

# Challenges of BSED MAPEH Program at the College of Teacher Education

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**Abstract:** This research was conducted to determine the challenges of MAPEH Program at College of Teacher Education. Specifically it aimed to assess the extent of challenges faced by teachers and students regarding MAPEH Instruction. The study used the descriptive research design employing a questionnaire to determine the challenges of MAPEH program at College of Teacher Education Batangas State University-Main Campus. Ranking and weighted mean were the statistical tools employed in this study. It was revealed that Majority of the student and teacher respondents rated the challenges regarding MAPEH instruction as to the great extent. The study recommended that The College of Teacher Education should provide the facilities and equipment for the implementation of the MAPEH program and the college administrators should encourage the MAPEH instructors to pursue advance degrees in education. A similar study may be conducted using other variables in other schools, locales, or other colleges along this line.

**Keywords:** MAPEH Program, Challenges, MAPEH Instruction.

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## Introduction

Education plays a vital or essential role for everyone. It deals with the techniques of teaching which are deemed effective to achieve students' learning. It also involves different forms of assessment that indicate the development of students' capabilities. The true purpose of education is to help the students to stimulate the creativity and the passion towards any of their academic or personal endeavor. Education is an extremely important weapon for economic, political and cultural upliftment of the people and their country. It is one way how students become successful citizens in the society. Education is also the key to learn and to earn respect. It provides knowledge and develops the different skills of each student. It can be acquired by an individual after studying a particular subject matter and experiencing life lessons that provide understanding of life itself. Education is a light that shows the mankind the right direction to improve themselves. If education fails to inculcate self-discipline and commitment among students, it is not initially blamed to the learners. Converting education into a sport and meaningful learning environment has to generate interest in the students and motivate them to stay in the institution than to run away from it.

Education should become a fun and thrilling activity rather than a burden and boredom. This view about education should apply across all the disciplines contained in the curriculum, one of which is the MAPEH program. The importance of MAPEH education has been recognized since its first appearance in the educational system. MAPEH which stands for Music, Arts, Physical Education, and Health actually has a great implication on people's way of living. At the very least, music and arts provide an outlet for relaxation. Physical Education teaches the importance of keeping the body active and moving. Health helps to teach one how to stay well and things that they should not do to avoid unwanted medical conditions (Abcalen, 2015).

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. MAPEH has great importance in everyday life. At the very least, music and arts provide an outlet for relaxation. Physical education teaches the importance of keeping the body active and moving. Health helps to teach one how to stay well and things that they should and should not do to their bodies. A human being learns in many different ways. For instance, as you develop, you develop from the outside in. First come the gross motor skills (large arm/ leg movements), then smaller and smaller until your fine motor skills (handwriting, finger movements) are developed. In elementary school, it is very important to have daily PE because this provides the physical movements that allow a child to develop the ability to write. Music and art are important in brain development. Learning about and being exposed to these art forms trigger changes in the brain that allow greater learning and also allow children who have talents in these areas to feel success (Lopez, 2016).

MAPEH program is one of the essential courses in the Teacher Education curriculum that promotes the wholesome development of each individual to attain a richer and nobler life. It makes every learner a dependable member of the community that will contribute to its betterment. MAPEH program also provides the newest information or proper methods and enhanced activities that will awake the interest of every individual in music, cultivate their creativity in art, gradually improve their physical fitness, promote consciousness in their health, and ultimately develop their well-being. This program aims to produce successful graduates who can employ relevant teaching techniques in music, arts, physical education, and health. With the aforementioned benefits that the MAPEH program provides to both educators and students, it was thus imperative to look at every area concerning it.

One of the crucial components of the program is instruction. Teacher Education students under MAPEH program are always encouraged to adopt teaching strategies which are based on the understanding of every learner's individuality. This calls for both MAPEH faculty members and education students to take a variety of teaching approaches that could address individual differences. There is no single best way to teach MAPEH subject for a teacher has to waver among teaching methods that would best work for the learners. Instruction thus needs to be assessed as this would indicate the quality of education provided among the students. Another area which was concentrated on this study was the teachers' qualification in teaching the subject. It has been obligatory for professional teachers to take the licensure examination and this test does not exempt MAPEH teachers. Licensure examinations serves as the major component in the screening process of prospective teachers. It gives a high level of assurance that education graduates who have passed the Licensure Examination for Teachers (LET) are given legal consent to exercise their profession. It is indeed one of the

factors that influence the over-all quality of a teacher. However, it has been a common observation that the teacher education institutions are getting low passing rates in terms of the LET performance and are even reflected in the LET results of education graduates who have taken areas of specialization like MAPEH.

Another consideration of the MAPEH program that needs to be assessed as is the facilities used for the course implementation. Sports facilities are the physical structures constructed for the use of sports and are generally the immovable structures like pitches swimming pools, courts and that facilities has quality which makes learning or doing things easy and simple (Olajide, 2007). In the same vein, in physical education and sports instructional domain, all types of equipment and supplies like the balls, apparatus or nets will be needed for the conduct of individual and team sports as well as for other physical activities (Butcher and Irstee, 2002). With the unavailability of the materials needed for MAPEH instruction, training of future MAPEH teachers becomes less convenient. The population of teacher education students who opted to enroll in the MAPEH program should also be given emphasis. It is of great significance to check whether the available equipment and facilities would suffice the number of teacher education enrollees. The challenges in terms of the MAPEH curriculum continued to arise as reflected by the teacher education graduates' LET performance since only a few of them could pass the exam. It was observed that most MAPEH majors from Bat State U–College of Teacher Education were not competent enough to perform their duty as teachers most particularly when deployed in other schools for their off-campus training.

The aforementioned factors played a very significant role in the achievement of the set mission, goals and objectives of the MAPEH curriculum. These were the same components that the study was focused to deal on. Each was described profoundly so that a clear picture of the status assessment of MAPEH program in the College of Teacher Education (CTE) at Bat State U would be achieved. Furthermore these would also be utilized to identify which among the inputted components was strong or weak. It was in this light that the researcher was anxious to conduct this study which focused on the status and challenges met in the implementation of the MAPEH program at the College of Teacher Education with the end view of providing vital information that would serve as means to draw implications that could possibly be used as references to sustain, enhance or alter activities relating to the said program.

### Methodology

The researchers used the descriptive method of research design in order to collect information about the challenges of BSED MAPEH program in the College of Teacher Education. According to Sevilla (2004), it is fact finding with the adequate interpretation. It involves the collection of order to test a hypothesis or answer a question concerning the current status of the subjects of the study. The researchers also used the constructed questionnaire to assess the perception of the respondents.

The subjects of the study were the 20 MAPEH instructors and 152 MAPEH major students from BatState U–College of Teacher Education. The study only considered the students enrolled in the MAPEH program for school year 2015-2016. No sampling method was utilized since all students from different year levels constituted the subjects' population of the study. In order to gather data needed for this research work, a self–constructed questionnaire was used. To measure the extent of the subjects' responses regarding the challenges of MAPEH program, the scale below was utilized.

Option	Range	Verbal Interpretation
4	3.51-4.00	Very great extent
3	2.01-3.50	Great extent
2	1.51-2.00	Moderate extent
1	1.00-1.50	Least Extent

**Results**

**1. Challenges Faced by Teachers and Students in MAPEH Instruction**

Table 1 presented the challenges faced by the teachers and students regarding MAPEH Instruction.

**Table 1.Challenges Faced by Teachers and Students in MAPEH Instruction**

Challenges	Teachers			Students			Over-All		
	WM	VI	R	WM	VI	R	WM	VI	R
1. Lack of cooperation in working with peers	2.18	GE	6	2.63	GE	3	2.41	GE	5
2. Lack of interest of students	2.24	GE	5	2.60	GE	5	2.42	GE	3
3. Materials are inappropriate in student needs	2.18	GE	6	2.56	GE	7	2.37	GE	7
4. Fail to activate cooperative learning	2.29	GE	2	2.49	GE	10	2.39	GE	6
5. Lack of mastery of subject matter in the four components of MAPEH	2.00	SE	9	2.59	GE	6	2.30	GE	10
6. Insufficient training, seminars and workshops attended by students and teachers	1.94	SE	10	2.68	GE	1	2.31	GE	9
7. Limited background necessary for teachers in enhancing the teaching of MAPEH	2.18	GE	6	2.54	GE	8	2.36	GE	8
8. Materials and equipment to be used in teaching MAPEH are insufficient	2.53	GE	1	2.68	GE	1	2.61	GE	1
9. Inadequate prerequisite knowledge of Music, Arts, Physical Education and Health in the level of education of students	2.29	GE	2	2.54	GE	8	2.42	GE	3
10. Inadequate books or other references in MAPEH	2.29	GE	2	2.63	GE	3	2.46	GE	2
<b>CM</b>	<b>2.21</b>	<b>GE</b>		<b>2.60</b>	<b>GE</b>		<b>2.40</b>	<b>GE</b>	

2.01-3.50 = Great Extent (GE); 1.51-2.00 = Some Extent (SE)

As seen from the results, the overall composite mean of the challenges in MAPEH instruction as assessed by both teachers and students was 2.40 and was interpreted as to the great extent. This meant that the respondents experienced most of the challenges in MAPEH instruction mentioned on the list on an alarming scale. Of all the challenges experienced by teachers, the insufficient supply of equipment and materials came first on their list obtaining a weighted mean value of 2.53 and was rated as to the great extent by majority of the respondents. The inadequacy of instructional materials and equipment would affect the instructional setting as teachers would find it difficult to deliver the lessons in MAPEH if they had no other medium to demonstrate the skills and to explain the concepts involved in the subject.

Absence of cooperative learning situations, students' inadequacy of the prerequisite knowledge of Music, Arts, Physical Education and Health and insufficiency of the books or other references for MAPEH all tied up for the second place as these items got a weighted mean value of 2.29 and were evaluated by most teacher respondents as to the great extent. Failure to incorporate cooperative learning in the teaching- learning process would pose a negative impact on students' achievement. This was in conformity to the concepts of Bernero (2000) who asserted that cooperative learning can be a useful tool to help students develop a positive attitude toward learning. The results also supported the findings of Garcia (2005) which revealed that the most frequent problems in teaching MAPEH were the inadequate supply of textbooks and reference materials. Students' limited schema on the MAPEH – related concepts would also make it difficult for teachers to set springboards in the discussion and conduct reviews about the previous topics of the subject thereby disabling students to be more motivated on the lessons.

Placed at the middle of the ranking, gaining a weighted mean value of 2.24 and was experienced by the teacher respondents to the great extent was the students' lack of interest on the subject. This would imply that teachers could find it challenging to make students learn when they were not well-driven enough to participate actively in the discussion or in performing the activities for MAPEH class. Inappropriateness of the materials to students' needs, absence of cooperation among students and teachers' limited opportunities to enhance their teaching of MAPEH were all rated by the faculty respondents as to the great extent. They all shared on the 6<sup>th</sup> spot obtaining a weighted mean value of 2.18. This could suggest that in a number of cases, the teaching situation becomes problematic when teachers could not address students' needs with the unsuitability of the teaching tools. Furthermore, the results would also imply that teachers' inability to employ appropriate strategies may lead to students being uncooperative with their peers thus, developing negative attitude towards the subject. This was in conformity with the study of Querubin (2000) which revealed that teachers' utilization of effective strategies could develop positive result such as desirable attitudes towards the subject.

Interpreted to some extent, teachers' lack of mastery on the four components of MAPEH and the insufficient trainings, seminars and workshops got the lowest weighted mean scores of 2 and 1.94 respectively. Most teacher respondents asserted that seminars and trainings should not mainly set the standard for being competent and qualified teachers of MAPEH. This would again contradict the study of Orlanda (2015) who recommended that teachers should be required to attend seminars and trainings on MAPEH instruction frequently. The teacher respondents were also confident that they had sufficient background of the subject so mastery of its components would not be an issue. Examining students' perception of the challenges in MAPEH instruction, it was found out that insufficient trainings, seminars, and workshops attended by both teachers and students and inadequate materials and equipment were both

rated by the respondents as to the great extent and were placed on the first rank obtaining the highest weighted mean score of 2.68. This would indicate that majority of the MAPEH students felt the need for them and for their teachers to be updated with the latest teaching methods and techniques to uplift the quality of instruction. This would also agree with the proposed measure of Garcia (2005) who said that it was a necessity for teachers to be updated with the new methods and strategies in teaching as such would lead them to become effective MAPEH educators. In addition, the result would also mean that absence of materials or other teaching equipment could make it difficult for students to execute MAPEH-related task.

On third place were the lack of cooperation in working with peers and the inadequate books or other references in MAPEH as these items received the same weighted mean value of 2.63. This would imply that many of them had to find time searching for other reference materials in schools or libraries located far from the university. This could also mean the unjust contribution given by most of their co-members when they had to work on a group output or performance. This was in opposition to the concepts of Bernero (2000) who said that students working cooperatively often enjoy their learning experience. These outcomes on the other hand, could also be associated with another finding of the study which was the students' lack of interest on the subject as it was evaluated by the respondents to a great extent gaining a weighted mean value of 2.60 and was placed on the 5<sup>th</sup> rank. Clearly, the limited learning resources as well as the lack of cooperation in group tasks or activities could lead to students' loss of interest towards MAPEH.

The inappropriateness of the materials to students' needs as well as the teachers' lack of mastery on every component of the MAPEH subject were also experienced by the student respondents to a great extent. These indicators were given a rating of 2.59 and 2.56 and were ranked 6<sup>th</sup> and 7<sup>th</sup> respectively. Despite their low ranking on the students' list, these items were still found to be influential to MAPEH instruction as these would indicate that students were not satisfied with the teachers' strategies of selecting the proper instructional tools. In other cases, students were somehow frustrated when teachers could not explain further the concepts about MAPEH because of their low level of mastery on the subject.

Sharing on the 8<sup>th</sup> spot were the teachers' limited background necessary for enhancing their teaching skills and students' inadequate prerequisite knowledge of Music, Arts, Physical Education and Health. Though low in ranking, these indicators on the challenges in MAPEH instruction were still experienced by a few student respondents to the great extent earning a weighted mean score of 2.54. It was found out that they only had an inclination to at least one of the components on the subject and that they chose it for their field of specialization since it does not require much of academic skills. For some of the student respondents, they believed that some of their instructors had a limited pool of teaching strategies which discourage them to perform well in the subject.

Ranked last and was rated by the student respondents to a great extent was the teachers' failure to activate cooperative learning. Only a few of the student respondents considered this indicator to be one of the challenges in MAPEH instruction for this got the lowest weighted mean value of 2.49. This could imply that teachers at some point, were successful in injecting cooperative learning in their activities and could have led to the generation of students' interest towards the subject. This was in conformity to the concepts of Bernero (2000) who affirmed that cooperative learning can be a useful tool to help develop a positive attitude toward learning. In over-all assessment to the challenges in MAPEH instruction, it was evident that there was a big discrepancy between the perception of the teacher respondents

and the student respondents since the former posed a lower composite mean value of 2.21 while the latter got a higher composite mean score of 2.60. Though it could be gleaned from the table that the two sets of respondents had a different consideration on the enlisted indicators, it still turned out that both groups rated the insufficiency on materials and equipment to be the most challenging area of MAPEH instruction as ranked first obtaining the highest weighted mean score of 2.61. This would indeed suggest that both MAPEH instructors and students could not effectively create a successful teaching-learning situation since they were not provided with the necessary materials for instruction and execution of MAPEH activities. As seen also on the over-all ranking of the items for both groups of respondents, it could be noticed that the lack of mastery on the subject was least considered as it got the lowest weighted mean value of 2.30. However, it was rated to a great extent and it could clearly manifest students' dissatisfaction on their teachers' ability to explain MAPEH-related concepts and employment of teaching strategies.

## Discussions

### 1. Challenges faced by teachers and students

Majority of the teacher respondents revealed that the insufficiency of materials and equipment with the highest weighted mean score of 2.53, students' inadequacy of the prerequisite knowledge about MAPEH, books, reference materials, and absence of cooperative learning with a weighted mean value of 2.29 served as the biggest challenges in MAPEH instruction and were all rated as to the great extent. On the contrary, teachers' lack of mastery on the MAPEH subject and insufficient training and seminar on MAPEH instruction were only evaluated by the teacher respondents as to some extent, with a weighted mean score ranging from 1.94–2.00. Almost all the challenges regarding MAPEH instruction were assessed by the teacher respondents as to the great extent with the composite mean value of 2.21.

Among the indicators for the challenges of MAPEH instruction, the insufficiency of materials and equipment as well as the inadequacy of trainings and seminars attended by both teachers and students both obtained the highest weighted mean score of 2.68 and were assessed by the student respondents as to the great extent. These were followed by the inadequacy of books and references as well as the lack of cooperation with peers which both gained the same weighted mean score of 2.63 and were also rated by the student respondents as to the great extent.

On the other hand, students' inadequacy of the prerequisite knowledge of MAPEH and teachers' limited background for teaching MAPEH as well as teachers' failure to activate cooperative learning all had the lowest weighted mean scores ranging from 2.49-2.54 but were still assessed by the student respondents as to the great extent. All the indicators for the challenges of MAPEH instruction were evaluated by the student respondents as to the great extent as they got a composite mean 2.60 which was higher than that of the teachers' assessment.

Both groups of respondents revealed that the insufficiency of materials and equipment, the inadequacy of books or other references in MAPEH and the lack of students' interest were considered to be the greatest challenges in MAPEH instruction and were rated with the highest weighted mean scores ranging from 2.42-2.61. Though evaluated as to the great extent, teachers' limited background in teaching MAPEH, student and teachers' insufficient training or workshops, and the lack of mastery on the four components of MAPEH appeared to be least considered challenges of MAPEH instruction as they obtained the lowest mean

scores ranging from 2.0-2.36. It was also revealed that both sets of respondents rated all the indicators on the challenges of MAPEH instruction as to the great extent with an over-all composite mean value of 2.40.

Based on the findings of the study it was concluded that majority of the student and teacher respondents rated the challenges regarding MAPEH instruction as to the great extent. In light of the above conclusions, it was recommended that the College of Teacher Education should provide the facilities and equipment for the implementation of the MAPEH program and the college administrators should encourage the MAPEH instructors to pursue advance degrees in education. A similar study may be conducted using other variables in other schools, locales, or other colleges along this line.

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