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## Research Article

### Implementation of Music, Arts, Physical Education and Health (MAPEH) Program and Challenges Encountered: Basis for a Proposed Action Plan

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#### ABSTRACT

The study used the descriptive-survey method of research because it was most appropriate to use in determining the status of the MAPEH program in terms of its implementation and challenges. It used a survey-questionnaire as the main instrument to gather the data needed in the study. It involved 22 school administrators and 70 MAPEH teachers sourced from nine public junior high schools who served as respondents in the study. The data gathered were statistically treated using weighted mean, t-test, frequency count and ranking. The study generated the following findings: (1). The MAPEH program was implemented to a high extent in terms of the program's objectives, curriculum, learning resources, teachers' qualification, and competency, administrative support, funding, and community partnership. (2). There was no significant difference between the assessment of the two groups of respondents in the implementation of MAPEH program in terms of the aforementioned aspects. (3) The top five challenges encountered by the two groups of respondents in the implementation of the MAPEH program were: a) Fund for MAPEH program is not enough to finance its needs, b) Facilities for Music, Arts, P.E. and Health Education are not adequate c) Not all MAPEH teachers are competent in teaching all the components of the subject, d) Students' engagement in MAPEH activities was limited in this pandemic time and e) Online instruction for MAPEH activities was difficult to carry out. (4) An action plan was proposed based on the result of the study.

**Keywords:** *Challenges Encountered of MAPEH Teachers, Implementation of MAPEH Program, MAPEH Program*

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## Introduction

Education is like a tunnel that brings an individual from one place to another and is accessible to everyone. This is the reason why edu-

cation is dynamic and relevant through centuries. Agencies and other authorities have worked together making sure that the society contributes to its progress and success.

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MAPEH is one of the learning areas in the K to 12 Curriculum, which has four components namely, Music, Arts, Physical Education and Health. It is a learning area which has a wider scope, thus, there is a need for the teachers to acquire the necessary knowledge and skills to provide effective instruction to students. However, it is sad to note that not all teachers have sufficient knowledge and skills to effectively deliver instructions. There are some who may be musically inclined, have skills and knowledge in arts, have experience and knowledge in different sports, and may be knowledgeable in health. However, that there are only few who have the required skills in all these components, considering that MAPEH curriculum is equally important with all the other learning areas.

In view of the forgoing facts together with the consideration that MAPEH contributes significantly in the holistic development of the learners, the researcher was motivated to determine the present status of MAPEH in terms of its implementation, hence, this study was thought of. Hopefully, through this study, the weaknesses and problems of MAPEH program that might be disclosed will get the attraction of the concerned authorities for their resolution towards enhancement of students' learning outcomes.

## **Methodology**

### ***Method of Research Used***

The study used the descriptive method of research since it was most appropriate to use in determining the present status of the MAPEH program in terms of its implementation and challenges.

### **Respondents of the Study**

There respondents were 22 school administrators and 70 MAPEH teachers.

### ***Locale of the Study***

The study was conducted in all public junior high schools in District I, Division of Marikina City.

### ***Data Gathering Instruments***

The data gathering instrument that was used in the study was a survey questionnaire in a checklist form.

### ***Data Gathering Procedures***

The gathering of data started after the approval of the request for permission through a formal letter from the Schools Division Office of Marikina City. The MAPEH teachers and school administrators of nine public junior high school in District I, Marikina City as respondents of the study were given copies of the survey questionnaire in which they gave their responses on their assessment to the implementation of MAPEH program and challenges encountered. The questionnaires were constructed by the researcher through the guidance and support of the adviser and validated by the expert individuals.

### ***Statistical Treatment of Data***

The statistical tools used in this study were as follows:

Weighted Mean. This was used to determine the extent of implementation of the MAPEH program in the public secondary schools of District I, Division of Marikina City.

t-test. This was used to determine if there was a significant difference between the assessment of the two groups of respondents with regard to the extent of implementation of MAPEH program.

Frequency and Rank. These were used to show the challenges encountered by the two groups of respondents.

## **Results and Discussion**

### ***Summary of Respondents' Assessment on the Extent of Implementation of MAPEH program***

Table 1 shows the summarized assessment of the two groups of respondents on the extent of implementation of the MAPEH program.

Table 1. Summary of Respondents' Assessment on the Extent of Implementation of MAPEH Program

Variables	MAPEH Teachers		School Administrators	
	WM	VI	WM	VI
A. Program's Objectives	4.35	HE	4.25	HE
B. Curriculum	4.29	HE	4.34	HE
C. Learning Resources	3.93	HE	3.65	HE
D. Teachers' Qualification and Competency	4.14	HE	4.03	HE
E. Administrative Support	4.20	HE	4.03	HE
F. Funding	3.72	HE	3.60	HE
G. Community Partnership	3.93	HE	3.71	HE
<b>Grand Mean</b>	<b>4.08</b>	<b>HE</b>	<b>3.94</b>	<b>HE</b>

The data reveal that the implementation of the MAPEH program as a whole was assessed by the two groups of respondents as high extent with a grand mean of 4.08 from the teachers and 3.94 from the school administrators.

The data also reveal that both groups of respondents gave the lowest average weighted mean rating to funding as one aspect of the MAPEH program which was 3.72 from the teachers and 3.60 from the school administrators. Thus, the finding implies that funding is

one area in the MAPEH program that needs improvement in terms of additional budget allocation.

#### ***Test of Significant Difference in the Assessment of the Respondents on the Extent of Implementation of MAPEH program***

Table 10 presents the test of significant difference in the assessment of the two groups of respondents on the extent of implementation of the MAPEH program.

Table 2. Test of Significant Difference in the Assessment of the Respondents on the Extent of Implementation of MAPEH program

Respondents	Mean		Computed t-value	Critical value	INT
	Teachers	Administrators			
1. Program's Objectives	4.35	4.25	0.969	1.987	NS
2. Curriculum	4.29	4.34	0.437	1.987	NS
3. Learning Resources	3.93	3.65	1.127	1.987	NS
4. Teachers' Qualification and Competency	4.14	4.03	1.241	1.987	NS
5. Administrative Support	4.20	4.03	1.241	1.987	NS
6. Funding	3.72	3.60	0.802	1.987	NS
7. Community Partnership	3.93	3.71	1.477	1.987	NS

The table shows that there was no significant difference between the assessment of the two groups of respondents on the implementation of the MAPEH program as shown by computed t-values lesser than the critical value of 1.987 for all the variables or aspects of the program. This finding indicates that the two groups of respondents have similar view on the extent of the implementation of MAPEH program. Thus, the finding implies that both the

teachers and the school administrators are well-involved in the implementation of the program.

#### ***Challenges Encountered in the Implementation of MAPEH Program***

Table 11 presents the challenges encountered by the two groups of respondents in the implementation of the MAPEH program.

Table 3. Challenges Encountered in the Implementation of MAPEH Program

	Challenges	Frequency	Rank
1.	Equipment in sports are not enough to meet learners' needs.	11	6
2.	Trainings to retool the MAPEH teachers are inadequate.	8	8
3.	Facilities for Music, Arts, P.E. and Health are not adequate	19	2
4.	Musical Instruments are not all available	10	7
5.	Storage rooms for equipment are lacking	6	9
6.	Not all MAPEH teachers are competent in teaching all the components of the subject.	18	3
7.	Art Materials are not sufficient.	4	10
8.	Online instruction for MAPEH activities is difficult to carry out.	13	5
9.	Fund for MAPEH program is not enough to finance its needs	21	1
10.	Student's engagement in MAPEH activities is limited in this pandemic time.	15	4

Based on the data, the top five challenges encountered by the respondents of the study were: 1.) Fund for MAPEH program is not enough to finance its needs, 2.) Facilities for Music, Arts, P.E. and Health are not adequate, 3.) Not all MAPEH teachers are competent in teaching all the components of the subject, 4.) Students' engagement in MAPEH activities is limited in their pandemic time, and 5.) Online instruction for MAPEH activities is difficult to carry out in this pandemic time.

The findings imply that there are problems encountered in the implementation of the MAPEH program that need to be addressed notably in the area of funding or budget for the program. The finding was parallel to that of Samillanos (2014) study as cited by Daga (2020) which disclosed that the majority of the MAPEH teachers experienced problems in teaching because of lack of facilities, equipment, and teaching materials.

### Summary

The study used the descriptive-survey method of research because it was most appropriate to use in determining the status of the MAPEH program in terms of its implementation and challenges. It used a survey-questionnaire as the main instrument to gather the data needed in the study. It involved 22 school administrators and 70 MAPEH teachers sourced from nine public junior high schools who served as respondents in the study.

The data gathered were statistically treated using weighted mean, t-test, frequency count and ranking. The study generated the following findings: (1) The MAPEH program was implemented to a high extent in terms of the program's objectives, curriculum, learning resources, teachers' qualification, and competency, administrative support, funding, and community partnership. (2) There was no significant difference between the assessment of the two groups of respondents in the implementation of MAPEH program in terms of the aforementioned aspects. (3) The top five challenges encountered by the two groups of respondents in the implementation of the MAPEH program were: a) Fund for MAPEH program is not enough to finance its needs, b) Facilities for Music, Arts, P.E. and Health Education are not adequate c) Not all MAPEH teachers are competent in teaching all the components of the subject, d) Students' engagement in MAPEH activities was limited in this pandemic time and e) Online instruction for MAPEH activities was difficult to carry out. (4) An action plan was proposed based on the result of the study.

### Conclusion

Based on the findings of the study, the following conclusions were arrived at:

1. The MAPEH program is well implemented in nine public high schools in District I, Division of Marikina City.
2. There are some challenges encountered by the implementers of the MAPEH program notably insufficient fund.

## **Recommendations**

Based on the findings of the study and conclusions drawn, the following recommendations are hereby proposed:

1. The findings of the study most especially the challenges disclosed by the respondents should be addressed by the school administrators and the MAPEH teachers.
2. Both the school administrators and the MAPEH teachers should continue to work together to sustain the implementation of the MAPEH program.
3. The teachers should be afforded opportunities to improve their teaching competence through trainings and retooling/reskilling program.
4. The school head of each public high school should work for enough budget allocation for the MAPEH program to be sourced mainly from the Special Education Fund.
5. The school management should prioritize the improvement of the facilities for Music, Arts, P.E and Health Education to meet the learning needs of the students.
6. The MAPEH teachers should use innovative strategies for effective online teaching of each of the subject's components.
7. The MAPEH teachers should provide the students MAPEH activities where they can be actively involved/engaged in online learning.
8. A study should be conducted in determining competency of MAPEH teachers.
9. A similar study should be conducted by other researchers to validate the findings of the study.

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