

# THE STATUS OF HIGH SCHOOL MAPEH TEACHERS IN LEYTE DIVISION, PHILIPPINES

CRISANTO T. DAGA, PhD

Cris14daga@yahoo.com

Department of Education Region 8, Leyte, 6500, Philippines

---

## Abstract

The teaching experiences of the field-based implementers of the K to 12 program along with the different subject areas and grade levels can be considered as strong bases in evaluating its successful implementation. One of the subject areas in the K to 12 curriculum is MAPEH which is coined based on its component areas such as Music, Art, Physical Education, and Health. A study on the status of MAPEH teachers in Leyte Division was conducted to determine the personal and teaching profile of the high school MAPEH teachers, their training needs, and problems encountered in teaching the subject. The study was based on three theories such as evaluation theory, program theory, and systems approach theory. It utilized a descriptive research method with a survey tool as means to gather data. The study had identified that most teachers are female, married, between 26-35 years old, with 0-5 number years of experience in teaching MAPEH and most of them are bachelor's degree holders. It also found that high school MAPEH teachers need training on competencies across the components areas of MAPEH and are experiencing problems in teaching MAPEH, particularly on lack of teaching resources such as contextualized materials among others, lack of content pedagogical knowledge, and learners' lack of interest in some learning activities. The results of the study served as a basis in recommending some actions and innovations to improve the implementation of the high school MAPEH curriculum of the K to 12 program.

**Keywords:** Status; high school MAPEH; teachers' profile; training needs; problems encountered

---

## 1. Introduction

### 1.1 Background of the Study

Education is of prime importance so that the members of the society are assured as active participants in contributing to its progress and development; thus, its focus is channeled towards the provision of the learners' needs because they are the significant players in building a stronger and sustainable society. With the varying condition of the society, comes along with it the accountability of the education sector to ensure stability and productivity. This is the main purpose why education needs to be dynamic and relevant in order to cater to the changing concerns and situations of every individual that comprises the society. There were lots of improvements that happened in Asia and the world in terms of societal processes and set-ups, including the delivery mode of formal education across levels. With these prevailing concerns, the Philippine government was driven to implement curricular changes in order to face realities that concern the education of its citizens.

Way back years ago, the Philippines implemented a new curriculum such that the delivery of education in our country will be at par with other countries in Asia and the world. It was during the term of former President Benigno Simeon Aquino III that a paradigm shift in education happened with the introduction of the K to 12 curriculum (Okabe, 2013). In 2012, the Department of Education pilot-tested the proposed K to 12 Curriculum which is spiral in design and back to basics in coverage. The curriculum also

considered the principle of social learning by adapting the structure of mother tongue-based multilingual education, trusting that it is the most effective means to introduce basic concepts and skills to learners. In 2013, the curriculum was formally launched and implemented with the enactment of Republic Act 10533, known as the Enhanced Basic Education Act of 2013 (Ocampo, 2014).

Actual classroom experiences confronting the frontline implementers of the K to 12 program along with the different subject areas and grade levels can serve as acceptable bases in evaluating its effectiveness or successful implementation. One of the subject areas in the K to 12 curriculum is MAPEH which is coined based on its component areas such as Music, Art, Physical Education, and Health. The status of the MAPEH teachers is a concern that needs to be focused on in order to know what needs to be done to improve the implementation of the MAPEH curriculum based on the perspectives of the high school MAPEH teachers.

### *1.2. Statement of the Problem*

This study determine the status of the high school MAPEH teachers in Leyte Division. Specifically, the study answered the following questions:

1. What is the personal profile of the high school MAPEH teachers in Leyte Division in terms of sex, civil status, age, number of years in teaching service and highest educational attainment?
2. What is the teaching profile of high school MAPEH teachers in Leyte Division in terms of the number of years in teaching, components taught, other subjects taught, grade level handled, and preferred component to teach?
3. What are the training needs of the high school MAPEH teachers across the MAPEH components?
4. What are the problems encountered by the high school MAPEH teachers?
5. What implications can be drawn from the findings of the study to improve the implementation of the MAPEH curriculum in the K to 12 program?

### *1.3. Significance of the Study*

The findings of this study would benefit the following groups of stakeholders: MAPEH Coordinator, school heads, MAPEH teachers, learners, community, and other researchers. It 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 learners; it would provide the school heads 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; it 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 learners; it would benefit the learners 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; it 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 learners better, and it 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.

### *1.4. Related Literature*

The implementation of the RA 10533 also known as the Enhanced Basic Education K to 12 Curriculum brought some problems in connection with its implementation despite the technical assistance being provided, periodic conduct of the learning action cell activities, regular monitoring, and evaluation being provided by the Department of Education. Some of the identified problems are insufficient instructional materials such as no teacher's manuals, some classrooms are congested, some schools lack classrooms to

accommodate all students, new teachers still need improvement in terms of teaching skills, particularly on the different pedagogical approaches, educational research, measurement and evaluation, and classroom management. The new assessment system created confusion and complaints from parents, some teachers also have low commitment; they do not love their work and seriously not happy in their present situation (Bala, 2017).

In the implementation of the K to 12 Basic Education Program in the Philippines, every teacher or personnel is expected to undergo an orientation-training on the K to 12 Basic Education Program. Corollary to this, Section 1 of Rule VIII, Book V in Executive Order No. 292, otherwise known as Administrative Code of 1987 contemplates that, "Every official and employee of the government is an asset or a resource to be valued, developed and utilized in the delivery of basic services to the public." Teachers in the Philippines are trained to implement the different subject areas across grade levels for the K to 12 curriculum. In relation to this, the study tried to determine the status of the teacher-implementers for high school MAPEH, if teachers are ready to implement the high school MAPEH curriculum and if whether they still need training regarding some competencies across the component areas of the subject. The study also determined the problems encountered by the high school MAPEH teachers in teaching the subject.

Combalicer (2016) identified the following top ten most pressing problems encountered by the teachers in the initial implementation of the K to 12 Curriculum in Infanta Quezon: "no available modules for use in the different subject areas, very few books and other references are found in the school library, very limited related reading materials are available in the community library, very few available materials for projects and research work, absence of resource persons to enhance discussions on specific topics, inadequate seminar-workshops/symposia to broaden knowledge on K to 12, lack of technology-assisted instructional materials, insufficient computers and other Information Technology (IT) equipment in aid of instruction, community resources are not enough for student exposure, and lack of textbooks in the different subject areas. Meanwhile, Ocampo (2017) shared that the best practices in relation to the implementation of the K to 12 curriculum the "contextualization and localization of curriculum and instruction materials; training-workshop for classroom facilitators Mother Tongue-Based multilingual education (MTB-MLE); clean, safe, and child- friendly classrooms; home visits, child mapping, early registration, and barangay meetings; and involvement of the community and stakeholders. The findings implied that there was a promotion on the learners' love for reading, and the special needs of the learners were also achieved, no more dropouts were identified. In addition, it was found that the improved competency of the teachers in the use of information technology and pedagogies in teaching were useful for policy directions.

The study of Samillano (2014) found that more than one-fourth of the teacher-respondents are teaching performing arts but they are not MAPEH graduates. He also found that the majority of the MAPEH teachers experienced problems in the teaching because of a lack of facilities, equipment, and teaching materials. In his study, teachers perceived that MAPEH majors perform better in teaching than those who are non-MAPEH majors.

Likewise, the study of Buedron (2016) found that non-MAPEH majors were rated by both the students and department heads low in terms of knowledge and skills in teaching physical education. The study of Bilasa (2016) recommended that classroom facilitators need to be given should be technical assistance, training and seminars in classroom management, the utilization of instructional materials, and the use of appropriate teaching strategies in augmenting the performance of learners. The study also suggested that a study on teacher competency should be done on a regular basis to identify the enhancement needs of teachers.

The aforesaid findings of the studies of Bilasa (2014) and Buedron (2016) revealed about problems encountered in teaching MAPEH, were mainly on lack of teaching resources and pedagogical content knowledge of teachers. This study also determined to find out the training needs of high school MAPEH teachers, as well as the problems they encountered in teaching the subject. The findings generated to serve as bases in recommending some inputs for policy directions and suggestions to enhance the implementation of the MAPEH curriculum for high school learners, particularly for the Leyte Division.

### 1.5. Theoretical Framework

The study was anchored on the following theories: evaluation theory, program theory, and systems approach theory.

Evaluation is often the only consolidated source showing how a project or program progressed in terms of identifying future policy, programs, and projects through the feedback of lessons learned; accountability; using evidence from findings, reporting findings to help organizational learning; seeing what works, what does not, and why; recording and creating an institutional memory; engaging stakeholders through a participatory process; demonstrating results to help gain support among stakeholders; and reporting results to enhance understanding of projects, programs, and policies (Twigg, 2007; Kusek & Rist, 2004). Meanwhile, program theory is an explicit model of how an intervention, such as a project, program, strategy, initiative, or policy, contributes to a chain of intermediate results and finally to the intended or observed outcomes. There is a lot of government and private sectors around the globe that recommends the utilization of the program theory as a basis in planning, monitoring, and evaluation because it is found to be helpful in data gathering, analyzing the findings, and preparing the write-up (Funnel & Rogers, 2011).

The last theory used in this study is the systems approach theory proposed by Ludwig von Bertalanffy in 1940. Systems theory treats an organization as either a closed or open system. An open system interacts with its environment by way of inputs, throughputs, and outputs (Grimsley, 2018). The system approach considers the organization as a dynamic and inter-related set of parts. Every component for part of a unit or a sub-group. The continuing and successful operations between the sub-groups are instrumental in the attainment of larger goals. Hence, each sub-group is a system in itself that comprises sub-systems that provides an organization with interdependent component parts and respective sub-parts (Tanuja, 2018). In this study, the systems approach can be seen between the relationships of the school system.

## 2. Methodology

This section presents the procedures to be employed in this study which includes the research design, respondents of the study, research instrument, validation of research instrument, method of scoring, data gathering procedure, and the statistical treatment.

### 2.1. Research Design

The study employed a descriptive survey research method since it determined the status of the high school MAPEH teachers in Leyte Division in terms of their personal and teaching profile, training needs, and the problems encountered in teaching the subject. A survey questionnaire was utilized as a major tool in gathering the data desired for the study.

### 2.2. Research Locale

This study was conducted in twenty-six (26) high schools in Leyte Division which are classified according to the area of coverage. The area I: Juan S. Tismo National High School; Area II-A: Asuncion S'Melgar, Barugo National High School, and Granja-Kalinawan; Area II-B: Alegria National High School, Burauen Comprehensive High School, Justimbaste Remandaban High School, and Sta. Ana National High School; Area III: San Isidro National High School; Area IV: Cantuhaon National High School, Damulaan National High School, Isabel national High School, Minesile National High School, Mireda National High School, San Guillermo National High School, and Seguinon National High School; Area V-A: Balocawehay National High School, Javier National high School, Manlilisid National High School, and Polahongon National High School; Area V-B: Conception National High School, Hitudpan National High School, Matalom National High School, Tinago National High School, and Sta. Margarita National High School.

### 2.3. Research Respondents

The respondents of this study were high school MAPEH teachers serving Leyte Division. A maximum of five (5) respondents per school was considered as respondents which were randomly selected if there were more than five MAPEH teachers in a particular high school. However, there were also high schools with less than five MAPEH teachers, so all the teachers were considered as respondents. All in all, the study had one hundred ten (110) teacher-respondents purposively selected. High schools that did not submit the filled-out survey questionnaires during the expected or targeted time of retrieval as agreed, were not anymore included in the analysis.

#### 2.4. Research Instrument

The study utilized a researcher-devised survey questionnaire composed of four parts. Part one gathered data on the personal profile of the high school MAPEH teachers. Part II, gathered data on the teaching profile, Part III was on the training needs of the teachers, and Part IV, on the problems encountered by the high school MAPEH teachers. Open-ended spaces were provided for each sub-part to accommodate the other responses of the teachers which are not pre-identified in the survey instrument. The instrument was content validated by experts then subjected to pilot-testing with selected high school MAPEH teachers. Revisions were done according to the comments and suggestions of the validators.

#### 2.5. Data Gathering Procedure

Permission was sought from authorities prior to the actual conduct of the survey to the target respondents, the high school MAPEH teachers. The filled-out survey questionnaires were submitted to the division office through the office of the MAPEH Coordinator who is also the researcher.

#### 2.6. Methods of Scoring and Interpretation

The following scale which was adapted from the study of Nuevo (2016) was utilized in interpreting the frequency of the problems encountered by the high school MAPEH teachers in teaching the subject. Always a problem (4.51-5.00), frequently a problem (3.51-4.50), sometimes a problem (2.51-3.50), fairly a problem (1.51-2.50), hardly a problem (1.01-1.50), and not a problem (1.0)

#### 2.7. Statistical Treatment

The data collected were analyzed based on their corresponding quantitative equivalents. The other responses provided in the open-ended spaces were interpreted and discussed along with the pre-identified indicators. The study utilized frequency counts, percentages, and weighted means in reporting the findings of the study.

### 3. Discussion of findings

This chapter discusses the results and findings of the study, including its implications toward the improvement of the K to 12 MAPEH curriculum implementation.

#### *Personal Profile of the High School MAPEH Teachers in Leyte Division*

This section of the chapter discusses the personal profile of the high school MAPEH teachers in terms of their sex, civil status, age, number of years in the teaching service, and highest educational qualifications.

**Sex.** Out of 110 respondents, 19 or 17.27% are males while the greatest number which is 91 are females, comprising 82.73% of the high school MAPEH teacher-respondents. This profile implies that the field of MAPEH is dominated by female teachers.

**Civil Status.** As to the civil status of the high school MAPEH teachers, the study found that out of the 110 respondents, 62 (56.36%) are single, 47 (42.73%) are married, and 1 (0.91%) is a widow/er. This profile data implies that most of the high school MAPEH teachers are married.

**Age.** The ages of the high school MAPEH teachers were distributed across the different categories identified or age intervals. Thirty-eight percent or 42 of them belong to the 21-26 age category, 43 (39.09%) belong to the 26-35 age category, 16 (14.54%) belong to the 36-45 age category, 5 (4.54%) belong to the 46-

55 age group, while 4 (3.64%) of them belong to the last age category of 56-65.

The age profile provides that the majority of the high school MAPEH teachers are having ages between 26-35 years.

**Number of Years in Teaching Service.** The high school MAPEH teachers' accumulated number of years in the teaching service was categorized into four for purposes of grouping or classifying them. It was found that 81 (73.64%) of them have been in the teaching service between 0-5 years, 19 (17.27%) of them have been in the teaching service for 6-15 years, 7 (6.36%) of them have earned already 16-30 years of teaching service, and the remaining 3 (2.73%) of them have 31-45 years teaching experience.

The profile on a number of years in the teaching service implies that most of the high school MAPEH teachers are still young or new in the teaching service.

**Highest Educational Attainment.** The data on the profile of high school MAPEH teachers in terms of their highest educational attainment provides that 57 (51.82%) of them are bachelor's degree holder, 16 (14.54%) of them already have earned units in the master's program, and 3 (2.73%) are full-fledged master's degree holders. Not one has earned any unit in the doctorate program.

#### *Teaching Profile of High School MAPEH Teachers in Leyte Division*

This section discusses the teaching profile of the high school MAPEH teachers in terms of their number of years in teaching MAPEH, the MAPEH components being taught, the other subject areas taught aside from MAPEH, the grade levels taught, and the preferred MAPEH component to teach.

**Number of Years in Teaching MAPEH.** Based on the data presented in Table 2, it is revealed that most high school MAPEH teachers in Leyte Division or 81 (73.64%) are having 0 to 5 years in terms of teaching the subject. These findings imply that most high school MAPEH teachers lack experience in teaching the subject across its component areas.

**MAPEH Components Taught.** In terms of the MAPEH components taught by high school MAPEH teachers, the study found that almost all of them are teaching all the component areas such as music, art, physical education, and health.

**Subject/s Taught aside from MAPEH.** Aside from MAPEH, the study found that high school MAPEH teachers are also teaching other subject areas with "Edukasyon sa Pagpapakatao" as the most popular or having the greatest frequency distribution of 42 (38.18%), followed by EPP/TLE which is also taught by 22 (20%) among the 110 identified MAPEH teacher-respondents.

**Grade Level/s Taught.** As to grade levels taught, the survey data showed that the high school MAPEH teacher-respondents were distributed across all the grade levels, with most of them teaching Grade 7 and 8. There were a few of them who were found teaching only one grade level. These MAPEH teachers might be teaching the same subject areas to many sections.

**Preferred MAPEH Component/s to Teach.** The data on this showed that most high school teachers prefer to teach physical education and health. But they do not prefer to teach art and music education. These findings imply that high school teachers are not confident to teach art and music, or that they need enhancement or retooling in relation to the fundamentals of teaching art and music for them to gain confidence in teaching these component areas of MAPEH.

#### *Training Needs of the High School MAPEH Teachers across the Component Areas*

This section of the chapter discusses the findings on the training needs of the High School MAPEH teachers across the different component areas of the subject such as in music, art, physical education, and health.

**Music.** Based on the survey, the high school MAPEH teachers have identified the following topics or competencies in music where they need training for enhancement purposes. These topics or competencies came out as top five from the fourteen (14) competencies identified by the teacher-respondents. Number one in the list is "Teaching How to Play Musical Instruments (guitar, violin, keyboard, indigenous/ethnic musical

instruments)" which was identified by 30 (27.27%) of the 110 respondents. The second was "Understanding Music across Periods, Cultures & Places" identified by 28 (24.45%) of the respondents. The third was on "Reading Musical Notes" which was identified by 547 (65.90) respondents. The fourth was on identifying/interpreting and using different musical symbols which were identified by 24 (21.82%) of the respondents and the Fifth was on "Mastering the Fundamentals/Rudiments of Music" which was identified by 16 (14.54%) of the MAPEH teachers. The competency which was found most popular was on learning to play a different musical instrument for them to be capable of teaching the skill to the learners.

This finding implies that immediate action not only on the most popularly identified as having the need for training but on all the competencies identified by the teachers, including the least popular such as "organizing a rondalla". This last one may not have been identified by the MAPEH teachers but there are still a considerable number of them who need to be trained on the said skill.

*Art.* Based on the survey, the high school MAPEH teachers have identified the following topics or competencies in teaching art that they need training for enhancement purposes. These topics or competencies came out as the top five out of the fifteen (15) competencies that the high school teachers had identified. Number 1 was on "Using Advanced Technologies in Graphic Designing/ Using ICT in Art/Pixel Art/ Digital Art (Painting/Drawing/Printing/Photo-editing)"; Number 2 was on "Teaching Different Crafts (basketry, weaving, cross-stitching, pottery, recycling, decorating, cosmetology, etc.)"; Number 3 was on "Mastering the Fundamentals of Sketching, Drawing, Painting, Sculpture/Carving"; Number 4 was on "Writing Contextualized lesson Plans for art Education"; and Number 5 was on "Teaching the Elements & Principles of Art." As regards the competency with the highest percentage distribution, the study identified that MAPEH teachers are popularly needing training on the advanced techniques or means in doing artwork such as using the computer and its related applications.

Just like teaching music, the findings also imply that most teachers also lack technical and content knowledge in teaching art education to high school learners. Hence, the need for the conduct of capacity building for them, especially those who are untrained because they are new in the teaching service and those who are teaching MAPEH but do not have specialization in any of its component areas.

*Physical Education.* Based on the survey conducted, the high school MAPEH teachers had identified the following topics or competencies in physical education that they need more training for enhancement purposes. The following topics or competencies came out as top five out of the sixteen (16) competencies identified by the teacher-respondents, as follows: Teaching Different Types/Genre of Dances (Modern/Contemporary, Cheer Dance, Ballroom Dancing, Dance Sports, Street Dance, Hip-hop Dance, Creative Dance, Folk/Ethnic/Indigenous/Local Dances); Coaching/Officiating Athletics & Sports; Conducting/Facilitating Games (Traditional, Indoor & Outdoor Games); Writing Contextualized Lesson Plans in Physical Education, and Interpreting Philippine Folk Dances in Books including Literature.

The physical education competency with the highest percentage distribution was on "learning different genres of dances such that they will be able to get some techniques on how to teach them to high school students effectively". High school MAPEH teachers are very particular on this competency because there are co-curricular and extra-curricular activities that require MAPEH teachers to train learners in preparation for competitions, cultural presentations, and entertainment. Competitions come in different levels such as district, area, division, regional and national level. In cases where teachers are not skilled in coaching, then it becomes a disadvantage on the part of the learners and the schools because they could not compete for side by side with other learners and schools with the same chance of winning. Cultural presentation, is already a tradition of schools in the Department of Education, especially during founding anniversaries, closing and graduation ceremonies, celebrations of fiestas, and commemorating historical events. Likewise, performing for entertainment purposes happens during intramurals, meetings, camping, Christmas parties, and others. Therefore, training teachers to be capable and effective trainers not only in the aforementioned competency but in teaching all competencies identified by the MAPEH for the sake of quality service to the learners.

*Health.* Based on the survey, the high school MAPEH teachers had identified the following topics or

competencies in health that they need more training for enhancement purposes. These topics or competencies came out as top five out of the ten (10) identified competencies by the teacher-respondents, as follows: Providing First Aid Services/Life-Saving Skills/Basic Life Support Techniques; Health Issues and Trends; Planning for Health Career; Teaching Precautionary & Safety Measures/Injury Prevention; and Writing Contextualized Lesson Plans in Health Education.

The health competency with the highest frequency distribution was on teaching learners how to respond to an emergency situation to save lives by applying first aid, life-saving support, and techniques. This was identified by 16 out of the 110 high school teacher-respondents which comprise 14.54%. Technical and content knowledge in teaching the above-mentioned skills is very important for teachers to have because they are basic for survival, especially that the Philippines is prone to natural calamities. These competencies can be utilized by learners not only to save themselves but also to help other people in times of emergency. Hence, the need to address this as a priority consideration for capability building or re-tooling of high school MAPEH teachers, including the other identified competencies.

#### *Problems Encountered by the High School MAPEH Teachers*

This section discusses the findings on the problems encountered by the high school MAPEH teachers in teaching the subject. The computed means revealed that among the problems considered by teachers as always a problem was on lack of teaching materials, particularly on: costumes and props; mask and body protector, covered court/gymnasium; theatre room; Philippine Fitness and Physical Test (PFPT) equipment; camera; and traditional/ethnic instruments such as those made of bamboos. Lack of teaching materials is an immediate concern because the quality of teaching and learning greatly depends on them. Although some of the items were only identified by a few teachers.

Meanwhile, there are also some pre-identified items which the teacher considered as fairly a problem, such as teachers being overload, being not healthy to teach physical education, and learners not being attentive/interested or participative in MAPEH learning task on a general consideration. But, when it comes to particular learning areas, teachers considered that learners' inattention or being not participative was found as a frequent problem among them.

Other problems were considered sometimes encountered by teachers such as having no good singing voice to teach songs, not having specialization in MAPEH, limitation of time to finish lessons, or lack of enough space where teaching can happen. There were also three teachers who mentioned that financial constraint, family problems and lack of family support as sometimes a problem to them. The abovementioned findings corroborated to a certain extent with Bala's (2017) research findings that K to 12 implementers experience insufficiency of instructional materials, that new teachers still need improvement in terms of teaching skills, particularly on the different pedagogical approaches.

The aforementioned concerns need to be addressed because teaching could not be effective when there is a lack of materials and facilities, especially that the nature of the subject is highly dependent on resources as complementary to the delivery of the different lesson across its component areas. Teaching how to play musical instruments would not be meaningful without showing to the learners how to manipulate actual musical instruments; teaching them to utilize the drawing or painting canvass properly would not be possible when the teacher could not show them how to do it with the actual canvass; teaching learners to play a certain ball game is meaningless if the equipment is not available for actual use. Same with skill-related problems. Teachers cannot possibly teach what they do not have, so capability building really necessary.

#### **4. Conclusions**

The following are the conclusion drawn from the findings of the study.

1. Leyte Division is dominated by female, married, and still young high school MAPEH teachers.
2. Although most of the high school MAPEH teachers in Leyte Division have been teaching the subject

along with other non-MAPEH subjects for only 5 years and below, they are already tasked to teach all the component areas of MAPEH but preferred not to teach music.

3. The identified competencies where MAPEH teachers need more training are considered very important; hence, immediate action is deemed necessary for the benefit of the learners and the implementation of the MAPEH curriculum for the high school level.

4. The problems identified by the high school MAPEH teachers are critical in the delivery of instruction across the component areas of MAPEH; hence, the need for immediate action to uplift the condition of high school MAPEH teachers and to improve their teaching performance.

## 5. Recommendations

The following recommendations are provided to improve the implementation of the high school MAPEH curriculum implementation in Leyte Division.

1. Inspire the high school MAPEH teachers to finish the graduate education degrees they have started. Likewise, motivate those who have not yet enrolled in any graduate education program to consider enrolling in allied degrees and courses to teaching MAPEH.

2. Undergo a study to assess the performance of the high school teachers in teaching MAPEH and their attitude towards teaching the subject.

3. Offer high school MAPEH teachers training on the following competencies as a top priority: playing musical instruments; advanced technology for teaching art; coaching/facilitating games and sports; teaching different dances; and teaching life-saving skills such as first aid.

4. Enhance the technical know-how of high school MAPEH teachers on contextualization of lessons across the component areas of MAPEH.

5. Augment the repertoire of teaching materials of high school MAPEH teachers with packaged contextualized lesson plans which are ready for utilization.

6. Organize the capability building or retooling of high school MAPEH teachers who are teaching the subject, but are not having specialization or major in the subject.

7. Provide solutions to high school MAPEH teachers' problems on lack of equipment, facilities, and teaching materials through building strong linkages with different stakeholders.

8. 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.

## References

- Bala, Cirilo B., Jr. (2017). 21st-century teacher education. Retrieved from: <http://depedne.net/?page=news&action=details&opt=popup&refecode=arpro2017070002>.
- Bilasa, Ritchie (2016). Teacher competence and its relation to academic performance of selected grade 10 students in MAPEH of San Isidro National High School, S.Y. 2015-2016. Retrieved from: <http://www.academia.edu>.
- Book V in Executive Order No. 292, otherwise known as Administrative Code of 1987, Section 1 of Rule VIII.
- Buedron, Nimfa F. (2016). Level of Knowledge and skills of Non-MAPEH Major Teachers in Physical Education. University of Eastern Philippines, University Town, Northern Samar. Retrieved from: [http://www.worldresearchlibrary.org/up\\_proc/pdf/1635-1534766\\_09042-46.pdf](http://www.worldresearchlibrary.org/up_proc/pdf/1635-1534766_09042-46.pdf).
- Combalicer, Leonardo Flora, Jr. Best practices and problems in the initial implementation of the k+12 curriculum among teachers in infantia, quezon: implications to an effective implementation of senior high school Purok Rosal, Brgy. Antikin, Infantia, Quezon, Philippines  
[leojr.combalicer@yahoo.com](mailto:leojr.combalicer@yahoo.com).<http://jesoc.com/wp-content/uploads/2016/08/Edu-4.pdf>.
- Funnel, S. and P. Rogers. 2011. Purpose Program Theory: Effective Use of Theories of Change and Logic Models. San Francisco, USA: Jossey-Bass.

- Grimsley, Shawn (2018). Systems Approach to Management: Theory & Concepts. Retrieved from: <https://study.com/academy/lesson/systems-approach-to-management-theory-lesson-quiz.html>.
- Kusek, J.Z. and R. Rist. 2004. Ten Steps to a Results-Based Monitoring and Evaluation System: A Handbook for Development Practitioners. Washington, D.C., USA: World Bank.
- Ocampo, D. S. (2014). The K to 12 Curriculum. Department of Education.
- Ocampo, Dina S. (2017). Basic Education leaders share triumphs amid challenges in K to 12 implementation. Retrieved from: <http://www.deped.gov.ph/press-releases/basic-education-leaders-share-triumphs-amid-challenges-k-12-implementation>.
- Okabe, M. (2013). Where /does Philippine Education Go? The K to 12" Program and Reform of Philippine Basic Education. IDE DISCUSSION PAPER (425), 4.
- Samillano, Joseph (2014). Competency Level among MAPEH Teachers in Teaching Performing Arts in Selected Public Secondary Schools in Sorth Cotabato BSE Thesis, College of Education, University of Southern Mindanao, Kabacan, Cotabato. Retrived from: <https://www.academia.edu>.
- Tanuja, A. (2018). System Approach Theory of Management: Features and Evaluation. Retrieved from: <http://www.businessmanagementideas.com/management/system-approach-theory-of-management-features-and-evaluation/4703>, December 2018.
- Twigg, J. 2007. "Evaluating Disaster Risk Reduction Initiatives." Guidance Note 13. Geneva, Switzerland: ProVention Consortium.