many businesses, when talking about Music Arts Physical Education and Health it is all performance-based, so we have difficulty completing 100% of it, so we often get rid of tasks and discussing topics quickly. It does not point out the details, only relevant information or things matter).

According to the vast majority of the teachers, *"Sobrang dami ng lesson sa Music, Arts, Physical Education, and Health na iminumungkahi at nakasulat sa DepEd module na kailangan talakayin at tapusin. Idagdag pa bukod sa mga lesson yung activities at performances na meron din ditto kada topic. Para na kasing apat na subject ang Music, Arts, Physical Education, and Health."* (There are so many lessons in Music, Arts, Physical Education, and Health that are suggested and written in the DepEd module that need to be discussed and concluded. Additionally, some lessons and activities are recommended to be performed in every topic. It looks likes Music, Arts, Physical Education, and Health is equivalent to four subjects). The rest of the teachers still complain for the time allotted for every lesson per quarter. They find it

hard to finish the suggested experience given by the Department of Education while others became neutral when it comes on answering because, for them, teachers should be flexible at all times and can adequately manage and budget their time

Students' Interest. Teachers also revealed that students' attention is important in attaining the objectives. They stated that *"Yung interest ng mga bata sa tinuturo mo. Hindi kasi lahat ng bata interesado sa lessons lalo na kapag Music ang ididiscuss mo sa kanila. Kapag kasi hindi namotivate ang bata at hindi nakuha yung atensyon nila hindi mo din matatapos kaagad yung lessons kasi nga hindi naiintindihan ng bata dahil ayaw nilang intindihin"*. (The student's interest in what you are teaching. Not all children are interested in lessons especially when Music is a lesson to be discussed with them. When the students were not motivated, and you do not get their attention, they could not finish the lessons just because the students did not understand it because they did not want to follow).

Job Mismatch. While the rest of the respondents honestly answered that *"Hindi naming natatapos at nadidiscuss lahat ng objectives na meron sa Music, Arts, Physical Education, and Health. Hindi kasi kami MAPEH Major kaya minsan o madalas kami mismo nahihirapan din intindihin yung ilang mga objectives na meron ang MAPEH. Kailangan pa siguro naming ng mas marami pang kaalaman tungkol dito"*. (We do not finish and discuss all the objectives that Music, Arts, Physical Education, and Health have. We are not MAPEH majors so sometimes, or most of the time, we find it hard to understand most of the goals that Music, Arts, Physical Education, and Health has. Maybe we still need more information about it). Competencies are a combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced performance. Achieving and understanding these competencies is very important.

As revealed on the interview conducted, all of the schools have teachers handling Music, Arts, Physical Education, and Health was not in line with the subjects and almost all of them shared the same difficulties, *"Hindi lahat ng mga guro na humahawak ng Music, Arts, Physical Education, and Health subject ay MAPEH majors, karamihan sa kanila ay hindi. Kaya kailangan lagi kami updated sa mga lesson na ituturo naming at sa mga kasalukuyang issues na meron dito. Mahirap mag prepare ng apat na lesson ng sabay - sabay tapos isang teacher lang lahat ang magtuturo"*.

(Not all teachers handling Music, Arts, Physical Education, and Health are all MAPEH Majors; most of them were not. So we need to keep abreast to current trends and development in the subject that we were handling. It's challenging to prepare four lessons simultaneously then only one teacher would teach all of those lessons).

Some teachers found out that *"Medyo malawak kasi talaga at saka marami yung mga kailangan ituro at ipagawa sa mga bata pagdating sa lesson. Hindi pa kasama diyan yung ibang mga trabaho ng teachers like coaching and other contest na kailangan din magparticipate."*, said by the teachers. (The lessons are broad and have many topics to be tackled in MAPEH. It is not yet there included the extra work of the teachers like coaching and other contests to participate).

Traditional Teaching. Teacher respondents are interviewed based on their experienced when it comes on teaching styles they were using reveals that the use of new technology in teaching today is beneficial like LCD, laptops, speakers but due to limited materials available they still find it hard always to use it in education. They also see it as time-consuming according to quite a few teachers. *"Masarap gamitin sa pagtuturo yung mga bagong teknolohiya na meron ngayon. Ang problema isang oras lang ang nakalaan sa bawat section para makapagturo ka, nauubos ung oras paghahanda pa lang ng mga ito. Saka hindi naman lahat ng teachers may LCD. Sa school naman iilan lang kaya hindi pwedeng sabay – sabay ang paggamit"*. (It's feels good to teach, used and apply the new technologies available today in teaching. The problem is only one hour per section is given to you to show, a lot of time where spent preparing just for the materials to be used at that period. Then not all teachers have LCD while the school only has only limited equipment so that it cannot be used by the teachers simultaneously).

Part of the teachers states that *"Traditional Teaching. Mas ok pa din yung dating pamamaraan ng pagtuturo kung ikukumpara ngayon"*. (Traditional teaching is still better than the previous teaching method). And other states that *"Ang hirap mag-isip ng motivation para makuha ang atensyon ng mga bata at ng strategies para maituro ng maayos yung Music sa mga estudyante."* (It's hard to think different motivation to use and to think of strategies to teach Music well to students). Teacher 8 and 41 finds it hard to integrate the lesson into the daily lives of the

students while teacher 7 states that processing of reasoning or reflective thing and having too many classes to teach in a day is her problems when it talks about their teaching styles. And most of the respondents cannot give definite answers to what teaching styles can be used in teaching Music, Arts, Physical Education, and Health.

Insufficient Facilities, equipment, and materials.

The results of the survey and interviews with the teachers when we talk about the availability of facilities, equipment and materials reveal that almost all of the respondents agreed that school doesn't have enough things to use. When it comes on facilities, Teacher 2 stated that *"Madaming estudyante kada isang room madalas mga nasa 40 ang pinakamababa. Pero sa pagtuturo, kung apat kayong teacher sa isang grade level sabay – sabay kayong lalabas para magturo ng PE sa gym. Siksikan na kami nun sa gym pag ganun"*. (There are so many students in a class. The lowest number of students in the class is 40. In teaching P.E., if there are four (4) teachers in a grade level and all of them would have classes in the gym at the same time, there is not enough space and it's not conducive for learning.)

They also have common answers when we talk about types of equipment to be used. They don't have material to be used. If ever schools have it is just limited and not even to the number of students. As supports for it, some of the teachers say that *"Napaka limited ng equipment na meron sa school. Swerte kung meron pero madalas wala. Kapag naman meron, hindi din sumasapat yung bilang para sa bilang ng mga bata"*. (The types of equipment that we have in school are so limited. We're grateful that there are still some, but most of the time there were no materials. If there are available materials, it cannot provide all the students in a class.)

The biggest portion of the respondents states *"Kapag oras ng Physical Education, madalas naming hiniling ang mga mag-aaral na dalhin ang kanilang sariling mga bagay lalo na ang mga bola upang ang lahat ay makapaghawak at makagamit.. Kasi konti lang ang gamit sa school"*. (When PE time, we often request the students to bring their things especially balls so that everyone can hold and experienced to use it. Because schools only have limited types of equipment). Others support the first statement given by the teachers who states that *"Lalo na kapag Music ang lesson. Ang hirap - hirap lalo kapag kailangan namin ng instruments. Halos wala talaga."* (Especially when

Music is our lesson. We find it difficult especially when we need to use instruments. Almost nothing!).

When talking about material, teachers usually buy and bring their own so that their students can use it. Teacher 23 and 25 proudly says that *"Bumibili ako ng sarili kong gamit, nagdadala ako ng mga materials at ibinibigay at ipinapagamit ko sa mga bata para syempre may magamit naman sila. Nakakaaawa naman din kasi yung mga bata na walang – wala talaga. Eh talaga din naming wala kaming makukuha sa eskwelahan."* (I'm buying my supplies, I'm carrying materials, and I'm giving them to students so that they have something to use).

Almost all of the teacher-respondents said that they found difficulties when it comes to facilities, equipment, and materials. *"Halos wala kaming nagagamit na mga types of equipment and materials sa school. Meron man pero kadalasan talaga eh mga sira na at hindi pa napapalitan. Sa facilities naman eh talagang madami na kasing mga estudyante ngayon kaya hindi na sumasapat pa yung mga facilities na meron ang eskwelahan. Rooms nga eh nagkukulang dahil sa dami ng enrollees. Pang sports pa kaya at iba pang gamit"*. (We don't have enough types of equipment and materials we can use in school. Some of the computers and materials that we use are broken and doesn't change yet. In our facility, it is not proportioned to a large number of students today. We also lack in the classroom due to a more significant amount of enrollees. How much more the sports materials and other types of equipment needed for the more substantial number of students.)

Administrators' Support. Almost all of the respondents agreed on one answers based on interviews with regards to supervision and administration. The portion of the teachers states *"Siguro yung problema naming pagdating sa admin eh yung suporta galing sa kanila. Minsan siguro sa dami ng teachers under them, hindi na nila mamonitor lahat at Makita sino ba ang may kailangan ng tulong nila"*. (Maybe our problem when it comes to the admin is the support coming from them. Maybe because of the number of teachers under them, they cannot monitor everyone and see who needs their help). Non – principal Music, Arts, Physical Education and Health teachers concluded and stated *"Mahirap kasi magturo ng Music, Arts, Physical Education and Health. Yung mga major nga nito nahihirapan eh di pano pa kaya kaming mga hindi. Kailangan naming ng guide galing*

sa mga heads and coordinators pano kami mas makaka relate sa subject na ito". (It's hard to teach Music, Arts, Physical Education, and Health. Those who have major in MAPEH still had difficulty in teaching it, how much more those who don't. We need guidelines from heads and coordinators on how to relate in this subject area.)

While the rest of the teacher respondent states "*Bilang mga teachers' kailangan marunong tayo mag adjust sa lahat ng bagay. Sa dami ng ginagawa ng mga coordinator madalas hindi na nila kami nabibigyan ng pansin kaya ang hinihingan na lang naming ng tulong ay ang mga kapwa naming teachers*". (As teachers' we need to know how to adjust to everything. The coordinators do not often pay attention to us due to lots of works so that we are asking for help from our fellow teachers). Interviews for School D states that they do not have problems with their coordinators. According to them, "*Napakabait ng Music, Arts, Physical Education and Health coordinator namin. Wala kang masasabi sa kanya. Tinanghal nga sya na isang magaling na Music Arts Physical Education and Health teacher sa buong Bulacan eh. Ano pang hahanapin naming sa kanya?*" (Our MAPEH Coordinator is very nice. We cannot tell anything about him. He is best known as the best MAPEH teacher in Bulacan, so what else can we look for?)

Composite Summary on Grounded Theoretical Framework Drawn from the Findings of the Study

From the explication of the teacher-respondents, the instructional issues of MAPEH teachers may be summarized in Figure 2.



Figure 8. .

Figure 2. Grounded Theoretical Framework of Instructional Issues

Training Opportunities and Initiatives done by the Teachers

Cited in the following exploitations were the opportunities and initiatives employed by MAPEH teachers with regards to instructional issues that they have encountered in teaching the subject.

Teachers' Creativity. The generous portion of the teacher respondents states "*Bilang mga teachers kailangan maging creative tayo. Maging mga artista. Maging mga magicians kung kakayanin. Kailangan magawan nating ng solusyon lahat ng bagay kahit gano pa man ito kaimposible gawin*". (As a teacher we all need to be creative. Be an artist and became magicians if possible. We need to find solutions for every problem no matter how affordable it is to do so).

ICT Integration. Almost all respondents say "*Gamit tayo ng mga makabagong teknolohiya sa pagtuturo, (Projectors, laptops, speakers) — Magdownload tayo ng mga videos sa internet na makatulong sa pagtuturo natin. Magdala ng mga kagamitan kahit ito pa man ay galing na mismo sa ating mga bulsa*". (We can use ICT in teaching. Surf the internet and download videos which can be useful in education. Bring materials and types of equipment even if we buy it on own).

Inter-school Benchmarking. The large portion of the answers from the teacher's states, "*Kailangang humanap ng mga paraan upang makipag-usap sa iba pang mga guro kung sa parehong mga paaralan o sa iba pang mga paaralan at dibisyon upang humingi ng iba pang mga impormasyon at mga ideya na maaaring iniangkop sa pamamagitan ng mga ito*". (We need to find ways to communicate to other teachers whether in the same schools or in other schools and division to ask for additional information and ideas that can be adapted by them).

But most of all, almost all of the teachers interviewed especially the Non – Music Arts Physical Education and Health significant teachers requested to attend the different seminar, training workshop to enhance their skills with regards to the lesson they need to teach. Majority of them also recommend their co – fellow teachers to continue their studies. They are enrolled in Certificate in Physical Education (CPE) and Masters studies that can help improve their professional growth in their chosen career.



Capability Program for Music, Arts, Physical Education, and Health (MAPEH) Teachers

The capability program developed by the researcher is based on the identified areas on this study that needs to be given emphasized to attain a successful teaching and learning process in Music, Arts, Physical Education, and Health.

Goals	Objectives	Issues and Challenges Based on Quantitative Results	Suggested Capability Program
To capacitate teachers with the deeper understanding of the Music, Arts, Physical Education, and Health curriculum	To broaden and deepen the understanding of the teachers handling MAPEH subjects	Teachers find it hard to teach MAPEH subject because of lack of knowledge regarding subject.	Training Workshop on Revisiting the Music, Arts, Physical Education and Health Curriculum and Subject
To assessed Competencies through Critical Contents, and Enhanced Teaching Styles	To create a validated MAPEH Examination	Teachers lack of time in discussing the contents and competencies written on the module.	Seminar Workshop on Multiple Choice Test Construction
To monitor the utilization of the lesson plans /DLL and activities addressing the critical contents in MAPEH	To assessed competencies review and improve the Lesson Plans/ DLL and activities for MAPEH	Teachers complain with regards to lots of activities and performances needed to perform by the students.	Seminar Workshop on revisiting and reviewing daily lesson log preparation
To assessed instructional difficulties of teachers who are teaching who are not in-lined with their field of specialization.	To broaden and understanding of the Non – MAPEH major teachers.	Most of the teachers handling MAPEH subjects in the field are not MAPEH majors.	Seminar Training Workshop for Non – MAPEH Majors
To conduct an activity that can boast more teachers' skills.	To enhance their skills with regards in music, arts, physical education and health.	The teachers usually lost their self esteem in teaching because of too much work.	Conduct a COLOR FUN Boaster Run

The second part of the capability program aims to address the problem identified in the variety of test and instruments used to evaluate the students. This part aimed to provide knowledge in constructing quality multiple choice questions that would assess the students' achievement in Music Arts Physical Education and Health.

Seminar Workshop on Multiple Choice Test Construction;

Objectives	Activities	Persons Involved	Expected Outputs/Outcomes
Present a proposal in the conduct of seminar workshop on multiple choice test construction	Proposal Presentation	Education Program Supervisor	Division Memorandum
Conduct of seminar workshop on Multiple choice construction	Multiple Choice Test Construction for MAPEH	Education Program Supervisor, MAPEH Master Teachers	MAPEH Common Multiple Choice Examination
Evaluation and Validation of MAPEH Examination	Evaluating and Validating the Multiple Choice Test in MAPEH	Evaluators, Validators	Evaluated and Validated Examination
Division Dissemination of Validated MAPEH Examination	Administration and Supervision	Education Program Supervisors, School Heads and Teachers	Supervisory reports

The third part of the capability program is a fundraising proposal that aims to enhance and boost the confidence of Music, Arts, Physical Education, and Health teachers in teaching the subject.

Color Fun Boaster Run

Objectives	Activities	Persons Involved	Expected Outputs/Outcomes
Gathering the necessary details for COLOR FUN Boaster	Creating a theme; time and date of the fun run; determining the race location; budget estimation; planning committees and volunteers	Education Program Supervisor, School Heads, Teachers, Local Government Unit, Police Personnel, Barangay Officials; Parent Teacher Association	Proposal for COLOR FUN Boaster
Present a proposal for the COLOR FUN Boaster	Proposal Presentation	Education Program Supervisor	Application for Right permits
Obtaining Right Permits for COLOR FUN Boaster	Scope out a race route and get it approved by city or town mayor	Local Government Unit	Right Permit and Division Memorandum
Promoting the COLOR FUN RUN	Promote the COLOR FUN Run through social media, local media, and schools		Brochures, pamphlets and advertisements.
Getting sponsors	Requesting sponsors to chip in for race supplies such as water bottles, refreshments, power bottles, banners and signage, t-shirts, medals, etc.		Necessary materials for COLOR FUN Run
Setting Up an easy registration system	Creating an effecting registration process.		Early registration and tally of participants
Preparation for the COLOR FUN Run day of race	Managing the time, Ensuring all the volunteers are aware of their responsibilities. PRE-RACE Before the actual race starts, get the participants organized. Allow participants to sign up and give hand out bibs and race packs, direct people towards the restrooms and take care of any last-minute race preparations. MAIN EVENT During the actual event, keeps an eye on all necessary moving parts. Make sure water stations are fully stocked, volunteers are placed strategically and runners are properly staying the course. And of course, make sure people are enjoying themselves POST-RACE Once the race is over, enthusiastically congratulate all participants. Create a festive environment with music, refreshments, prizes and freebies.		Checklist
Assess the event	Assessing the event by paying attention to any and all feedback from others as well as the observations.		Survey forms, feedbacks.

Conclusion

In the light of the findings of the study, the following conclusions were drawn: (1) Instructional difficulties of the MAPEH teachers in terms of Attainment of Curriculum Objectives showed that they need to enhance their skills and keep them abreast always on the new and current trends. Teachers need to continuously upgrade their teaching competencies in their specialized field by participating actively in their professional development program as well as make his / her professional competencies. (2) The study revealed that MAPEH teachers needed to assess and evaluate their students using useful instructional testing materials that they need to be trained and equipped with 21st-century skills to handle the subjects well to deliver the lesson efficiently and effectively to the students. Teaching tools is very essentials not only for the teachers for them to teach properly but also to the students so that they can easily cope up with the lessons. (3) As coping mechanisms, MAPEH teachers needed to become more creativity in terms of teaching MAPEH subject. They also felt the need to integrate technology in the delivery of instruction. Lastly, they found out that inter-school benchmarking could be one of the best strategies to lessen the difficulties they encounter by reaching out other schools and adapt some of their best practices. (4) A capability program for Music, Arts, Physical Education and Health teachers was developed by the researcher to help them cope up with instructional difficulties experiencing by the teachers.

Based on the findings and conclusion of the study, the following suggestions are as a result of this offered: (1) The Department of Education may consider revisiting and redesigning the Music, Arts, Physical Education, and Health Curriculum. Seminar – training – workshop for MAPEH teachers especially for Non – MAPEH teachers may also be considered. (2) School administrators may consider a direct line of expertise of the teachers when designating a subject to teach. Also, they may express their support to their subordinated by giving some incentives and recognition for their excellent performance in teaching MAPEH subject. (3) MAPEH teachers may still continue their initiatives to cope up with their present situation. It is commendable that teachers are creative enough to handle some difficult situations. (4) The capability program for Music, Arts, Physical Education, and Health teachers which was developed in this study may be assessed and validated by the

Department of Education and its jurisdiction.

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