



COMPETENCY OF GRADE 9 MAPEH TEACHERS IN THE TEACHING OF ARTS

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CHAPTER 1 **THE PROBLEM** **Rationale**

In this fast changing world of ours considerable changes are being brought about in almost all phases of life. The concept of change carries with it improvement and progress. Each day people are becoming more articulate in their views so that they clamor for change. The traditional school is fast becoming a thing of the past. The school is now directed toward the development of the individual who assumes greater responsibility for self-direction and for the development of the potentialities so that he may enjoy a richer and more abundant life which educational philosophers term as the “good life” (Dexter, 1999).

Physical education today has the potentials of contributing to the enhancement of positive lifestyle changes which ultimately leads to a better quality of life. This means that through Physical Education, the individual can acquire sufficient knowledge and understanding of activity skills and attitudes that will eventually contribute to his well-being. Schools all over the world today stress the role of physical fitness as an avenue for an individual to achieve total fitness with a will that enables him to avoid common illnesses. Leisure time wisely practiced through physical activities can help one overcome life's stresses and ultimately, result to a relatively long and happy life.

Physical Fitness has always been one of the major goals of Physical Education and it depends greatly on exercise, nutrition, sleep and rest and good habits. Physical Education in school emphasizes the learning of good health habits as well as provides opportunities for physical activities. The Physical Education program includes leisure-time activities or sports, game such as tennis and bowling which give people the opportunity to play games regardless of age.

For Physical Education, the third challenge touches on the question of physical facilities and equipment in the tertiary level which more often than not affects the promotion of quality education. Observations have pointed out that due to the lack of adequate facilities and equipment, the implementation of Physical Education program leaves much to be desired.

Indeed, Physical Education has undergone many vicissitudes and several changes in Philippine school. Time has come that Physical Education is regarded as an important segment of general education which aims to contribute to the total newness of the learner through participation in selected vigorous activities. It provides opportunities to acquire lifelong skills that are essential to his physical, mental, social and emotional development.

To address the challenges, DECS Order No. 58, s. 1990 which refers to the guidelines and standards for college service physical education program addressed Bureau Directors to require and direct Presidents of State Colleges and Universities and of private schools, colleges and universities to comply with such guidelines and standards. It states that the Physical Education program is considered a significant component in the education process as it contributes to the physical, social, moral and intellectual development of college students. It also contributes significantly to the revival and preservation of the Filipino cultural heritage as well as to the appreciation and protection of the natural environment. To make the college service Physical Education Program effectively perform these roles as well as to be responsive to the present situation and societal demands the guidelines and standards on the collegiate service Physical Education became effective starting the school year 1990-1991.

In most educational system, Physical Education (P.E.) class, also called Physical Training (PT) and Physical Education (PE), is a course that utilizes learning in the cognitive, affective and psychomotor domains in a play or movement exploration setting. The term physical education is most commonly used in this way: however, this denotes, rather than “They have participated in the subject area, not studied it”. The primary aims of physical education have varied, based on the needs of time and place. Most modern schools' goals is to equip students with the knowledge, skills, capacities, and values along with the enthusiasm to maintain a healthy lifestyle into adulthood. Some schools also require physical education as a way to promote weight loss in students. Activities included in the program are designed to promote physical fitness, to develop motor skills, to instill knowledge and understanding of rules, concepts and strategies, and to teach student to work a part of a team, or as individuals in wide variety of

competitive activities. The researcher believed that there is a need for MAPEH Grade 9 teachers to assess their competency in the teaching of Arts in the Municipality of Sta. Barbara, Schools Division Office I Pangasinan, hence the conduct of this study.

Theoretical Framework

Combined class poses a challenge to learning. Millions of learners worldwide are taught by teachers who, at any one time, are responsible for two or more school grades/years. These are the invisible teachers who struggle to provide learning opportunities for all within curriculum and teacher education systems designed for monograded classes. In many countries, these classes arise out of necessity and are regarded as second class education. Yet, in some parts of the world learning and teaching in these settings is embraced as the pedagogy of choice, offering equivalent, and sometimes superior, learning opportunities. The combination of classes provides an opportunity for improved learning.

Thus, the bases of this study will be the Multiple Intelligence Theory. This theory, developed by Howard Garner (2005) suggests that intelligence based on IQ testing alone is far too limited; therefore, he proposed different intelligences to account for a broader range of human potential. As with the combined classes, it will identify the students' abilities in other areas of intelligence and does not limit intelligence to strength in the logical-mathematical and linguistic areas (<http://www.journeytoexcellence.org/practice/instruction/theories/>).

Another that will support the study will be the Social Exchange Theory. It described that all relationships should be "give and take", although the balance of this exchange will not always equal. Social Exchange Theory explains how one feels about a relationship with another person as depending on the perceptions of the balance between what a person put into the relationships and what one gets out of it, the kind of relationship the person deserve and the chances of having a better relationship the person deserve and the chances of having a better relationship with someone else.

In deciding what is fair, one develops a comparison level against which one compares the give/take ratio. This level will vary greatly in what is given and received/thus, for example, exchanges at home and school may be very different, both in balance and content such in combined classes.

Conceptual Framework

Article XIV, Section 19 of the 1987 Constitution of the Philippines states that: (a) The state shall promote Physical Education and encourage sports program, league competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry; and (b) All educational institution shall undertake regular sports activities throughout the country in cooperation with athletic clubs, and other sectors.

Strengthening the aforecited constitutional provisions is DECS Order No. 58, s. 1990 on the guidelines in the implementation of Service Physical Education the implementation of which started effective the school year 1990-1991.

Physical Education is a lifelong process where the college student must continue his participation in a development program of physical activities which are healthful, intellectually invigorating, morally uplifting, socially significant and enhancing, and environment-oriented.

Figure 1 presents the paradigm of the conceptual framework of the study using the "Input-Process-Output" model. For input, it included the profile of the MAPEH Grade 9 teachers in the Municipality of Sta. Barbara in terms of their highest educational attainment, number of years of teaching MAPEH, relevant in-service trainings attended in MAPEH, the level of performance rating for the current year; the status of the implementation of MAPEH Grade 9 learners in terms of teachers' level of awareness of the features of MAPEH; adequacy of facilities and the level of competence of the Grade 9 MAPEH teachers in terms of learning environment, curriculum and diversity of learners. The output of this study will be a training design to address the level of competence of the Grade 9 MAPEH teachers.



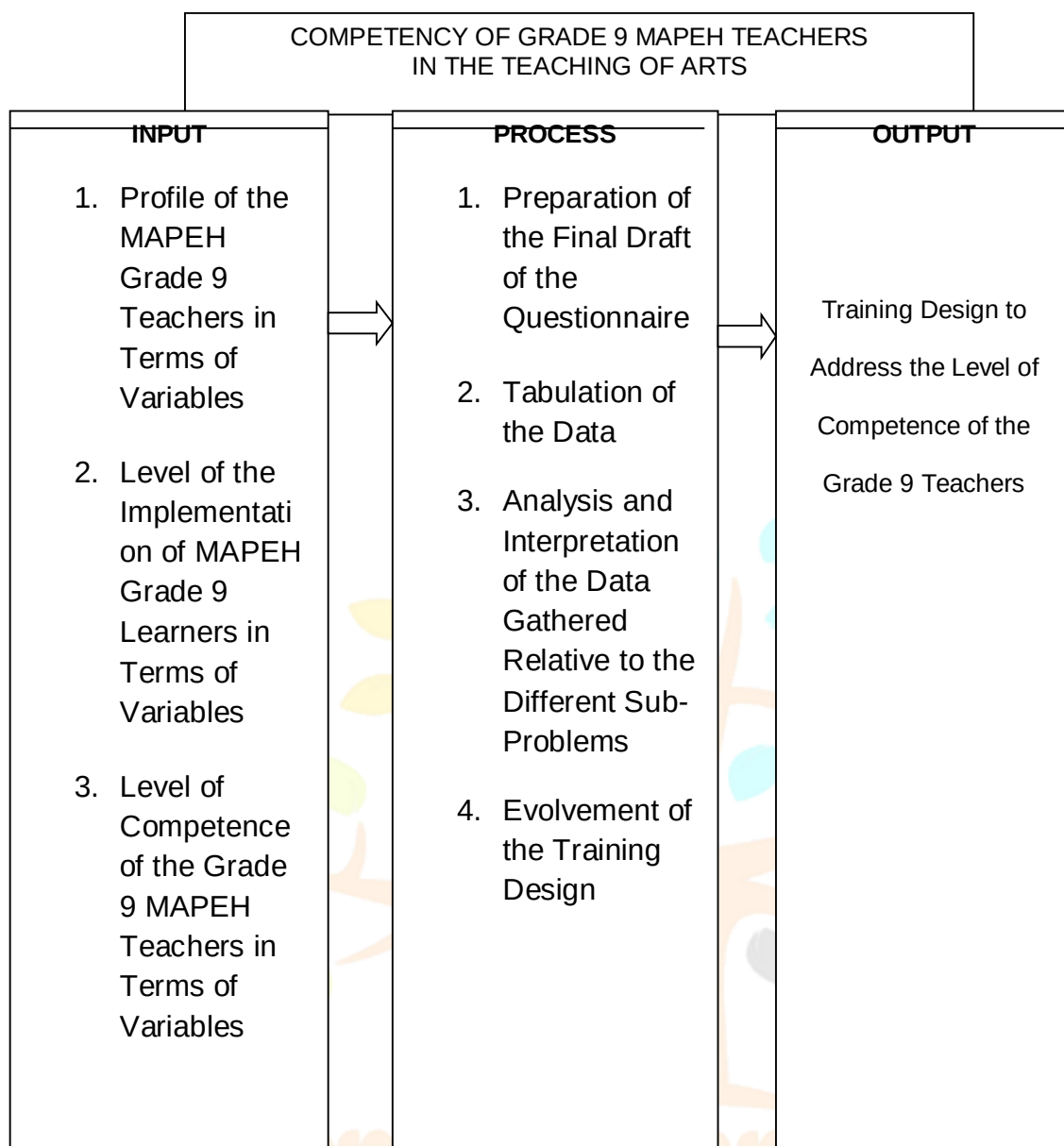


Figure 1
The Paradigm of the Study

Statement of the Problem

This study assessed the competency of MAPEH teachers in teaching arts in the Municipality of Sta. Barbara, Schools Division Office I Pangasinan during the school year 2023-2024.

Specifically, it sought to answer the following sub-problems.

1. What is the profile of the Grade 9 MAPEH teachers in terms of the following:
 - a. Highest educational attainment,
 - b. Number of years of teaching MAPEH,
 - c. Relevant in-service trainings attended in MAPEH; and
 - d. Performance rating for the current year?
2. What is the level of the implementation of MAPEH in Arts component of Grade 9 learners in the K to 12 Curriculum as perceived by the MAPEH teachers in terms of:
 - a. Teachers' level of awareness on the features of Arts, and
 - b. Adequacy of facilities and equipment?
 - c. Appropriate teaching strategies
3. What is the level of competence of the Grade 9 MAPEH teachers in terms of the following:
 - a. Learning environment,
 - b. Curriculum, and
 - c. Diversity of learners
4. Based on the findings, what intervention measures can be proposed to address the level of implementation of the Grade 9 MAPEH teachers. in teaching of Arts?

Basic Assumptions

This study is enclosed on the following assumptions:

1. The profile of the MAPEH Grade 9 teachers can still be updated for their professional growth and development.
2. The status of the implementation of MAPEH Grade 9 learners in the K to 12 Curriculum can be addressed by their teachers in terms of the level of their awareness of the features of MAPEH and the adequacy of physical facilities.

Scope and Delimitation

This study was limited in the assessment on the competency of MAPEH teachers in teaching Arts during the school year 2023-2024. The assessment included the profile of the MAPEH Grade 9 learners; the level of the implementation of MAPEH 9 as perceived by the teachers and; the level of competence of the Grade 9 MAPEH teachers. The output of this study is intervention measures to address the level of implementation of the MAPEH teachers. However, the implementation of the said output is beyond the limit of this study.

Significance of the Study

This study will benefit the following:

Department of Education (DepED). Resources that help teachers teach better are typically a lesson plan, or practical skill involving learning and thinking skills. A curriculum is often set by the government with precise standards. These standards can change frequently, depending on what the government states.

The study will provide effective guide in planning, making decisions, formulating policies and in the implementation of school programs to improve the performance of the combined classes in MAPEH.

School Administrators. The study will be a guide to school administrators for them to realize efficient instructional strategies that will address the diverse student in combined classes.

Grade 9 Learners. The Grade 9 learners have different ways of absorbing information and of demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help learners retain information and strengthen understanding. A variety of strategies and methods are used to ensure that all learners have equal opportunities to learn.

Research Herself. The researcher will be inspired in teaching MAPEH to Grade 9 learners and be equipped with the implementation of MAPEH as well as to improve her level of competence.

Future Researchers. The present study can be a guide and reference in future studies.

Definition of Terms

To facilitate understanding of the study, the following terms are operationally defined:

Municipality of Sta. Barbara. It refers to as the locale of the study where the MAPEH Grade 9 teachers are presently teaching during the conduct of this study.

MAPEH. It refers to as a learning area in the K to 12 Curriculum offered to all levels.

MAPEH Teachers. They served as respondents of the study, presently teaching Physical Education in the Municipality of Sta. Barbara.

Intervention Measures. This is the output of the study which will improve the competence of MAPEH Grade 9 teachers if implemented.

STUDIES

The study of Kebric has a bearing on this study. The former which intended to determine some problems of beginning teachers in P.E., although not actually in line with the present study which is about revitalized sports program in elementary schools in a district, nevertheless, the recommendations of Kebric have relation to this present study. Among others, the following recommendations of Kebric provided some useful information to this researcher: 1) be familiar with the objectives of physical education; 2) constantly emphasizes character and sportsmanship; 3) a teacher education program should be adjusted on the basis of how it meets the needs of students. This means cooperative planning by administrators, supervisors, teachers, and students. This means cooperative planning by administrators, supervisor, teachers, and students; 4) the objectives of the teacher-education program should be formulated in terms of pupil behavior which can be evaluated; 5) make sure that all children have equal chance and that no child or group children monopolize the activity; 6) have indoor activities for use when the weather is inclement; and 7) correlate physical education activities with other school activities.

The importance of this study lies on the fact that it gave the writer an insight on how different factors play a big role in rating the extent of revitalized sports programs in public elementary schools in a district.

Sornsuparp, conducted a study on “problems of Teaching Physical Education with Teachers and Students” as the respondents. The result of this study revealed that both students and teachers had problems concerning to teaching-learning physical education. In the aspect of learning process, it was found out that students did not go for additional study after class, and lack of discussions in classes and lack of educational background on the part of the teachers. However, a comparison of the opinions between physical education teachers and students through Z-test showed no significant difference at the .05 level.

The administrator is expected to provide solution to various problems which are the results of society’s demands for change, as such, he is accountable and responsible to the students, the faculty and in the society in general.

Today’s principal had been responsible in the most public and intermediate sense for all that happens in his/her school. The increasing complexity of the demands upon the principal, expectation that he/she will perform in a manner and to a level which all satisfy, all those legitimately look to that office for satisfaction, the growing preparedness of interested parties and set up a mounting accountability that can be met, even when competencies that fit them to the task.

According to Bucher, Koeing, and Barnhard, “Continued study for professional growth development is another major responsibility of every member of a profession. They physical education teacher has two developmental path open: in-service education and graduate study.”

On the part of Vernier, he pointed out the primary responsibility of the mid-twentieth century is that physical education is to aid students in planning, selecting and participating in motor activities through which the goals of general education. He suggests that students should be helped to explore their own level of aspiration with the practices in the field. Policies base on the needs of children and the objectives of education given directions to efforts designed to protect and improve the health of children.

He also believed that the periodic health examination should be one of the bases for determining the children’s participation in physical education. The teacher must have access to records and should be familiar with the health conditions of the children.

Precautionary measures should be emphasized in the teaching of Physical Education.

Discipline is one factor that should not be overlooked. Values such sportsmanship, self-reliance, self-control, industry and endurance are essential to be reaped in our eager young boys and girls. We always mention these desirable attitudes but so far we realized the practice of these as we moved forward in the teaching of physical education in our respective areas, cooperation must be sought to foster realistic venture to create a well-oriented community through the teaching of physical education.

According to Bucher and Readem the general objectives of physical education are viewed and stated in terms of their contributions to the outcomes of education.

1. Physical Development. Through the carefully selected physical; education activities in individual who participates actively will develop and maintain a high level of physical fitness. The specific components of physical fitness are:
 - a. Organic Vigor. It refers to the cardio-vascular respiratory efficiency which contributes the ability to resist diseases.
 - b. Endurance, it is the ability of the individual to sustain long continued contractions where a number of muscle groups are used, the capacity to bear without so much fatigue.
 - c. Strength. This refers to the capacity to sustain the application if force without yielding or breaking. It is the ability of the muscle to exert efforts.
 - d. Power. This refers to muscular power which is the ability to release maximum force in the shortest period of time. It is the ability to release ability of the muscle to exert efforts.
 - e. Flexibility. It is a quality of plasticity to do a wide range of movement.
 - f. Agility. It is the ability of the individual to change positions in space. It also refers to quickness of movement.
 - g. Balance. It is the ability of the individual to control organic equipment. It is a state of equilibrium.
 - h. Speed. It is the ability of the individual to make successive movements of the same kind in the shortest period of time.
2. Social Development. Participation in the physical education.

Fernandez, conducted a study on the “Sports Education Program as Perceived by the Elementary School Teachers in Paniqui, North District, Tarlac.” She found out that the contribution of Sports Education to pupil growth and development was: 1) physical fitness, 2) mental health, 3) sportsmanship 4) emotional instability, cooperation and sociability.

Echavia in her study on the Problems of Sports Education Teachers of Maribojor, Bohol, cited that most of the sports education activities in the school comprised most of basic skills, games and recreational activities. She found out that teachers did not include rhythmic activities in their physical education program because they lack of knowledge of interpreting dances. She also found in her study that corrective activities for children needing special activities were not given for the reasons that there were no guides and references.

The study of Echavia, especially her findings are relevant to this present study. Both studies dealt with Physical Education activities.

A committee that assessed the graduate program of the University of the Philippines found it necessary....” to have qualified faculty members in different field of specialization to ensure quality education.”

Ruiz, stated that there is a need for in-service education for sports teachers. He contends that the claim that a college degree in education is a sufficient guaranteed for preparation for life-time of teaching is unrealistic. "In teaching, as in all other professions, the saying, "once prepared, always prepared is indispensable". Teachers need to grow in the service. They owe it to the children whom they are molding as "As the fair hope of the fatherland" into good citizens of tomorrow.

Marcos said: "The youth should be provided with all opportunities to make use of their properly to keep them from engaging in lawlessness. Sports are way of strengthening the people's character which in turn can be sources of the vitality of the nation".

Layug, revealed that the in-service program for sports teachers enable the school personnel to gain more functional knowledge of interschool personnel relationship, better understanding of modern trends in sports education, and the establishment of parent's active participation and cooperation in attaining a better understanding and individual pupils. he defined only the importance of in-service education to teachers in Pampanga.

Pasibe, in her study of the sports education of elementary school teachers in La Union, arrived at the following findings:

1. Sixty-four and fifty-six percent of the elementary school teachers in La Union in 1961 had gone into in-service of sports education to improve their educational qualifications.
2. The teachers made use of the direct and indirect approach in the pursuit of the degree required of the as elementary school sports teachers.
3. The sports teachers had favorable attitude toward progressive education and they believed that they should undergo professional growth.
4. Democratic group process was involved in the planning of in-service sports education activities.
5. The sports teachers believed that in-service training activities are powerful force in improving sports instruction and in developing skills and abilities necessary to upgrade their sports competence.

Pasibe's and the current study are similar in the sense that both dealt on sports training program of teachers. Both were also on the District level. However, the respondents of pasibe's study were those on all levels, while the study on hand covered the elementary sports education teachers.

Vinluan, concluded that sixty-three percent of the respondent - teachers in Sto. Tomas district of La Union have continued going to school while in the service. They have strived to increased their competencies by attending various in-service education sports programs, to improve their attitudes towards their jobs, and to qualify for being sports coaches.

Vinluan studied the trends of the sports professional growth of the teachers. He also took interest in finding the reasons for the teachers' desire to grown in the sports field.

This researcher studied the trends in-service education of the elementary sports teachers of the district.

Cara, pointed out that to improve the quality of performance of an individual on the job as to make him more effective in his functions and duties, especially in the field of sports, in-service training of sports teachers already in the field, and would-be teachers had been done.

The approaches, methodology, and the teaching materials according to the researcher, the solution of these problems, and the means of meeting these needs, lie in a concerted effort on the part of the school administration to train and retrain sports teacher.

Nicanor, made a study entitled "The Growth and Development of Physical Educational in the Public School from 1901-19567". The study revealed that there is inadequate preparation of teachers, facilities, administration and supervision, physical education program and content and evaluation. Nicanor recommended that physical education teachers and administrators attended summer classes and service trainings in the subject for improvement of their schools' physical education program.

Nicanor's study and the present study are similar as to their problems and recommendations. The researcher of the present study however added that physical education and school sports activity planning should be observed carefully for a better result in implementing the program as expected.

Panteleon, came up with the following conclusions, which was drawn from his study entitled, "Survey on the Teaching Competencies of Physical Education Teachers in Banayoyo District:

1. Majority of the teachers have either MA units, or have completed the MAT equivalent, while others possess only the minimum requirements in bachelor's degree course. Almost all of the teachers had in-service trainings regarding physical education in various levels especially at district level. All of them also have taught physical education although some are still young in the service.

2. Majority of the teachers have knowledge of the objectives of the physical education they are teaching.
3. Majority of the teachers have limited knowledge and understanding of the physical fitness activities they are teaching.
4. A working knowledge and understanding of the different aspect of physical education are essentially to the teachers on the effective teaching and to administrator efficient performance of administrative and supervisory functions in the management of physical education programs.

This work considered significant and that it may give enlightenment to others in the elementary schools in the country in improving themselves educationally, emotionally, socially, and physically towards the betterment of the pupils and students and society.

A study is like may also give insight to physical education administrators in evolving more functional programs aimed at upgrading the educational preparation of the physical education teachers and improving the physical education program to produce more useful individuals.

Ibanez, in her appraisal of physical education program in the public elementary schools in Negros Occidental came out with the following findings:

1. There is a need for general education supervisors for physical education, school managers, teachers to upgrade their educational qualifications and kiss in physical education.
2. Objectives in physical education were only satisfactorily achieved.
3. Many physical education activities were fully undertaken but some were undertaken to limited extent.
4. Lack of incentives and opportunities for growth and development in Physical Education.
5. There was dearth of physical education facilities, equipment's and instructional materials.

She recommends however the upgrading of educational qualifications and improving the technical skills of improving the technical skills of supervisors, school managers and physical education teachers. They should also be involved in the drafting action plans. She further suggested that all concerned in the program should find ways to means to provide adequate facilities, equipment and instructional materials.

Ibanez and the present study are similar in the presentation of problems and categories of data needed in the investigation but differ in place, time and respondents. The present study's respondents are limited to the following: The Physical Education Sports Coordinators.

However, there's no difference when it incomes to instructional content between the two levels as projected from the circulars used as basis of the study.

Furthermore, the former study placed greater emphasis on the comparison and relation of the perceptions of the three group respondents in the study. The present treated their responses according to emphasis of activities undertaken as bases of planning the education program.

Vasquez, who undertook a study on the present practices and problems declared the following conclusions.

1. There is an utter lack of qualified physical education teachers in barrio high schools.
2. There is practically no supervision of physical education in the barrio high schools.
3. More than one-half of the physical education cited the shortage of playgrounds, equipment and playground apparatuses, as their pressing problems.

The study and the present research have points of similarity as well as differences. One point of similarity is that both studies touch on the qualifications of physical education teachers. Furthermore, both studies are investigating in the instructional materials, facilities and equipment's.

Fabro, mentioned on her study the following points to consider for the purpose of improvising instructions in physical education to develop further interest among the students or pupils:

1. In order to develop a wider range of interest along the different physical education activities, teachers to teach the subject should be adequately trained.
2. Balanced physical education program should be implanted for the development of physically fit students.
3. Teachers and administrators should be encouraged to attend in-service trainings better implementation of the modern concepts in physical education and upgrade their competence.
4. Teachers should be encouraged to use their resourcefulness to improvise different equipment used in teaching the subject.

The study conducted by Fabro aimed to point out some recommendations regarding the improvement of physical instruction which is one of the emphasis of the present study which aimed to identify directly involved in the planning of physical education program.

As a whole, the reviewed related studies and professional literature contributed immensely to the present research in terms of salient concepts and important information regarding the revitalized sports program and how its impact on the all-around development of the pupil/student can be made positive and effective will the participation of the sports teachers designate in the sports program of the schools, Such have helped provide direction to this researcher regarding the formulation of the problems of this study and the identification of the variable involved.

CHAPTER 2 METHODOLOGY

This chapter presents the research design, sources of data, instrumentation and data collection and tools for data analysis.

Research Design

This study used the descriptive method of research using a questionnaire as the main data gathering instrument in the assessment of the competency of MAPEH teachers in teaching Arts, which focused on the profile of the MAPEH Grade 9 teachers in the Municipality of Sta. Barbara in terms of their educational attainment, number of years teaching MAPEH, relevant in-service trainings attended in MAPEH, and performance rating for the current year; the level of the implementation of MAPEH Grade 9 learners in the K to 12 Curriculum as perceived by the MAPEH teachers in terms of adequacy of facilities and equipment and the level of competence of the Grade 9 MAPEH teachers in terms of learning environment, curriculum and diversity of learners. The output of this study is a development plan to address the level of implementation of Grade 9 MAPEH teachers.

Sources of Data

The Grade 9 MAPEH teachers presently teaching at the Municipality of Sta. Barbara served as respondents of the study. This is composed of 15 MAPEH teachers.

Instrumentation and Data Collection

The questionnaire served as the main data gathering instrument in the assessment of the competency of MAPEH teachers teaching Arts. The questionnaire composed of 3 parts. Part I – on the profile of the MAPEH Grade 9 teachers in terms of variables. Part II – focused on the level of the implementation of MAPEH Grade 9 learners in the K to 12 curriculum in terms of adequacy of facilities and equipment and Part III – the level of competence of the Grade 9 MAPEH in terms of learning environment, curriculum and diversity of learners.

The items of the questionnaire was adopted in the various reading of the researcher from books, theses and dissertations which was presented to her adviser and panel members during the proposal defense.

The researcher asked permission from the Schools Division Superintendent, Schools Division Office I Pangasinan to administer the questionnaire to the identified respondents. As soon as the questionnaire be approved, the researcher personally distributed and retrieved the questionnaire to ensure 100 percent retrieval.

Tools for Data Analysis

The different sub-problems raised in the study were treated individually. Sub-problem 1 on the profile of the MAPEH Grade 9 teachers, frequency and percentage was used.

On sub-problem 2 and 3 – along the level of the implementation of MAPEH and the level of competence of the Grade 9 MAPEH, average weighted mean was used. The formula is:

$$AWM = \frac{\sum fx}{N}$$

Where:

AWM = Average Weighted Mean

$\sum fx$ = Distributed Frequencies

N = Number of Respondents

The table below was used for the descriptive equivalent of sub-problem 2 and 3.

Scale	Statistical Limit	Descriptive Equivalent	
		Sub-Problem 2	Sub-Problem 3
5	4.50-5.00	Well Implemented (WI)	Very Competent (VC)
4	3.59-4.49	Implemented (I)	Competent (C)
3	2.50-3.49	Moderately Implemented (MI)	Moderately Competent(MC)
2	1.50-2.49	Slightly Implemented (SI)	Slightly Competent (SC)
1	1.00-1.49	Not Implemented (NI)	Not At All (NAA)

CHAPTER 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis of findings and interpretation of the gathered data relative to sub-problems raised in the study.

Profile of the Grade 9 MAPEH Teachers

In Terms of Variables

This section presents the profile of the Grade 9 MAPEH teachers in terms of their highest educational attainment, number of years teaching MAPEH, relevant in-service trainings attended in MAPEH and performance rating for the current year. The data was presented in Table 1 in answer to sub-problem 1.

Table 1
Profile of the Grade 9 MAPEH Teachers
in Terms of Variables
N=15

A. Highest Educational Attainment	AWM	D.E.
Master of Arts in Education	2	13.34%
Academic Requirements in MAEd	5	33.33%
Units in MAEd	3	20.40%
Bachelor of Science in Education	5	33.33%
Total	15	100%
B. Number of Years Teaching MAPEH		
0-5 years	1	6.67
6-10 years	5	33.33
11 to 15 years	8	53.33
16 and above	1	6.02
Total	15	100%
C. Relevant In-Service Trainings Attended in MAPEH		
National Level	5	33.33%
Regional Level	10	
Division Level	15	100%
Congressional Level	15	100%
School-Based	15	100%
D. Performance for the Current Year		
Outstanding	2	13.34%
Very Satisfactory	10	66.66%
Satisfactory	3	20%
Total	15	100%

Table 1 presents the profile of the Grade 9 MAPEH teachers in terms of their highest educational attainment, number of years teaching MAPEH, relevant in-service trainings attended and performance rating for the current year. Looking at the table, the Grade 9 teachers majority of them finished the baccalaureate degree and others – academic requirements in MAEd, they have 11 to 15 years training experience and has attended various in-service trainings in MAPEH and regarding their performance rating, they belonged to “very satisfactory” rating. This implies the need for the Grade 9 MAPEH teachers to update their professional growth and development particularly on educational attainment. Since they have attended various in-service trainings still the Grade 9 MAPEH teachers are still wanting to attend seminars in line with MAPEH.

Level of Implementation of MAPEH in Arts Component of Grade 9 Teachers

This section presents the level of the implementation of MAPEH in Arts component of Grade 9 learners. Table 2 presents the data in answer to sub-problem 2.

Table 2
Level of the Implementation of MAPEH
In Arts Component of Grade 9 Teachers

A. Adequacy of Facilities and Equipment	AWM	D.E.
1. Audio-visual materials	3.20	MA
2. Pictorial materials	3.20	MA
3. Posters	2.40	SA
4. Graphic materials	2.40	SA
5. Flannel board	3.40	MA
6. Chalkboard	3.20	MA
7. Bulletin board	3.40	MA

8. Sample projects	2.40	SA
AWM	3.38	MA
B. Appropriate Teaching Strategies		
1. Discussion	3.20	MA
2. Expository method	2.40	SA
3. Demonstration	3.20	MA
4. Asking question method	3.40	MA
5. Guided discovery method	3.40	MA
AWM	2.57	MA

Legend:

Scale Statistical Limit

5 4.50-5.00

4 3.50-4.49

3 2.50-3.49

2 1.50-2.49

1 1.00-1.49

Descriptive Equivalent (DE)

Very Adequate/Appropriate (VA)

Adequate/Appropriate (A)

Moderately Adequate/Appropriate(MA)

Slightly Adequate/Appropriate (SA)

Not Adequate/Appropriate (NA)

Table 2 presents the level of the implementation of MAPEH in Arts component of Grade 9 learners in terms of the adequacy of facilities and equipment and appropriate teaching strategies. As gleaned in the table, the Grade 9 learners identified 8 facilities and equipment and 5 teaching strategies which they believed they are “moderately adequate” and “appropriate”. Therefore, this implies the need to procure more equipments and facilities for use in the teaching of arts as component of MAPEH and in line with teaching strategies they believed they are using the right teaching strategies although the Art teachers can still adopt other strategies that will make teaching and learning more meaningful in classroom instruction.

Level of Competence of the Grade 9 MAPEH Teachers in the Area of Arts

This section presents the level of competence of the Grade 9 MAPEH teachers in the area of Arts in terms of learning environment curriculum and diversity of learning. Table 3 presents the data in answer to sub-problem 3.

Table 3
Level of Competence of the Grade 9 MAPEH Teachers
in the Area of Arts in Terms of Variables

A. Learning Environment	AWM	D.E.
1. School should prepare learners for analyzing and solving the school problems that they will face as adults.		
2. Schools should develop learners' ability to think deeply and analytically rather than focus on temporary matters.	3.20	MC
3. School should plan for increase in social interaction.		
4. School should provide adequate learning environment.	3.20	MC
5. School should provide facilities and equipment.	2.40	SC
	3.40	MC
	2.40	SC
AWM	2.92	MC
B. Curriculum		
1. Include a common body of knowledge that all learners should learn.	3.40	MC
2. Curriculum should focus on the great ideas that survived through the time and related present day challenges.		
3. It should emphasize relating what is learned to the real world through internship.	3.20	MC
4. The curriculum should focus on 3 domains of educational objectives.	3.40	MC
5. It should describe the educational policy of the school.	3.40	MC
	2.40	SC
AWM	3.16	MC
C. Diversity of Learners		
1. Learners should be guided by the teacher and help them.		
2. Learners must be taught about change and how to bring about change.	3.40	MC
	3.20	MC

3. Learners must be questioned and protested until they discover the truth in text subject.	3.20	MC
4. They should learn effectively through social interaction.	2.40	SC
5. They should decide what they need to learn.	2.40	SC
AWM	3.08	MC

Continuation of Table 3

Scale	Statistical Limit	Legend:
5	4.50-5.00	Descriptive Equivalent (DE)
4	3.50-4.49	Very Competent (VC)
3	2.50-3.49	Competent (C)
2	1.50-2.49	Moderately Competent (MC)
1	1.00-1.49	Slightly Competent (SS)
		Not Competent (NC)

Table 3 presents the level of competence of the Grade 9 MAPEH teachers in terms of learning environment, curriculum and diversity of learner. Looking at the table, the respondents identified 5 items each for every variables used and majority of each item revealed to a “moderately competent” and the rest were revealed to a “slightly competent.” These are for learning environment “School should plan for increased in said interaction” and “school should provide facilities and equipment”; for curriculum, it should describe the educational policy of the school and for diversity of learners. They should learn effectively through social interaction. The 3 variables was revealed to “moderately competence”. This implies for Grade 9 teachers to be more aware on their level of competence particularly in curriculum development.

Proposed Intervention Measures to Address the Level of Implementation of the Grade 9 Teachers

This section presents the output of this study which is intervention measures to address the level of implementation of the Grade 9 MAPEH teachers in the teaching of Arts in the Municipality of Sta. Barbara.

The intervention measure was based on the analysis of the findings made by the researcher which was focused more on the adequacy of physical facilities and appropriate teaching strategies. These were identified by the researcher as common problem so as to come up with a proposed intervention measures.

Proposed Intervention Measures

Areas of Concern	Intervention Measures
A. Adequacy of Facilities and Equipment	1. Procurement of more facilities and equipment through the MOOE of the school heads in the Municipality of Sta. Barbara. - Tap government and non-government officials for the procurement of facilities. - Conduct PTA meeting for purposes of procurement of facilities and equipment. - Get a share in the local school board.
B. Appropriate Teaching Strategies	1. The school heads should conduct series of in-service trainings in line with teaching strategies to be used in the teaching Arts as a component of MAPEH. 2. The Grade 9 MAPEH teachers should be instructed to attend trainings in the use of correct teaching strategies in MAPEH.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn and the recommendations being offered relative to the different sub-problems raised in the study.

Summary

This study used the descriptive method of research using a questionnaire as the main data gathering instrument in the assessment of the competency of MAPEH teachers in teaching Arts, which focused on the profile of the MAPEH Grade 9 teachers in the Municipality of Sta. Barbara in terms of their educational attainment, number of years teaching MAPEH, relevant in-service trainings attended in MAPEH, and performance rating for the current year; the level of the implementation of MAPEH Grade 9 learners in the K to 12 Curriculum as perceived by the MAPEH teachers in terms of adequacy of facilities and equipment and the

level of competence of the Grade 9 MAPEH teachers in terms of learning environment, curriculum and diversity of learners. The output of this study is intervention measures to address the level of implementation of Grade 9 MAPEH teachers.

Frequency, percentage and average weighted mean was used to treat the different sub-problems. The 15 MAPEH teachers teaching Arts served as respondents of the study.

Findings

1.0. Profile of the Grade 9 MAPEH Teachers in Terms of Variables

- 1.1. Majority of the Grade 9 MAPEH teachers finished the academic requirements in Master of Arts in Education and Bachelor of Science in Education 5 or 33.33 percent.
- 1.2. In terms of number of years teaching MAPEH, majority of them belonged to 11 to 15 years, 8 or 53.33 percent.
- 1.3. Along relevant in-service trainings attended, the Grade 9 MAPEH teachers attended various in-service trainings from regional level to school-based level, however, only 5 or 33.33 percent was given the chance to attend the national level conference.
- 1.4. Majority of the Grade 9 MAPEH teachers' performance rating was "Very Satisfactory" 10 or 66.66 percent.

2.0. Level of Implementation of MAPEH in Arts Component of Grade 9 Teachers in the K to 12 Curriculum

- 2.1. Majority of the Grade 9 MAPEH teachers revealed the adequacy of facilities and equipment to "moderately adequate" with 3.38 average weighted mean.
- 2.2. Along appropriate teaching strategies, they revealed to "moderately appropriate with 2.57 which means 2.57 average weighted mean,

3.0. Level of Competence of the Grade 9 MAPEH Teachers in the Area of Arts in Terms of Variables

- 3.1. In terms of learning environment, the Grade 9 MAPEH teachers majority of them revealed to 2.92 "moderately competent".
- 3.2. Along curriculum, majority of the respondents believed that the level of competence along curriculum 3.16 average weighted mean which means "moderately competent".
- 3.3. Majority of the Grade 9 MAPEH teachers, to the level of competence in terms of diversity of learners was "moderately competent" 3.08 average weighted mean.

4.0. Proposed Intervention Measures to Address the Level of Implementation of the Grade 9 MAPEH Teachers

- 4.1. The proposed intervention measures can address the level of implementation of the Grade 9 MAPEH teachers.

Conclusions

Based on the analysis of the findings made, the following conclusions were drawn:

1. The profile of the Grade 9 teachers can still be updated as part of their professional growth and development.
2. The level of implementation of MAPEH in Arts component can be fully implemented by the Grade 9 teachers.
3. Generally, the level of competence of the Grade 9 teachers can be improved in terms of curriculum and diversity of learners.
4. Generally, the proposed development plan can help the Grade 9 teachers in the teaching of Arts.

Recommendations

Based on the conclusions, the following recommendations are hereby developed.

1. The proposed intervention measures should be forwarded to DepED authorities particularly school heads in the Municipality of Sta. Barbara for implementation.
2. The Grade 9 MAPEH teachers should be encouraged to enroll in the Graduate Program for professional growth and development.
3. The school administrators through their MOOE should procure more facilities for use in the teaching of Arts.
4. Other studies can be conducted to validate the findings of the study.

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APPENDIX A

LETTER OF REQUEST FOR PERMISSION TO CONDUCT THE STUDY

LYCEUM-NORTHWESTERN UNIVERSITY
INSTITUTE OF GRADUATE AND PROFESSIONAL STUDIES
Dagupan City

The Schools Division Superintendent
Schools Division Office I Pangasinan
Lingayen

Madam:

May I ask permission to conduct a research study entitled **“COMPETENCY OF GRADE 9 MAPEH TEACHERS IN THE TEACHING OF ARTS”** in partial fulfillment of the requirements for the degree **MASTER OF ARTS IN EDUCATION** at the Lyceum-Northwestern University, Dagupan City during the academic year 2023-2024.

In this connection, kindly allow me to administer the questionnaire to the Grade 9 MAPEH teachers in Banaoang National High School, Schools Division Office I Pangasinan.

I would be very thankful for your favorable action.

Very truly yours,

(Sgd.) **DANICA GAIL F. VALLO**
Researcher

Noted:

(Sgd.) **CHRISTOPHER A. DE VERA, Ed. D**
Thesis Adviser

APPROVED:

(Sgd.) **FATIMA R. BOADO, Ed. D., CESO VI**
Schools Division Superintendent

APPENDIX B QUESTIONNAIRE FOR GRADE 9 MAPEH TEACHERS

Dear Respondents,

The undersigned is presently conducting a research work entitled **“COMPETENCY OF GRADE 9 MAPEH TEACHERS IN THE TEACHING OF ARTS”** in partial fulfillment to the requirements for the degree **MASTER OF ARTS IN EDUCATION** at the Lyceum-Northwestern University Graduate School, Dagupan City this academic year 2023-2024.

Attached herewith is my questionnaire as my data gathering instrument. Kindly fill up the necessary information. Rest assured that all responses be kept confidential.

Thank you very much.

Very truly yours,

(Sgd.) **DANICA GAIL F. VALLO**
Researcher

Part I. Profile of the Grade 9 MAPEH Teachers in Terms of Variables**Directions:** Kindly put a check (/) mark on the space provided for each item.

- A. Highest Educational Attainment
 _____ Master of Arts in Education
 _____ Academic Requirements in MAEd
 _____ Units in MAPEH
 _____ BSE
 _____ Others (Please specify)
- B. Number of Years Teaching MAPEH
 _____ 0-5 years
 _____ 6-10 years
 _____ 11 to 15 years
 _____ 16 years and above
- C. Relevant In-Service Trainings Attended in MAPEH
 _____ National level
 _____ Regional level
 _____ Division level
 _____ Congressional level
 _____ School-based
- D. Performance Rating for the Current Year
 _____ Outstanding
 _____ Very Satisfactory
 _____ Satisfactory
 _____ Others (Please specify)

Part II. Level of Implementation of MAPEH in Arts Component of Grade 9 Teachers**Directions:** Kindly put a check (/) mark on the blank provided for each space using the scale below.

Scale	Statistical Limit	Descriptive Equivalent (DE)
5	4.50-5.00	Very Adequate/Appropriate (VA)
4	3.50-4.49	Adequate/Appropriate
3	2.50-3.49	Moderately Adequate/appropriate(MA)
2	1.50-2.49	Slightly Adequate/Appropriate (SA)
1	1.00-1.49	Not Adequate (NA)

A. Adequacy of Facilities and Equipment		VA (5)	A (4)	MA (3)	SA (2)	NA (1)
1. Audio-visual materials						
2. Pictorial materials						
3. Posters						
4. Graphic materials						
5. Flannel board						
6. Chalkboard						
7. Bulletin board						
8. Sample projects						
B. Appropriate Teaching Strategies						
1. Discussion						
2. Expository method						
3. Demonstration						
4. Asking question method						
5. Guided discovery method						

Part III. Level of Competence of the Grade 9 Teachers in Terms of Variables**Directions:** Kindly put a check (/) mark on the space provided for using the scale below.

Scale	Statistical Limit	Descriptive Equivalent (DE)
5	4.50-5.00	Very Competent (VC)
4	3.50-4.49	Competent (C)
3	2.50-3.49	Moderately Competent (MC)
2	1.50-2.49	Slightly Competent (SS)
1	1.00-1.49	Not Competent (NC)

A. Learning Environment	VA (5)	A (4)	MA (3)	SA (2)	NA (1)
1. School should prepare learners for analyzing and solving the school problems that they will face as adults. 2. Schools should develop learners' ability to think deeply and analytically rather than focus on temporary matters. 3. School should plan for increase in social interaction. 4. School should provide adequate learning environment. School should provide facilities and equipment.					

B. Curriculum	VA (5)	A (4)	MA (3)	SA (2)	NA (1)
1. Include a common body of knowledge that all learners should learn. 2. Curriculum should focus on the great ideas that survived through the time and related present day challenges. 3. It should emphasize relating what is learned to the real world through internship. 4. The curriculum should focus on 3 domains of educational objectives. 5. It should describe the educational policy of the school.					

AWM

C. Diversity of Learners					
1. Learners should be guided by the teacher and help them. 2. Learners must be taught about change and how to bring about change. 3. Learners must be questioned and protested until they discover the truth in text subject. 4. They should learn effectively through social interaction. 5. They should decide what they need to learn.					

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