

## Challenges of a Junior High School MAPEH Teacher in the K to 12 Curriculum

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### **Abstract**

The Department of Education (DepEd) implemented K to 12 curriculum in the country- adding of two more years to the existing curriculum. This shift brought out changes on the educational setting (Sergio, 2011). School, teacher and learner preparedness are some of major issues that surfaced, not to mention issues which manifested after full swing implementation. Hence, there is a need for assessing what instructional materials (IMs) are most available and deemed important to teachers, yet not accessible. This study sought to investigate the concerns of junior high school Music, Arts, Physical Education and Health (MAPEH) teacher in the selected study site. The study employed Baxter's (2008) single case study design to investigate the present IMs and usage with through purposive sampling and semi-structured interviews. Using Braun and Clarke (2006) thematic analysis, themes were generated and showed that there is a dire need to provide the teachers ample materials needed for instruction. It was also reported that due to lack of materials the teachers resort to providing alternative tools to patch up the lessons and topics discussed. Thus administrative support to teachers is deemed very dire. Further studies are then advised to add more study sites and include for more participants to come up with more diverse data.

**Keywords:** *challenges, K to 12 curriculum, instruction materials, innovations*

### **Introduction**

Education plays an important role in most Filipino families. It is even the aim- if not all- but mostly, to have a decent education to and to get a stable job. It has been established that once a single family will be able to raise even one child and send him or her to school, the whole nation will benefit from it (Sabangan, Acas, Indong, & Ballesteros, 2017). It is considered a milestone for families to send off a child to school to finish studies.

Efforts to improve students' learning outcomes have suggested the need to embed the use of educational technology by teachers and other stakeholders alike in a learner- centered learning environment where students construct their own meanings (Gravoso, Paasa, Labra, & Mori, 2008). One study pointed out that one characteristic of a competent teacher is the teacher constantly striving to further develop a repertoire of teaching

methodologies. The conventional way of teaching is definitely obsolete and the new generation of learners require more than the mundane strategy of imparting knowledge. On one end, there is direct instruction which is teacher-centered (Kellough, 2001).

One of the core components of the basic secondary education is Music, Arts, Physical education and Health (MAPEH) besides having four components, the subject focuses on the holistic development of the child. From discovering future athletes, dancers, actors and actresses, doctors and nurses, a MAPEH teacher also has to discover future singers and musicians. Hence, they have to perform multifarious functions to bring out the best among the students (Gantan, et al., 2015). Borromeo (2008) further stated that the enclosure of the subject Music is premised aesthetic (musical), and utilitarian (extra musical) contributions to general on its education and the

national culture. It is an all-encompassing subject, the musical premise deals with the technicalities of the subject, specifically its rudiments. Whether these skills are normal or competent the teachers should be keen in spying these abilities possessed by the students (Borromeo, 2008). Hence the need to satisfy and improve the teaching practices or competencies of MAPEH teachers is deemed essential so that they themselves are able to interact better with the students becomes necessary.

In Region VIII, problems and concerns still linger among schools regarding education setting. This goes the same with Tacloban City. Though already classified as a Highly Urbanized City, there are still schools suffering from the previously mentioned struggles. Not only to mention the unaddressed issues concerning implementation of the new curriculum, little has been provided as to which aspect/s is/are lacking the most, with provision of hard evidences to support any claim thereof. With that being said, studies that aimed to assess (or reassess) the status of instructional materials development in the schools in Tacloban should be conducted. This will pave to clearer understanding of what has been done and what needs to be done.

Hence, the conduct of study which sought to answer the whats and hows of the current educational instructional development is crucial. To come up with the answer to such query, Baxter's (2008) qualitative single case design paired with Braun and Clarke's (2006) thematic analysis was used by the researchers. Single case design was chosen as the design for the study to extract qualitative data from semi-structured interviews while thematic analysis of Braun and Clarke's (2006) was chosen since themes were used to address the research or say something about the issue.

## Literature Review

Looking into the real lens, aligning of methods of teaching to a particular instructional design is really essential. There are many models in teaching in which teachers can choose from, which should be aligned as well to what type of learners we have, the nature of the concepts and

other factors. Olayinka, Jumoke, & Oyebamiji (as cited by M. Rafiq, Hashim, Melor & Pazilah, 2019) ASSURE model is one of them emphasize the need of align the media being utilized and students participating in the course.

Luistro (2010) noted that the problem of quality education is mirrored by a number of indicators, including the earlier dismal team survival rate, lack of preparedness of students to assume formal or the next level of schooling, the deficient experiences of teachers, and to further note, the sloppiness and blatant mistakes in instructional materials and textbooks. The 21st-century educational bodies stand in dire need of a paradigm shift for a revolutionary and novel approach. The teachers are now being forced to dapt to the new age, adjusting the processes of education, in order to create the Products (i.e. new human resources) (Ricafort, 2010).

According to a report in United Nations Education, Scientific and Cultural Organization (UNESCO) in 2007, the accessibility of instructional materials specifically updated references was the most recurrent concern aside from lack of course programs and outlines (Caoli-Rodriguez, 2007) which is very evident in Music. This is where needs assessment for instructional materials comes into scene.

With the pedagogical roles of the teachers, Ozalp (as cited by Reyes & Oreste, 2017) stresses the importance of developing teachers' expertise not only on the content but also with strategies and techniques. Ensuring that instruction is designed, developed, and produced in a methodical routine that will produce effectual and effective learning. Proper instructional materials must be prepared and used for meaningful learning outcome (Reyes & Oreste, 2017). Evidence shows that instructional materials have large effects on learning. Nonetheless, little research subsists on the effectiveness of most instructional resources, and scarce systematic information has been collected on which materials are being utilized in which schools (Steinberg & Rachel, 2016).

In the process of addressing the demands of the global market, Department of Education (DepEd) adapted and implemented the K to 12 enhanced curriculum back in 2012. It envisions

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producing globally competitive, skills-based, and professionally equipped graduates once the learner finishes the 12-year basic curricular track (Okabe, 2013). However, just like its predecessors, K to 12 was not spared from different hurdles even in its first year of implementation. Hence, there is a need for a new vision and paradigm of education calling for major changes in policies, practices, and deliverables. To envision these, it is imperative to re-engineer the curricula using more focused and appropriate methods so as to go beyond rote memorization of courses and relate innovative instructive and didactical method, and as well the assessment of usage and availability of instructional materials (Sabangan, Acas, Indong, & Ballesteros, 2017). Highlighting the importance of examining availability, usage of instructional materials used in the classroom is really crucial since it can drastically affect the learning capacity to acquire knowledge.

### Theoretical Framework

Teachers in all disciplines especially the ones teaching MAPEH is deemed fit to take rigorous considerations of not just acquired teaching skills but as well as appropriate theoretical underpinnings. Hence this study also anchored its objectives to such. Since it is given that the pressing problem is on the existing (and if lacking, the one that needs to be provided) instructional materials of MAPEH teachers, this can be deduced to constructivism approach- learning theories like Edgar Dale's Cone of Experience and Bruner's Three- Tier Model of learning are notably related to the study.

More so, as it needs to be, since MAPEH is a skills-based subject wherein students are expected to deliver the tasks asked of the subject component, Experiential Learning is connected to the study as well.

### Experiential Learning Theory

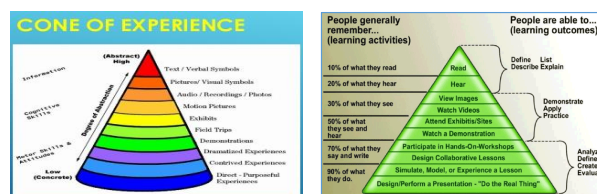
Experiential Learning Theory (ELT) provides a holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what is known about how people learn, grow, and develop. The theory

is called "Experiential Learning" to emphasize the central role that experience plays in the learning process, an emphasis that distinguishes ELT from other learning theories. (Mainemelis, 2008)

It is said that it is best if learners construct their own learning, like creating different figures and forms out of Lego blocks. Hence, proper materials should be provided by the teachers to the students to ensure quality learning.

### Edgar Dale's Cone of Experience

Another theory to note is Edgar Dale's Cone of Experience. According to Dale's research, the least effective method at the top, involves learning from information presented through verbal symbols, i.e., listening to spoken words. The most effective methods at the bottom, involves direct, purposeful learning experiences, such as hands-on or field experience. Direct purposeful experiences represent reality or the closest things to real, everyday life. It also suggests that when choosing an instructional method, it is important to remember that involving students in the process strengthens knowledge retention. It reveals that "action-learning" techniques result in up to 90% retention. People learn best when they use perceptual learning styles. Perceptual learning styles are sensory based. The more sensory channels possible in interacting with a resource there is, the better chance that many students can learn from it.



Source: [www.slideshare.net/tawsra/edgar-dales-cone-of-experience](http://www.slideshare.net/tawsra/edgar-dales-cone-of-experience)

Figure 1. Edgar Dale's Cone of Experience

According to Dale, instructors should design instructional activities that build upon more real-life experiences (Anderson, 2012) since the more realistic learning experiences are, the more effective it is. This notion is connected to the

standpoint of experiential theorists.

### *Jerome Bruner's Three-Tiered Model of Learning*

To note further, a learning theory which deals with relevance and interconnectedness of instructional development and learning is Jerome Bruner's Three-Tiered Model of Learning. He then suggested that different ways of thinking (or representation) were important at different ages. In contrast, Piaget emphasized that children developed sequentially through different stages of development (a) The enactive mode (used in 1st 18 months) (b) The iconic mode (develops from 18 months) and (c) The symbolic mode (6-7 years onwards) (Research for Teachers, 2013).

	Third	THROUGH A SERIES OF SYBOLS	SYMBOLIC
	Second	THROUGH A SERIES OF ILLUSTRATIONS	ICONIC
First		THROUGH A SEQUENCE OF ACTIONS	ENACTIVE

Source: (Jerome Bruner's constructivist model, 2013)

Figure2. Jerome Bruner's Three-tier model of learning

All these claims and studies led to the notion that there is a very significant role of instructional materials preparation and development to the teaching and learning process.

### Research Questions

Based on the preceding statements, the researchers found that it is relevant to explore the various methods and materials used by the MAPEH teachers, and what current issues are confronting them in their delivery of teaching.

The researchers tried to examine the following terrains in the field of teaching, especially in MAPEH: (1) The available materials for the teachers in their teaching; (2) experiences of the MAPEH teachers, and (3) the recommended actions and suggestion of the teachers regarding this pressing dilemma. In an era where technology competes with education and conventional (manila paper, cartolina, etc.) instructional aids become less

popular, it is deemed appropriate to strengthen teaching methodologies that best suits materials available to the teachers and what can be relatable to the learners as well, hence contextualizing the learning experiences. This study investigated the needs and concerns of MAPEH teachers in a public high school in the selected site in Tacloban city and their recommendations regarding the said problem.

Specifically, the study wanted to explore to answer the following queries:

- (1) What are the challenges or struggles participant/s has/have for their class/es in terms of available resource materials?
- (2) How do they cope with/address problems and issues encountered?

### Methodology

This study followed qualitative research design to amplify its aims. Aside that this followed a case study approach (Baxter, 2008), it also aligned its data analyses on Braun and Clarke's (2006) procedure. Field observations and audio recordings were also used to gather data. Interviews were done in coordination with the school administration.

### Research Design

The study employed descriptive single case study design (Baxter, 2008) focusing on the transpired interview from the participant. MAPEH teachers handling Grade 7 and 8 classes were selected as participants. To investigate the present IMs and usage in their respective classes, purposive sampling was employed. Participants were administered a semi-structured interviews to extract the data. For this study, only one teacher was included since only one teacher handled grade 7 and 8- each grade level having four sections.

The researchers made observations as well on the physical conditions of the school premises and other facilities that are used in teaching the subject.



## Sampling

The school selected for the study was school in Tacloban City with low performance in the National Achievement Test (NAT) last 2016. MAPEH teachers handling Grades 7 and 8 were purposively chosen as participant for the study. These were regardless of how many MAPEH teachers they are in the school and are handling the said classes.

If there was a need to, follow-up questions were asked to the participants to ensure that necessary data can be collected. Since there is only one teacher teaching MAPEH grade 7 and 8 available during the data gathering period, only one teacher was included in the study.

## Data Collection and Analysis

Permits were secured from the Tacloban City division office as to the conduct of the study. The school was already purposively chosen since it was recorded having the low passing percentage of National Achievement Test (NAT) 2016. Research guide questions were already prepared and familiarized by the researchers. Initial meeting with the school head was already done to ensure that the teachers were already pre-informed.

Field notes were used to take note of the physical conditions of the school as well as other observations that might be useful for the study. Mobile phones were used to record the interview. The teacher-participant was allowed to use his/her comfortable language for the interview. Permission was also sought for the interview to be recorded. After the interview, the researchers asked for permission to visit her classroom. Other materials and provisions were taken photos that served as evidences as her teaching materials. After the interview, the transcript was then subjected to thematic analysis with the guide of Braun, & Clarke (2006). Braun and Clarke's (2006) procedure was chosen as the data analysis method to identify themes, i.e. patterns in the data that are important or interesting especially for collecting new information from the participants, and use these themes to address the research or say something about an issue offers such a clear and

usable framework for the results.

## Ethical Considerations

For confidentiality, the researchers did not divulge the name of the teacher. Approval of the Department of Education, Division of Tacloban City was sought before conducting the research. The principal and the teachers were informed before the actual research visit. They were given prior consent forms as well.

## Reflexivity

The researchers are instructors in a university. Thus, they were aware of the common struggles the teachers encounter in day-to-day bases. The researchers did their best to follow the systematic process in conducting, collecting, and analyzing the data to avoid biases, following the procedure of Braun & Clarke (2006) thematic analysis.

## Results and Discussion

Since the researchers found it relevant to explore the various methods used by the MAPEH teachers, and what current issues are confronting them in their quest to instil knowledge to the learners, this study was conducted to address that concern. In the Figure 3, the researchers were able summarized all the data they have gathered.

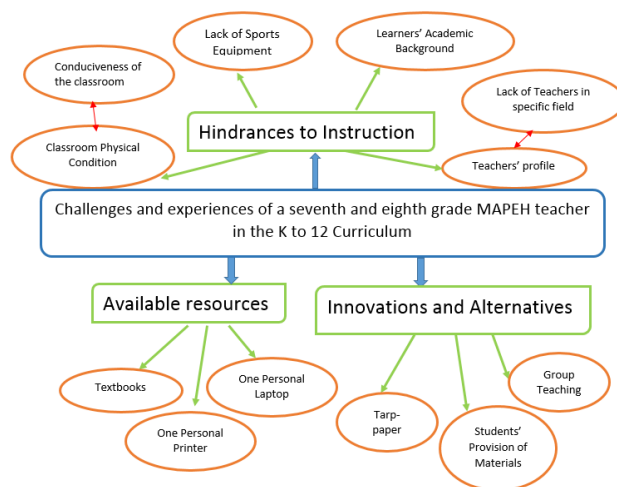


Figure 3. Diagrammatic Representation of the results

In the previous diagram, it can be shown that results from the study have three main themes: (a) Hindrances to Instruction; (b) Innovations and Alternatives and (c) Available resources. These entail different scenarios which depict the real setting of the teacher in the field especially for a MAPEH teacher.

### Theme I: Hindrances to Teaching

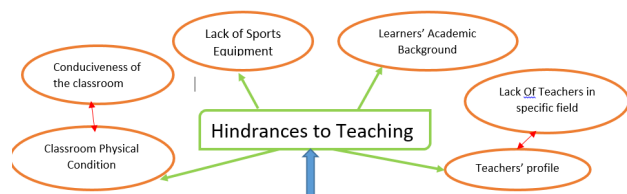


Figure 4. Theme 1 Hindrances to Teaching

With the fast-paced shift of technological advances, educators must use multiple media to accommodate the various learning styles encountered in classrooms (Thomas, 2018). The utilization of appropriate and ample instructional material is not manifested. Shortage of Instructional Materials and teachers who are not experts of their fields are common issues. As the participant shared,

*“Ako man la liwat it бага... Uhhhm бага ako la an Music Teacher ha school”.* (It is like I am just the only Music teacher in the school). (P1;L180-190)

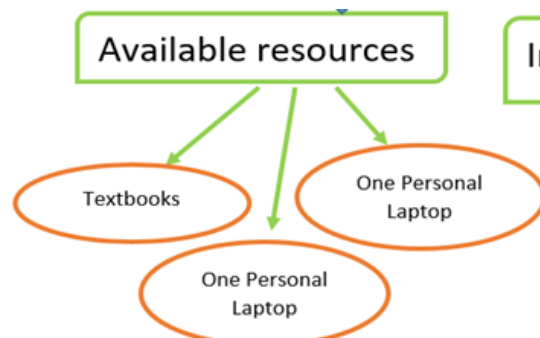
*“Kun di maaram bis manla pag ihap or pag read hit rhythm. Di talaga hira maaram. Masiring ako.. Sige daw.. Nganga.. diri hira maaram kun anu it rhythm..... Maam anut rhythm kimi.. Waray talaga nira idea.... nasiring ako.. nag inanu kamu hit iyo elementary.. waray maam nag drawing la kami”* (Even by just counting the rhythm, they really do not know how. So I ask them, what then did you do in your elementary grades? Nothing Ma’am.We just drew and drew) (P1;L221-224)

*“Habobo an ira foundation... (when it comes to MAPEH) kay tungud nga minor subject manggud la.. drawing drawing la daw kuno hira. Puro la PE.. mulay mulay la.. Waray ngani music.”* [They have a low foundation...when it comes to MAPEH, since it is just considered as minor subject. They just drew and drew. Majority of the time is for PE

classes only.. just games, no Music] (P1;L224-226).

This result can be connected to the assumption of Ricafort’s (2010) study that there is really a dire need to revisit the curriculum and look for a revolutionary and novel approach considering the perennial concern the current educational system face regarding the curriculum.

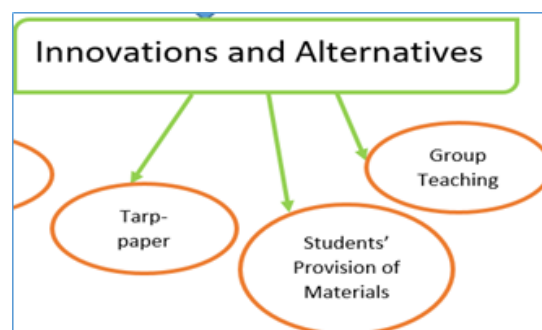
### Theme 2: Available Materials



From the data that transpired from the interview, the teachers usually have to provide their own instructional materials without support from their school administration, or if there are any, very limited, considering the number of students per class that can range up to 65 to 70. According to the participant, (There is only one printer for several teachers; hence I am forced to use my own printer at home to print out my materials) (P1;L150-155). (Usually I use my laptop to show students an image especially for Arts class, since we do not have projector) (P1; L140-144)

This among other researches begets the claim of Luistro (as cited by Ricafort,2010) that lack of appropriate materials is still a major concern in the educational system.

### Theme 3: Innovations and Alternatives



Despite the lack of appropriate IMs, the

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teacher-participant made ways to address the concern and be able to deliver her lessons. This is evident since the participant confided that most of the time they personally provide materials for their classes. This also paved way for the teachers, even in other subjects to come up with innovative ways just not to compromise the quality and the delivery of instruction, even if it means these will entail a cut in their budget. The participant then confided,

“Nagamit akon hin Tarp-papel..iton ginpriprint tas papadakun an pictures ha iba-iba nga papel” (I usually use tarp-paper.. pictures which are printed enlarged in different sheets of bond paper(P1;L156-158).

“bagat amu man la ito tak kuan...Usually parehas tak basketball waray man kami bola di aanhun ko man ito pag.. kuan nala.. groupings nala tapos ahh anu nla bagat bali by anu nala by group nala paggamit..kumbaga diri titrigda” (What I do is that, for example, in basketball, we lack balls, I allow them to have groupings, the balls are used by groups, like not everyone will play all together ) (P1;L156-158). It can be related to Gravoso’s (2008) study that students construct their own meanings, hence letting them perform on their own increases the chance of retention of learning.

### Conclusion

After transcribing the interview with the participant and following the procedure of Braun and Clarke’s (2006) thematic analysis, it is very apparent that (a) Hindrances to Instruction; (b) Innovations and Alternatives and (c) Available resources surfaced as major themes of concern and are deemed affecting the development and use of instructional materials. Claims of Luistro (as cited by Ricafort,2010) that deficiency of appropriate materials as major concern is very much evident. Further, a innovative and fresh approach for teaching is highly needed considering, the current problems we face regarding the teaching-learning process (Ricafort, 2010).

As one MAPEH teacher coming from a single school has been interviewed for the study; this consisted of her testimonies of her experiences in the classroom. According to her, there should be

availability of audio-visual materials and print-text based materials which has ratio equal between the teachers and students. It is important to take note that without such materials learning experiences will be restricted. Even with the efforts made by teacher, it is but evident that they still encounter such problems.

As per data, it can be gleaned that in its absence of administrative support, teachers resort in using conventional instructional materials (IMs) and other means to supplement instruction. Apparently, it is then necessary that teachers should be equipped with different materials which will enable them to sustain and continue the delivery of instruction. With the testimonial experiences of the participant, it was shown that there are lapses like lack of materials for instruction and lack of support from the school administration that entail administrative concern. This will lead to poor transfer of learning. Unavailability of materials for production is a big disadvantage to teachers’ development of instructional materials. It would be a burden for less creative teachers. These are evident with the transcribed interview from the teacher-participant. This could imply lack of coordination of teacher to school administration.

Furthermore, it can be noted that despite the situation, the participant did not compromise the quality of education and instead devised her own ways to settle the issues on her own. This manifested how innovative teacher can be, which in the ideal world, is what really is needed.

It is then noted that there are a lot of things left to be improved for the development of instruction to be at par with the ever-growing demands of teaching, especially to contextualize MAPEH teaching in the curriculum. The participant may speak only for her on behalf but the results can also have great implications and can be used as viable inputs for addressing this concern. Hence the following recommendation transpired.

Firstly, it is noted that there was only one participant for the Grade 7 and 8 MAPEH since she is the one in charge of the classes. It can be advised for further researchers to add more participants and to venture on adding more schools to be chosen as study sites. This will give more comprehensive and diverse results, hence

giving more emphasis to this concern.

Secondly, exploring the daily struggle of teachers can be considered as another concern. Thus, a phenomenological type of study can be employed.

Lastly, the school administrators together with the Department of Education should create varied instructional materials aligned with the conceptual framework of the curriculum.

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