

Implementation and Difficulties in Teaching Music, Arts, Physical Education and Health (MAPEH)

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ABSTRACT

This study assessed the implementation of the Music, Arts, Physical Education and Health (MAPEH) program and the difficulties encountered by MAPEH teachers in public elementary schools in Gerona District, Tarlac Province, during School Year 2024-2025. A quantitative-descriptive design was used. Data were obtained from MAPEH teachers through a researcher-constructed questionnaire and analyzed using weighted means. The MAPEH program was implemented to a great extent in curriculum delivery ($M = 4.37$), teacher development ($M = 4.12$), and learning resources ($M = 4.31$). Teachers reported a high level of difficulty in Music ($M = 3.52$), while difficulties in Arts ($M = 3.30$), Physical Education, and Health ($M = 3.22$) were generally moderate. The overall level of difficulty across the MAPEH areas was moderate ($M = 3.31$). The findings indicate that teachers generally delivered the curriculum with mastery and confidence and contextualized learning plans, materials,

and assessment strategies, but continued to experience challenges related to resources, training, classroom management, assessment, and diverse learner needs. Intervention strategies were proposed to strengthen professional development, resource provision, differentiated instruction, technology integration, community partnerships, safety, and inclusive classroom practice.

Keywords: *Implementation and Difficulties in Teaching Music, Arts, Physical Education and Health (MAPEH)*

INTRODUCTION

The world is changing in many areas of life, such as technology, industries, occupation, and education. With this change, learners must be prepared for work and life. To succeed and survive in the twenty-first century, learners need to acquire skills and knowledge-driven by global forces, including new technologies, economic issues, migration, competition, and environmental and political challenges (Bontuyan, 2024). This perspective considers education as a multifaceted process that nurtures students' abilities across diverse dimensions, preparing them not only for academic success but for life as well-rounded individuals.

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

Beyond the realm of traditional academic subjects, Music, Arts, Physical Education, and Health (MAPEH) have emerged as integral components of a well-rounded education, fostering creativity, physical well-being and a comprehensive understanding of the human experience. MAPEH education plays an integral role in promoting holistic growth by addressing various aspects of student development that go beyond the purely intellectual. MAPEH subjects provide students with avenues to explore creativity, enhance physical fitness, and cultivate a sense of well-being.

MAPEH is divided into four components: Music, Arts, Physical Education, and Health. The Music component includes singing, playing musical instruments and listening to music. Music education enhances cognitive functions, emotional intelligence and social skills by promoting collaboration and discipline. The Arts component covers visual arts such as drawing, painting and sculpture and performing arts such as theater, dance and drama. Arts education nurtures critical thinking and creativity, contributing to broader academic achievement.

Physical Education focuses on physical activities and sports such as basketball, volleyball and swimming. Physical Education plays a critical role in holistic education by promoting physical health, teamwork and discipline. Finally, the Health component deals with personal hygiene, nutrition and disease prevention. Health education addresses students' understanding of personal and community health, thereby equipping them with knowledge to make informed decisions about their well-being. In addition, MAPEH program also aims at developing an individual's physical, emotional, social, and intellectual ability at an optimum level. It is an integral part of every child's learning experiences. It contributes to the child's acquisition of a well-rounded personality which permits him to live fully, happily and efficiently. According to Abas (2019), learning about being exposed to these art forms trigger changes in the brain that allow greater learning and also allow children to have talents in these areas to feel success.

This study assessed the extent of implementation of Music, Arts, Physical Education and Health (MAPEH) in the public elementary schools in Gerona District, Tarlac Province during the school year 2024-2025.

METHODS

Research Design

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

Participants and Locale

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

Sampling and Data Collection

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

Data Analysis

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

Ethical Considerations

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

RESULTS AND DISCUSSION

1. Data were obtained from MAPEH teachers through a researcher-constructed questionnaire and analyzed using weighted means.
2. The MAPEH program was implemented to a great extent in curriculum delivery ($M = 4.37$), teacher development ($M = 4.12$), and learning resources ($M = 4.31$).
3. Teachers reported a high level of difficulty in Music ($M = 3.52$), while difficulties in Arts ($M = 3.30$), Physical Education, and Health ($M = 3.22$) were generally moderate.
4. The overall level of difficulty across the MAPEH areas was moderate ($M = 3.31$).
5. The findings indicate that teachers generally delivered the curriculum with mastery and confidence and contextualized learning plans, materials, and assessment strategies, but continued to experience challenges related to resources, training, classroom management, assessment, and diverse learner needs.

6. **RESULTS AND DISCUSSION** This chapter presents the data gathered and their analysis and interpretation to answer the sub-problems raised in the study.
7. **Extent of Implementation of the MAPEH Program**
This section presents the extent of implementation of the Music, Arts, Physical Education and Health (MAPEH) program in terms of curriculum delivery, teacher development and learning resources to answer sub-problem number 1.
8. Table 1A presents the extent of implementation of the MAPEH program in terms of curriculum delivery.
9. Although all items got "full extent" and "great extent", the first item got the highest weighted mean of 4.69 interpreted as to a "full extent".

10. On the other hand, the fourth item got the lowest weighted mean of 4.12 interpreted as to a "great extent".

CONCLUSION AND RECOMMENDATIONS

Conclusions

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

Generally, the Music, Arts, Physical Education and Health (MAPEH) program was implemented to a great extent where teachers taught with mastery and confidence of the subject matter and contextualized the learning plan, instructional materials and assessment tools and strategy prescribed in the curriculum materials provided by the Department of Education.

The level of difficulties of teaching MAPEH was moderate as perceived by the teachers which indicate an average or reasonable degree of difficulty.

The proposed intervention strategies focused on how to enhance the implementation of the MAPEH Program.

Recommendations

1. On the basis of the findings of the study and the conclusions drawn, the following recommendations were offered:
2. The proposed intervention strategies should be considered for implementation by school authorities

to enhance the implementation of the Music, Arts, Physical Education and Health (MAPEH) program.

3. The implementation of the intervention strategies should be regularly monitored and evaluated by school officials concerned to determine if there is still a need for further improvement of the program.
4. Future researchers are encouraged to conduct similar studies to validate the findings of the study.
5. MAPEH (Music, Arts, Physical Education, and Health) teachers face various challenges in the classroom, including inadequate resources, lack of proper training, classroom management issues, and difficulties in adapting to diverse learning needs. To address these challenges, interventions such as professional development for teachers, provision of necessary resources, implementation of differentiated instruction, and fostering a positive and inclusive classroom environment are crucial.

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