

# INTEGRATION OF ARTS IN TEACHING PHYSICAL EDUCATION

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**Abstract :** This study explored the integration of arts into Physical Education (P.E.) instruction among teachers in Urdaneta City, aiming to assess how various forms of art are incorporated into P.E. classes and to examine the relationship between teachers' professional and demographic profiles and their integration practices. Specifically, the research investigated the types of art activities included in P.E., the extent of their integration, the challenges teachers face in this endeavor, and potential interventions to improve implementation. A descriptive-correlational research design was employed, and data were gathered through survey questionnaires distributed to selected P.E. teachers across public and private schools in Urdaneta City.

The findings revealed that half of the respondents held a Bachelor's degree, with many pursuing or having completed graduate studies. Most had between 1–5 years of teaching experience, and a majority specialized in MAPEH (Music, Arts, Physical Education, and Health). Dance, music, and theater arts were found to be well integrated into P.E. instruction, with high average weighted means, while visual and literary arts showed moderate integration. The overall integration level was rated as “well integrated” with a weighted mean of 4.28.

Spearman correlation analysis indicated no significant relationship between arts integration and variables such as educational attainment, teaching experience, and specialization. However, seminar attendance showed a statistically significant relationship, suggesting that professional development plays a vital role in enhancing arts integration practices. Despite positive integration levels, challenges remained. Teachers reported limited instructional time, lack of training specifically on arts integration, inadequate resources such as costumes and art materials, and insufficient confidence or expertise in some art forms.

Based on these findings, the study concludes that while arts integration in P.E. is generally practiced, it is not maximized due to systemic and resource-related barriers. To address these challenges and improve performance, the study recommends the following: (1) implement targeted professional development programs focusing on interdisciplinary strategies and creative lesson planning; (2) allocate sufficient resources and teaching materials to support arts integration; (3) encourage collaboration between P.E. and arts educators through peer mentoring and team teaching; and (4) align curriculum policies to include flexible, arts-based learning competencies. Future research is encouraged to evaluate the long-term impact of arts-integrated P.E. on student performance, creativity, and engagement. Overall, the study underscores the importance of arts integration as a means to enrich physical education and foster holistic student development.

**IndexTerms - Component,formatting,style,styling,insert.**

## I. INTRODUCTION

It has become one of the influential approaches to education in school settings worldwide. The integration of the arts in physical education develops interdisciplinary learning and encourages student participation; it promotes a holistic approach to development. Arts integration, particularly in MAPEH (Music, Arts, Physical Education, and Health), can bridge the gaps between cognitive and physical activities. This will provide students with a well-rounded learning experience because it can develop creative and emotional skills alongside physical abilities based on the connection of different forms of knowledge.

Internationally, many have employed arts integration in schools to address diverse learning styles and needs. As portrayed by studies from the United States and Finland, learning in such classrooms where for example physical education is blended with arts integration becomes enjoyable and interactive making subjects easier for students to understand (Chappell et al., 2021). Integrations of arts in physical education may include forms of dance, music, drama, and visual arts in efforts to try to teach a child body coordination, movements in patterns, and maybe even some cultural appreciation. For example, the incorporation of traditional or folk dance can help students connect with their cultural roots while simultaneously developing physical fitness, rhythmic skills, and teamwork (Wright & Shultz, 2023); however, the effectiveness of this approach is contingent upon the training of educators, because proper guidance is essential for maximizing the benefits of such integration. However, the rewards are huge only if ideas about arts integration go hand in hand with a commitment to employing novel teaching strategies. ([taylorfrancis.com/books/integration-merryl-goldberg](http://taylorfrancis.com/books/integration-merryl-goldberg))

Further research from Canada will make it stronger in the claim that arts integration in Physical Education enables students to develop crucial skills related to problem-solving, collaboration, and critical thinking. If Physical Education teachers introduce an activity of artistic expression-related experience such as creating movement sequences or interpreting music through movement, it enables students to appreciate the value of arts while developing social and emotional skills that define lifelong learning (Smith & Thomas, 2023). Wright & Shultz argue that arts education can help students' internal locus of control; artistic activities help open another avenue for PE; but makes learning seem more relevant and fun for the students who are less interested in routine Physical Education activities.

The department views arts integration as important in terms of the holistic development of the students, which has been a key part of the curriculum of MAPEH. The Philippines is considered a great nation, rich in heritage and culture, and thus holds its ideal place as a country to be included in traditional arts and cultural practice in P.E. classes. Cultural activities in which Filipino students can participate while improving their physical skills and building up national identity include folk dance, indigenous games,

or even dramatized storytelling. However, despite the said benefits, arts integration in Physical Education in the Philippines also suffers from several setbacks. However, resource inadequacies, inadequate teacher training, and curricular time constraints will most likely hinder the proper execution of arts-based approaches, particularly in public schools with fewer resources (Cabigon, 2022).

Case studies from Urdaneta City and other cities within the Philippines reveal that while P.E. teachers claim to believe in arts, they face tremendous barriers; professional development programs focused on arts integration are one such limiting access. Due to the increasing practice of arts integration within other parts of the world, the challenges and opportunities of this approach in the Philippine context need study to inform policy and support systems that may empower its teachers (Garcia & Dizon, 2022). This study, focusing on P.E. teachers of Urdaneta City provides an opportunity to understand localized challenges they face in arts integration; however, specific resources and interventions may be needed to support effective arts-based teaching in P.E. (<https://francispress.com/papers/17420>)

This research aims to provide an evidence-based framework to support the integration of arts within P.E. in the Philippines; potentially benefiting educators and students by creating a more engaging, culturally rich learning environment. By contributing to the body of knowledge on arts integration in education, this study may influence policy and practice—not only in Urdaneta City but also in broader contexts where similar challenges exist. However, the implications extend beyond immediate educational practices, because they can reshape perceptions of arts in diverse learning settings. Although the focus is on a specific locale, the findings might resonate with other regions facing parallel issues.

### Theoretical Framework

The theoretical bases of this study are the Constructivist Learning Theory by its author, Gardner's Multiple Intelligences Theory, and Embodied Learning Theory. All of these approaches find their grounding in multi-modal learning, learner engagement, and whole-person development, which are strategic components of arts integration in MAPEH.

**Constructivist Learning Theory.** Based on the work of Jean Piaget and Lev Vygotsky among others, constructivist theory grounds knowledge construction on the activity of learners in the learning process. The constructivist principle holds that people learn best through authentic, experiential learning that fosters personal meaning-making (Vygotsky, 1978). For arts integration with P.E., this theory supports the idea that students benefit from being able to physically and creatively engage with tasks that might be movement-art-investigations- "interpretive dances to music and cultural narratives as a tool for role play."

Constructivist learning also emphasizes interactive engagement that is a cross-cutting feature of P.E. learning, including teamwork and affiliated activities. Research suggests that arts-integrated activities enhance not only personal engagement but also social engagement that results in peer relationships and communication skills (Chappell et al., 2021). Arts integration in placing students within these activity-rich environments resonates with the constructivist model in facilitating effective and sustained learning.

**Gardner's Theory of Multiple Intelligences.** The theories and ideas about multiple intelligences advance the traditional notion of intelligence. For him, humans have unique kinds of cognitive strength across such areas as linguistic, logical-mathematical, bodily-kinesthetic, and spatial intelligence (Gardner, 1983). This theory applies to MAPEH, which correlates bodily-kinesthetic intelligence in P.E., and artistic activities improve one's spatial and musical intelligence.

Arts in P.E. It allows teachers to address multiple intelligences, lending support to a wider range of personal strengths and ways of learning. For example, in PE, music and rhythm can activate musical intelligence; choreography and movement use bodily-kinesthetic intelligence. Creating visual notation of movement sequences can involve spatial intelligence with the visual arts infusion; this way, different and inclusive learning is accommodated. According to recent research, when arts are integrated into P.E., children's various kinds of intelligences blossom and become more activated as well as interested (Smith & Thomas, 2023). In that sense, Gardner's theory becomes a solid basis for explaining how integration with arts can expand instructional methods to fulfill the varied needs of individual students.

**Embodied Learning Theory.** Based on the embodied learning theory, they argue that it places an integral role of the bodily experience in the process of cognition and advocates for the integration of arts into P.E. These promote learning by movement and bodily engagement. Theorists in embodied learning assert that cognition is not entirely a mental process but is highly connected to sensory and motor experience (Shapiro, 2020). This is especially suitable for a class like P.E., where physical activity is core, and art genres like dance, drama, and movement-based games enhance the realization of the learning concept.

Arts integration fits well with embodied learning in P.E. because it lets students engage in the academic content with their bodies, so abstract topics turn into concrete. For example, understanding the concept of rhythm and timing in dancing can also provide students with knowledge of tempo and beat in music. In addition, embodied learning promotes social-emotional development; students learn self-expression as well as empathy through collaborative arts activities within physical education activities (Wright & Shultz, 2023). The embodied learning aspect in P.E. He focuses on the correlation of physical participation and cognitive advancement; thereby, he underlines incorporating arts into learning as a wholesome method of education.

**Social Learning Theory.** Albert Bandura's Social Learning Theory focuses on how humans acquire from observing a model present but not essentially because of the observation. The wider importance of social learning, besides the general implication of learning in group set-ups, such as P.E. class, is pinpointed. At its core, Bandura (1986) states that learning behaviors and skills is via observation, one of the major characteristics that must define arts integration in P.E. because most students learn from their observations of what teachers or other peers can do to apply or reproduce them into something tangible. This theory has an application because it promotes learning through shared experiences, performances, and even group projects. Social learning processes are a critical aspect of acquiring both artistic and physical skills in P.E. (Cabigon, 2022).

**Barriers and pedagogic implications.** There are actual barriers to the teacher's implementation of arts in P.E. that extend beyond just issues of resource inadequacies, poor training, and insufficient time in the curriculum. Of course, such barriers preclude the effective execution of an arts-integrated approach. However, Constructivist Theory, Gardner's Multiple Intelligences, and Embodied Learning combine to create a rich underpinning for developing interventions that can support teachers. Targeted

professional development programs (and resources) that give teachers support on how to integrate arts and P.E. activities would help alleviate barriers to arts integration (Garcia & Dizon, 2022).

**Evidence-Based Proposed Interventions.** From the above theoretical frameworks, evidence-based proposed interventions include:

**Professional Development Programs:** To train teachers on how to effectively integrate arts with P.E., such training programs shall be introduced (which can serve to accommodate constructivist and embodied learning principles). In addition to this, creative ways of teaching encouraged through multiple intelligences would be adopted in the process.

**Resource Allocation and Curriculum Design:** Resources such as materials that can be used in arts-based P.E. along with adaptable curriculum designs that can accommodate flexibility for incorporating arts integration amongst others shall also help teachers in doing so.

**Collaborative networks and peer learning:** Instruct learners to initiate peer networks or communities of practice, which may help the model best practices in arts integration through a role perceived to be endorsed by Social Learning Theory.

It has both sets of theories and interventions that support incorporating arts into teaching P.E.; though it complements a more-rounded approach addressing the wide needs of the learners, they are challenging in practicality for teachers. This framework also suggests that the incorporation of arts, guided by such theories, can help in engaging more students better and facilitating holistic learning as well as improving teachers' effectiveness.

### Conceptual Framework

This study, titled "Integration of Arts in Teaching P.E.," explores the incorporation of artistic activities into Physical Education (P.E.) instruction among teachers in Urdueta City. Grounded in interdisciplinary learning, this research aims to investigate the profiles of P.E. teachers, the extent and types of arts integration in their teaching, the relationships between these factors, and the challenges they face. Ultimately, the study seeks to propose intervention measures to enhance arts-based teaching in P.E.

The integration of arts into P.E. aligns with national and international education policies that promote holistic and innovative teaching approaches:

**Republic Act No. 10533 (Enhanced Basic Education Act of 2013)** emphasizes the need for a well-rounded education, encouraging the integration of various disciplines, including arts and physical education, to improve learning outcomes (Republic Act No. 10533, 2013).

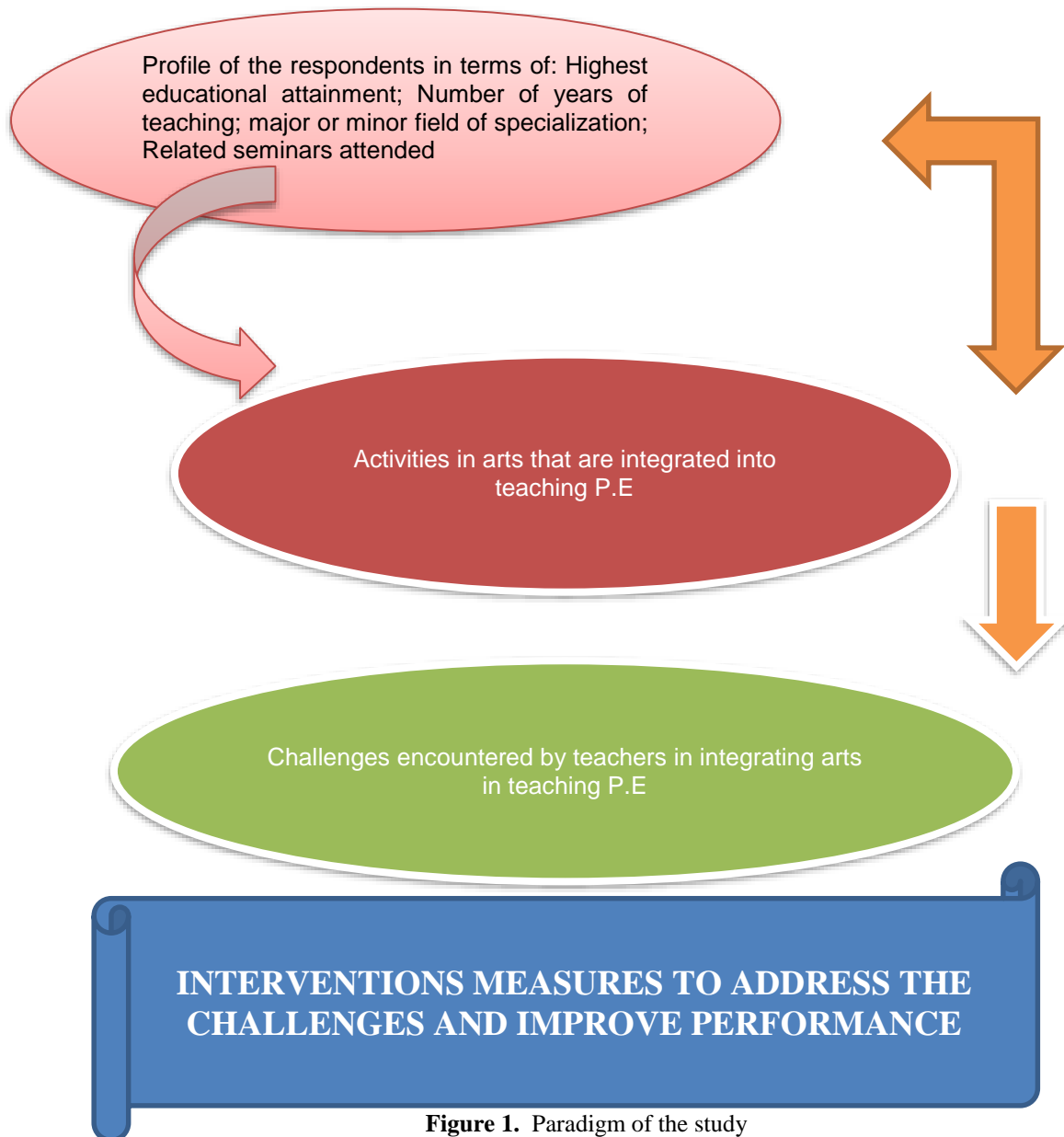
**DepEd Order No. 8, s. 2015.** A policy from the Department of Education that supports the use of diverse and creative assessment methods, reinforcing the value of interdisciplinary learning, including arts in P.E (DepEd, 2015).

**UNESCO's Quality Physical Education (QPE) Guidelines** advocate for the incorporation of creative activities in physical education, promoting inclusivity and student engagement (UNESCO).

**Article XIV, Section 19 of the Philippine Constitution** mandates the promotion of physical education, sports, and arts as integral to students' holistic development (Philippine Constitution).

This conceptual framework serves as the foundation for the study, providing a structured analysis of the integration of arts in teaching P.E. By investigating teacher profiles, instructional practices, and challenges, the research aims to develop effective interventions to enhance the implementation of arts-based strategies in physical education. The alignment with relevant laws and policies ensures the study's educational significance and applicability.

The researcher observed that teachers are hard up in integrating the arts in Physical Education, hence this study.



**Figure 1.** Paradigm of the study

This research aims to examine the integration of arts in teaching Physical Education (P.E.) among teachers in Urdaneta City. Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
2. a. Highest educational attainment;
3. b. Number of years of teaching;
4. c. Major or minor field of Specialization;
- d. Related seminars attended?
5. What are the activities in arts that are integrated into teaching P.E.?
6. Is there a significant relationship between the integration of art activities in P.E. and the profile of the respondents?
7. What challenges do teachers encounter in integrating arts in teaching P.E.?
8. Based on the findings, what intervention measures can be proposed to address the challenges and improve performance?

### NULL HYPOTHESIS

This study will test the following null hypotheses:

1. There is no significant relationship between the highest educational attainment of P.E. teachers and the integration of art activities in teaching P.E.
2. There is no significant relationship between the number of years of teaching experience of P.E. teachers and the integration of art activities in teaching P.E.
3. There is no significant relationship between whether P.E. is a major or minor subject for the teacher and the integration of art activities in teaching P.E.
4. There is no significant relationship between the attendance of teachers in related seminars and the integration of art activities in teaching P.E.

These null hypotheses assume no significant correlation between the respondents' profiles and the extent of arts integration in P.E. instruction.

### SCOPE AND DELIMITATION OF THE STUDY

This study focuses on the integration of arts in teaching Physical Education (P.E.) among teachers in Urdaneta City. It examines the profiles of 50 P.E. teachers as respondents, specifically analyzing their highest educational attainment, number of years in teaching, whether P.E. is their major or minor subject, and attendance at related seminars.

The study explores the types and extent of artistic activities integrated into P.E. instruction, such as dance, music, visual arts, and drama. It seeks to determine the relationship between the teachers' profiles and the integration of arts and identify the challenges encountered in implementing arts-based activities in P.E.

This study aims to provide valuable insights into how artistic activities can enhance P.E. instruction, identify the factors influencing their integration, and recommend solutions to overcome challenges faced by educators.

This research is delimited to:

1. The geographical scope of Urdaneta City, focusing exclusively on P.E. teachers within this area.
2. The artistic activities integrated into P.E., excluding other interdisciplinary approaches or non-art-based strategies.
3. The respondents' self-reported data through surveys and interviews, which may introduce limitations related to personal biases or varying interpretations.

The findings and proposed interventions are intended to address challenges specific to arts integration in P.E. instruction, and the results may not be generalizable to other areas or disciplines outside the scope of this study.

### SIGNIFICANCE OF THE STUDY

This study on the Integration of Arts in Teaching Physical Education (P.E.) is significant for various stakeholders in the educational field. By examining the incorporation of artistic activities in P.E. instruction, this research aims to provide insights that will benefit the following:

**P.E. Teachers.** The findings will help teachers understand the value of integrating arts into P.E. and provide them with strategies to enhance student engagement and learning outcomes. It will also help identify challenges they face in implementing arts-based activities and propose practical solutions.

**Students.** By integrating arts into P.E., students may develop a deeper appreciation for both disciplines, leading to improved creativity, motor skills, and overall engagement in physical activities. The study will also highlight how arts-based teaching strategies can make P.E. more enjoyable and inclusive.

**School Administrators.** The study will provide school leaders with data-driven recommendations on how to support P.E. teachers in integrating arts into their lessons. This includes policy development, teacher training, and curriculum enhancement.

**Curriculum Developers.** The findings will serve as a reference for curriculum planners in designing well-rounded P.E. programs that incorporate artistic elements, aligning with national education standards and holistic learning approaches.

**Department of Education (DepEd).** This research will contribute to ongoing efforts in improving interdisciplinary education by supporting policies and initiatives that integrate arts into various subjects, including P.E.

**Future Researchers.** This study will serve as a foundation for further research on interdisciplinary teaching approaches, particularly in the integration of arts and physical education. It can also guide future studies in expanding the scope to other disciplines or geographical areas.

Overall, this study emphasizes the importance of a well-rounded education by demonstrating how arts integration in P.E. can enhance both physical and creative development, ultimately improving the quality of teaching and learning in schools.

### DEFINITION OF TERMS

To ensure clarity and a shared understanding of key concepts used in this study, the following terms are defined operationally:

**Arts Integration.** The incorporation of artistic elements such as music, dance, drama, and visual arts into P.E. instruction to enhance student engagement and learning.

**Physical Education (P.E.).** A subject in the school curriculum that focuses on the development of physical fitness, motor skills, and overall well-being through various physical activities and sports.

**P.E. Teachers.** Educators responsible for teaching physical education in schools, including those for whom P.E. is either a major or minor teaching subject.

**Artistic Activities.** Specific forms of artistic expression used in P.E., such as dance routines, rhythmic exercises, creative movement, and visual representations of sports techniques.

**Interdisciplinary Learning.** An educational approach that combines multiple subjects, in this case, the integration of arts and physical education, to create a more holistic learning experience.

**Teacher Profile.** The background characteristics of P.E. teachers, including their highest educational attainment, years of teaching experience, specialization in P.E., and attendance at relevant seminars.

**Extent of Integration.** The frequency and degree to which artistic activities are incorporated into P.E. lessons, ranging from occasional use to a structured part of the curriculum.

**Challenges in Arts Integration.** The difficulties or barriers that P.E. teachers encounter when incorporating arts into their teaching, including lack of resources, time constraints, and insufficient training.

**Intervention Measures.** Proposed strategies, training programs, or policy recommendations designed to improve the integration of the arts in teaching P.E. and address identified challenges.

These definitions provide a clear framework for understanding the key concepts discussed throughout the study.

## RESEARCH METHODOLOGY

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

### Research Design

The researcher employed the descriptive method of research by utilizing a questionnaire as the main tool in gathering the needed data. As defined by Calmorin (2016), it is descriptive because it aims to provide an accurate description of a situation of an association between variables from which one can then make some statements about a certain group or population. The primary aim in administering this method is to describe the nature of situation as it exists at the time of the study and to explore the causes of the phenomena.

Along this line, the descriptive method of research will be employed in this study to describe the profile of the public and private secondary school teachers in Urdaneta City, Division. Furthermore, the same descriptive method of research will be utilized to assess the instructional competence of MAPEH teachers.

This study is also developmental as it developed intervention measures addressing the needs which were identified to improve the instructional competence of MAPEH teachers teaching PE as an output of this study.

### Sources of Data

The subjects of this study are 52 teachers teaching PE, 26 public and 26 private secondary school teachers in Urdaneta City.

**Table 1**  
**Distribution of Respondents**  
 N=52

Schools	No. of MAPEH Teachers	%
Public Schools	26	50%
Private Schools	26	50%
<b>TOTAL</b>	<b>52</b>	<b>100</b>

### Instrumentation and Data Collection

The researcher used the questionnaire as the major data instrument in this study.

The researcher adopted a questionnaire of similar researches on the Integration of Arts in Physical Education which consisted of (1) The profile of MAPEH teachers teaching PE in terms of 1.1 Highest Educational attainment, 1.2 major / minor field of specialization 1.3 years of experience in teaching PE, 1.4 Relevant seminars/ in-service trainings attended; the frequency counts and corresponding percentage (%) was computed for each of the aforementioned variables.

Before the conduct of the study the researcher strictly observed the following standard operating procedures: Secure permit from the Schools Division Superintendent and a letter of permission will be sent to the public schools district supervisors and different school heads of public and private secondary schools to administer the questionnaires to the intended respondents. The researcher personally administered and retrieved the instrument. Data were based from the respondents answers and it was carefully tallied, tabulated, and analyzed.

### Tools for Data Analysis

Appropriate statistical tools was utilized to enable the researcher to come up with the valid and reliable interpretation of the data gathered.

**For sub-problem No. 1** on the profile of the respondents , frequency counts and percentages was used .

$$P = \frac{F}{N} \times 100 \quad ; \quad AWM = \frac{\sum X}{N} \times 100$$

Where:

P = percentage ,AWM= Ave.Wt. Mean  
 f = frequency ,  $\sum X$ =Sum of the mean  
 N = no. of cases

**For sub-problem No. 2** on the the activities in arts that are integrated into teaching P.E the average weighted mean and a five-point Likerts scale was used . as shown below and the descriptive equivalent .

Rating Scale	Point Range	Descriptive Equivalent
5	4.21 – 5.00	Well integrated
4	3.41 - 4.20	Integrated
3	2.61 - 3.40	Moderately Integrated
2	1.81 – 2.60	Fairly Integrated
1	1.00 – 1.80	Not Integrated

**For sub-problem No. 3** significant relationship between the integration of art activities in P.E. and the profile of the respondents, Spearman Coefficient Correlation was used .

$$r_s = 1 - \frac{6 \sum D^2}{N^3 - N} \quad \text{where: } r_s \text{ . Spearman rho}$$

$\sum D^2$  - Sum of the squared difference between ranks

**For sub-problem No. 4** on the challenges teachers encounter in integrating arts in teaching P.E., the average weighted mean and a five-point Likerts scale and the descriptive equivalent was used as shown below.

Rating Scale	Point Range	Descriptive Equivalent
5	4.21 – 5.00	Very Serious
4	3.41 - 4.20	Serious
3	2.61 - 3.40	Moderately Serious
2	1.81 – 2.60	Fairly Serious
1	1.00 – 1.80	Not Serious

**For sub-problem No. 5** the researcher developed Intervention Measures to address the challenges and improve performance.

### Ethical Consideration

As a form data-privacy is concern, all actions pertaining to personal information and identity of all involved in this investigation will be kept confidential. This study investigation assures all will keep all responses concealed. As a result, participants will be advised not to include any personally identifiable information in their questionnaire or test material. Their responses will likewise be kept confidential. To preserve each subject's identity, the researcher will keep their information confidential; all information acquired from the study will be coded. No names or other identifying information will be used while discussing or reporting data. The researcher will securely preserve any files and data gathered. Once the data has been completely analyzed, it will be discarded.

## IV. RESULTS AND DISCUSSION

This chapter features the presentation of the data, analysis of the data and interpretation of the data gathered in this study. The discussion is organized in the following order: the Demographic Profile of Respondents, Activities in Arts Integrated into Teaching Physical Education, Significant Relationship Between Integration of Arts Activities in Physical Education and the Profile of Respondents, Challenges Encountered by Teachers in Integrating Arts in Teaching Physical Education, and Proposed Intervention Measures.

### Demographic Profile of Respondents

Table 2 presents the demographic profile of the respondents, highlighting key aspects such as their highest educational attainment, number of years in teaching, major and minor fields of specialization, and attendance in related seminars. This information offers valuable insights into the respondents' academic qualifications, teaching experience, subject area expertise, and level of professional development. Understanding these factors helps provide context for interpreting their responses and assessing the relationship between their background and the integration of arts into Physical Education instruction.

**Table 2-a**  
**Demographic Profile of the Respondents on the Highest Educational Attainment**  
 N= 52

Highest Educational Attainment	f	Percentage
Bachelor’s Degree	26	50.00
Master’s Degree (Units Earned)	17	32.69
Master’s Degree (Completed)	5	9.62
Doctorate Degree (Units Earned)	4	7.69
Doctorate Degree (Completed)	0	0.00
<b>TOTAL</b>	<b>52</b>	<b>100.00</b>

The data revealed that half (50%) of the respondents hold a Bachelor’s Degree, indicating a foundational level of professional qualification. Meanwhile, 32.69% have earned units in a Master’s Degree program, and 9.62% have already completed their Master’s Degree. A smaller segment, 7.69%, have earned units toward a Doctorate Degree, while 0% have completed a Doctorate Degree.

This suggests that while most respondents are qualified at the undergraduate level, a significant portion are pursuing or have attained graduate-level education. This educational background may influence their approach and capacity for integrating interdisciplinary methods, such as art in PE instruction.

**Table 2-b**  
**Demographic Profile of the Respondents on the Number of Years in Teaching**  
 N= 52

Number of Years in Teaching	f	Percentage
1-5 years	41	78.85
6-10 years	11	21.15
11-15 years	0	0.00
16-20 years	0	0.00
More than 20 years	0	0.00
<b>TOTAL</b>	<b>52</b>	<b>100.00</b>

Regarding teaching experience, 78.85% of the respondents have been teaching for only 1–5 years, signifying a predominantly early-career teaching group. Meanwhile, 21.15% reported having 6–10 years of experience. No respondents indicated teaching experience of 11–15 years, 16–20 years, or more than 20 years.

This distribution reflects a teaching workforce still in the developmental phase of their professional journey. Their perspectives on art integration in PE may be shaped by contemporary educational training but may lack extensive field-based insights due to limited experience.

**Table 2-c**  
**Demographic Profile of the Respondents on Major Field of Specialization**  
 N= 52

Major Field of Specialization	f	Percentage
MAPEH	43	82.69
English	4	7.69
Science	2	3.85
Social Studies	2	3.85
Math	1	1.92
<b>TOTAL</b>	<b>52</b>	<b>100</b>

The majority of respondents, 82.69%, have MAPEH (Music, Arts, PE, and Health) as their major specialization, which strongly aligns with the subject of this study. Other respondents indicated specializations in English (7.69%), Science (3.85%), Social Studies (3.85%), and Mathematics (1.92%).

This data confirms that most participants are academically and professionally aligned with MAPEH, indicating they possess relevant pedagogical knowledge and potentially favorable dispositions toward integrating arts into PE.

**Table 2-d**  
**Demographic Profile of the Respondents on Minor Field of Specialization**  
 N= 52

Minor Field of Specialization	f	Percentage
No Minor Field	20	38.46
Physical Education	9	17.31
Arts	6	11.54
Music	5	9.62
Health	5	9.62
English	3	5.77
Filipino	2	3.85
Math	1	1.92
Science	1	1.92
<b>TOTAL</b>	<b>52</b>	<b>100.00</b>

The data shows that 38.46% reported having no minor field of specialization, indicating that a significant portion of the respondents focused primarily on their major fields. Among those who reported a minor, 17.31% identified Physical Education, which directly supports their teaching practice. This is followed by 11.54% who have Arts, and 9.62% who indicated both Health and Music as their minor specializations—fields that contribute to holistic and creative approaches in education. Additionally, 5.77% have English, 3.85% have Filipino, and 1.92% reported having both Mathematics and Science as their minor field of specialization.

These results reflect a moderately diverse range of minor fields, with an encouraging presence of subjects aligned with Physical Education and the arts. However, the high percentage of respondents without a minor specialization suggests the potential need for continuous professional development or additional qualifications to enrich interdisciplinary teaching practices, especially in integrating arts into the P.E. curriculum.

**Table 2-e**  
**Demographic Profile of the Respondents on Related Seminars Attended**  
 N= 52

Related Seminars Attended	f	Percentage
Sports Coaching Seminars	51	98.08
Pedagogical Seminars	35	67.31
Dance Seminars	34	65.38
In-Service Trainings	26	50.00
Electronic Portfolio Seminars	10	19.23

The study gathered data on the types of seminars and training sessions attended by Physical Education (P.E.) teachers in Urdaneta City, with the aim of understanding their exposure to professional development activities that may support the integration of arts into their instruction.

The results revealed that a significant majority of the respondents had attended sports coaching seminars, with 51 teachers (98.08%) indicating participation. This high percentage suggests that the primary focus of professional development for P.E. teachers remains on traditional sports and athletics. This is expected, given that sports are often seen as the core component of the P.E. curriculum. However, while these seminars enhance competence in sports instruction, they may offer limited support in integrating arts such as dance, music, theater, or visual arts.

Next in frequency were pedagogical seminars, attended by 35 teachers (67.31%). These seminars likely covered teaching strategies, classroom management, assessment, and curriculum delivery. Pedagogical training is essential as it equips educators with general teaching tools, but its direct impact on arts integration may vary depending on the specific focus of the seminars.

Dance seminars were attended by 34 teachers (65.38%), a noteworthy result that directly supports the integration of performing arts into P.E. Dance is a natural intersection between arts and physical movement, and this relatively high attendance aligns with the finding that dance was one of the most well-integrated art forms in P.E. classes. This suggests a positive relationship between targeted training in dance and actual classroom integration, underscoring the importance of arts-specific professional development.

In-service trainings were also attended by 26 teachers (50.00%). These trainings are typically organized by the Department of Education or school divisions and can vary widely in content. When focused on interdisciplinary instruction or innovative teaching approaches, in-service training may contribute to arts integration. However, the relatively moderate participation rate suggests the need for more accessible and relevant in-service programs specifically targeting arts-P.E. integration.

Lastly, electronic portfolio seminars had the lowest attendance, with only 10 teachers (19.23%) participating. This type of seminar likely focused on digital documentation, student assessment, and technological tools in education. While useful in general, its low participation and indirect relevance to arts integration suggest that it currently plays a minimal role in supporting teachers' ability to implement arts-based activities in P.E.

The distribution of seminar attendance highlights a gap in targeted professional development for arts integration. While many teachers are attending seminars related to sports and general pedagogy, fewer are engaged in specialized training that focuses on the arts. The significant correlation found between seminar attendance and the extent of arts integration (as shown in

the Spearman correlation result) confirms that exposure to relevant training directly influences a teacher’s capacity to incorporate artistic elements into their P.E. instruction.

This emphasizes the need to: Promote more arts-focused seminars, particularly in dance, music, visual arts, and theater, include interdisciplinary workshops in regular in-service training programs, ensure that seminar content is aligned with curriculum goals that encourage the fusion of physical education and the arts, develop training modules that integrate technology (such as e-portfolios) with creative and performance-based assessment strategies in P.E.

By addressing these gaps, schools and educational authorities can better support P.E. teachers in delivering holistic and engaging instruction that combines physical movement with artistic expression.

**Activities in the Arts that are integrated into Teaching Physical Education**

Table 3 presents the integration of various activities in the arts into the teaching of Physical Education (P.E.) and their corresponding Average Weighted Mean (AWM) and Descriptive Equivalent (DE).

**Table 3**  
**Activities in the Arts that are integrated into Teaching Physical Education**  
 N= 52

Arts Activities	AWM	DE
Dance (e.g., Folk Dance, Hip-hop, Contemporary)	4.90	Well Integrated
Music (e.g., Background music in exercises, Rhythm training)	4.50	Well Integrated
Visual Arts (e.g., Poster-making, Costume design)	4.00	Integrated
Theater Arts (e.g., Role-playing, Movement interpretation)	4.30	Well Integrated
Literary Arts (e.g., Writing reflections, Choreographic descriptions)	3.70	Integrated
<b>OVER- ALL WEIGHTED MEAN</b>	<b>4.28</b>	<b>Well Integrated</b>

**Legend:**

Point Range	Descriptive Equivalent
4.21- 5.00	Well Integrated
3.41- 4.20	Integrated
2.61-3.40	Moderately Integrated
1.81-2.60	Fairly Integrated
1.00-1.80	Not Integrated

The results indicate that Dance (AWM = 4.90), Music (AWM = 4.50), and Theater arts (AWM = 4.30) are all categorized as “Well Integrated,” while Visual Arts (AWM = 4.00) and Literary Arts (AWM = 3.70) are “Integrated.” The overall weighted mean of 4.28 suggests that, generally, art activities are well integrated into P.E. in the observed educational setting.

These findings highlight that activities involving movement and performance are more naturally aligned with Physical Education, making them easier to incorporate effectively.

This result is supported by Corbisiero-Drakos et al. (2021), who emphasized that integrating arts such as dance and music into education promotes creativity, collaboration, and critical thinking among learners. Similarly, Li and Chin (2024) found that incorporating dance within STEAM education improved students’ creativity, cognitive skills, and engagement. These findings validate the strong integration of performance-based art forms in Physical Education. However, a contrasting view comes from the study of Scrabis-Fletcher and Silverman (2020), who noted that from 2009 to 2018, technology remained the most commonly integrated element in P.E., with minimal focus on the arts. This contrast points to a gradual but significant shift in educational practices that increasingly recognize the value of arts integration in Physical Education, particularly in nurturing both physical and creative competencies.

**Significant Relationship between the Integration of Art Activities in Physical Education and the profile of the Respondents**

Table 4 summarizes the results of the Spearman correlation analysis used to determine whether there is a significant relationship between the integration of art activities in Physical Education and the profile variables of the respondents. The profile variables considered include highest educational attainment, number of years in teaching, major and minor field of specialization, and related seminars attended.

**Table 4**  
**Summary of Spearman Correlation of Significant Relationship**

Profile Variables	Sig (2 tailed)	$\alpha$	Interpretation
Highest Educational Attainment	0.7929	0.05	Not significant
Number of Years in Teaching	0.5593	0.05	Not significant
Major Field of Specialization	0.4545	0.05	Not significant
Minor Field of Specialization	0.4545	0.05	Not significant

**Related Seminars Attended**                      0.0426                      0.05                      Significant

The analysis revealed that four out of the five profile variables—namely highest educational attainment ( $p = 0.7929$ ), number of years in teaching ( $p = 0.5593$ ), major field of specialization ( $p = 0.4545$ ), and minor field of specialization ( $p = 0.4545$ )—all had  $p$ -values greater than the significance level ( $\alpha = 0.05$ ), indicating that they do not have a statistically significant relationship with the level of integration of art activities in Physical Education. This means that the respondents’ academic background or teaching experience, regardless of length or field of specialization, does not significantly influence how they integrate the arts into P.E. classes.

In contrast, related seminars attended by the respondents had a  $p$ -value of 0.0426, which is below the 0.05 significance level, indicating a statistically significant relationship. This suggests that teachers who have attended seminars or training programs related to arts integration or arts-based instruction in P.E. are more likely to effectively incorporate artistic activities into their teaching. This finding highlights the importance of continuous professional development, particularly seminars and training workshops, in enhancing a teacher’s ability to adopt innovative and interdisciplinary teaching practices.

This result aligns with recent findings by Sheridan et al. (2022), who emphasized that targeted professional development plays a critical role in helping educators gain confidence and competence in integrating the arts into other subject areas, including Physical Education. Teachers with access to ongoing training were more likely to implement arts-based strategies effectively and with greater consistency. Similarly, Dulay (2022) found that teachers' participation in related seminars significantly improved their performance in handling multidisciplinary subjects like MAPEH, particularly in implementing the arts component.

Moreover, O'Sullivan et al. (2023) highlighted that seminar attendance contributes to a deeper understanding of arts integration, fostering creativity and innovation in lesson delivery. Their study found that structured training allows teachers to better understand how arts-based learning can enrich physical education through movement-based activities like dance, musical games, and dramatized exercises.

In conclusion, while personal and academic backgrounds may not strongly influence the integration of arts in P.E., exposure to relevant seminars and professional development activities has a notable and positive impact. This underscores the importance of institutional support in providing access to quality training that equips teachers with the necessary tools and confidence to adopt an interdisciplinary approach in education.

**Challenges Encountered in Integrating the Arts in Teaching Physical Education**

Table 5 presents the challenges encountered by teachers in integrating arts into Physical Education.

**Table 5**  
**Challenges Encountered in Integrating the Arts in Teaching Physical Education**  
 N= 52

Challenges Encountered	AWM	DE
Lack of training in arts-integrated P.E. teaching	3.90	Serious
Insufficient resources and materials	4.50	Very Serious
Limited time to incorporate arts in P.E. lessons	3.70	Serious
Lack of student interest in arts-related activities	3.30	Moderately Serious
Difficulty in aligning arts with the P.E. curriculum	2.80	Moderately Serious
<b>OVER- ALL WEIGHTED MEAN</b>	<b>3.64</b>	<b>Serious</b>

**Legend:**

Point Range	Descriptive Equivalent
4.21- 5.00	Very Serious
3.41- 4.20	Serious
2.61-3.40	Moderately Serious
1.81-2.60	Fairly Serious
1.00-1.80	Not Serious

The results reveal that the most critical issue is insufficient resources and materials, with an Average Weighted Mean (AWM) of 4.50, categorized as “Very Serious”. This indicates that many teachers struggle due to a lack of access to instructional tools, equipment, and materials necessary for effectively implementing art-based activities in Physical Education. Following this, the lack of training in arts-integrated P.E. teaching received an AWM of 3.90, described as “Serious”, highlighting a significant gap in teacher preparation and professional development in interdisciplinary teaching.

Another major concern is the limited time available to incorporate arts into P.E. lessons, with an AWM of 3.70 (Serious), reflecting the time constraints often associated with rigid curriculum schedules and large class loads. Meanwhile, lack of student interest in arts-related activities and difficulty in aligning arts with the P.E. curriculum were both rated as “Moderately Serious”, with AWMs of 3.30 and 2.80, respectively. The overall weighted mean of 3.64 categorizes the general level of challenge as “Serious”, underscoring the need for immediate attention to these issues.

These findings align with recent research. Dulay (2022) emphasized that a lack of resources, teacher preparedness, and specialization in MAPEH components continue to hinder effective implementation of integrated teaching in the Philippines. The study noted that many teachers are not well-equipped or confident in handling all elements of MAPEH,

especially the arts, which require specific pedagogical strategies and creativity (International Journal of Multidisciplinary: Applied Business and Education Research).

In a broader international context, O'Sullivan et al. (2023) also identified insufficient resources, lack of teacher confidence, and limited planning time as major obstacles to integrating arts into general classroom instruction. They concluded that sustained professional development, supported environments, and curriculum integration planning are essential to overcoming these barriers (904 Art Wave, 2023).

Additionally, Sheridan et al. (2022) found that teachers who lacked specific training in arts education were less likely to engage in integrated practices. The study emphasized the importance of equipping educators with both the content knowledge and confidence to blend disciplines effectively, particularly in Physical Education, where movement-based art forms like dance and theater can be powerful educational tools.

These studies reinforce the findings of the current research and point to an urgent need for structured intervention programs, such as in-service training, resource allocation, and time management support for teachers. By addressing these key challenges, schools can empower educators to deliver enriched, interdisciplinary instruction that fosters creativity, engagement, and holistic student development.

## PROPOSED INTERVENTION MEASURES TO ADDRESS THE CHALLENGES AND IMPROVE PERFORMANCE

### Introduction

This intervention measures addresses the major challenges identified in integrating arts into Physical Education (P.E.), based on the findings of the study. The structured approach outlines specific areas of concern, objectives to be achieved, actionable strategies or interventions, and the persons or groups responsible for implementation.

Each entry in the table reflects a data-informed response to the issues faced by teachers, emphasizing the importance of: Capacity building through training, Resource allocation for sustainability, Curriculum reform for alignment, Student motivation through engagement strategies, Continuous development via seminars, and Collaboration for shared success.

Implementing these proposed programs can significantly elevate both the quality and impact of arts integration in P.E., making MAPEH education more holistic, meaningful, and culturally relevant.

Objectives:

1. To enhance the professional competence of Physical Education teachers in integrating various art forms through targeted and continuous capacity-building programs.
2. To provide adequate instructional resources and institutional support that facilitate the effective implementation of arts-based teaching strategies in Physical Education.
3. To foster a collaborative and engaging learning environment that promotes interdisciplinary teaching and increases student interest and participation in arts-integrated Physical Education activities.

### Proposed Intervention Measures

Area of Concern	Objective	Strategy/Intervention	Person/Group Responsible
Lack of Training in Arts-Integrated P.E. (AWM = 3.90, Serious)	To enhance teachers' competence in integrating arts with Physical Education.	Conduct specialized training, workshops, and certification courses focused on interdisciplinary teaching strategies and creative lesson planning.	School Heads, Curriculum Developers, External Training Providers
Insufficient Resources and Materials (AWM = 4.50, Very Serious)	To provide adequate and accessible teaching materials and tools for arts-integrated lessons.	Allocate budget for resources (e.g., costumes, instruments, supplies). Partner with local art communities and government units to support resource provision.	School Administrators, Local Government Units, Art Organizations
Time Constraints for Lesson Preparation	To support teachers in efficiently integrating arts into short P.E. classes.	Develop and distribute ready-to-use arts-integration resource kits or modular lesson guides with sample activities aligned to the curriculum.	Curriculum Office, Instructional Materials Development Team
Low Student Interest in Arts in P.E. (AWM = 3.30, Moderately Serious)	To increase student engagement and appreciation of the arts in P.E.	Organize regular movement festivals, interdisciplinary showcases, and creative competitions that blend arts and physical education.	P.E. Teachers, Student Affairs Office, Arts Coordinators
Difficulty Aligning Arts with the P.E. Curriculum (AWM = 2.80, Moderately Serious)	To embed arts-based strategies into the P.E. learning competencies and policies.	Collaborate with curriculum developers to revise competencies and integrate flexible arts-based approaches. Advocate for supportive policies.	Curriculum Planners, School Heads, DepEd Supervisors

Limited Seminar Participation (p = 0.0426, significant relationship)	To encourage and increase teacher participation in relevant professional development.	Monitor and incentivize seminar participation. Partner with institutions and cultural groups to offer accessible learning events.	School Administrators, HRD Coordinators, External Partners
Lack of Peer Collaboration	To promote collaborative teaching and sharing of best practices in arts integration.	Establish peer mentoring systems or team-teaching models between arts and P.E. teachers.	Academic Coordinators, Department Heads, Selected Teacher-Leaders

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