

Lived Experiences of Teachers Teaching Music, Arts, Physical Education and Health: Implications to Graduate Education

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Abstract:- The study explored the lived experiences of teachers teaching music, arts, physical education and health in the island of Mindanao, province of Bukidnon, Philippines. The study focuses on how the PEHM teachers teach Music, Art, PE, Health as to content knowledge, strategy, use of instructional materials and assessment. Qualitative research using phenomenological approach was used in the study. The participants were chosen purposively. The study made use of Collaizzi's (1978) model. Lack of competencies in the specializations of teachers teaching MAPEH was evident. Graduate education has to offer programs that would address the necessary competencies of teachers. The 21st Century Skills are wanting in the field of teaching MAPEH. Teachers' knowledge, skills and competencies in MAPEH could not be strengthened effectively and efficiently through seminars and workshops only. HEIs could offer courses that would address the needs of the MAPEH teachers contextualizing the lessons and emphasizing the 21st Century Skills particularly the critical thinking skills integrating technology. With the Special Program in the Arts tract in the K to 12 Curriculum and the program offering of CHED in the Bachelor of Culture and Arts Education, the Graduate Education could help equip these teachers by offering advance degree programs align with the need of teachers specially in terms of teaching strategies, instructional materials, mastery of content knowledge and assessment in various specializations in MAPEH.

Keywords:- Music, Arts, Physical Education and Health.

I. INTRODUCTION

Teaching Music, Art, Physical Education and Health (MAPEH) is enjoyable and challenging to many teachers. It needs rigorous approach to building professional knowledge which made the PEHM teachers at par with others who are on top of their teaching performance. The teacher employs diverse teaching strategies, instructional materials, mastery of content knowledge and assessment in congruence to the varying components of MAPEH. Moreover, teachers must be equipped with the necessary background knowledge to effectively implement the K to 12 Curriculum (DepEd Order 42, s.2017). Pabiona (2006) posited that in terms of content, PEHM teachers teaching MAPEH were competent. However, Salangay (2014) revealed that the application of some concepts in the subject specifically in music, has not

been fully provided during the undergraduate studies and were not totally internalized by the teachers. Furthermore, Samillano (2007) revealed that most of the teachers who are non-MAPEH graduates had problems in teaching the subject because of lack of facilities, equipment and instructional materials. Subsequently, if MAPEH will be taught well with clear learning intentions to the learners, it would be one of the fast vessels towards achieving lifelong learning (Hattie, 2009).

Previously, the major field of specialization offered by the Higher Education Institutions (HEI) was (PEHM) for the Secondary level and MAPEH for the Elementary Level. Because of the goal of DepEd, MAPEH was taught to the learners both in Elementary and Secondary with different content standards and learning competencies as clearly reflected in DepEd order # 8, s.2015. It is composed of four components namely: Music, Art, Physical Education and Health. This subject was considered as one of the eight (8) core compulsory subjects in high school. MAPEH seeks to expose and develop student's appreciation for Philippine, Asian, and Western Music. In the previous curriculum arts was being left out. Yeo (2004) revealed that students should acquire the complete knowledge to be able to use their enhanced skills and obtain better jobs. The skills and talents of the students will lead them to land to a better and high paying jobs.

The problems are, in the implementation of the K to 12 Curriculum PEHM teachers were teaching MAPEH. The PEHM teachers teaching MAPEH were performers being a coach, speaker, trainers, notable researchers and innovated projects that reaches every region in the country, but sad to note that the MPS of their students did not meet the expectation as to the K-12 standards, Arts were not included in the subject and being left out in teaching MAPEH, teachers' need to contextualize and indigenize the topic as reflected in the learners materials, teachers need to address the necessity on differentiated instruction. Finally, the background knowledge of the PEHM teachers teaching MAPEH was no longer aligned with the current need in the field clearly because of the change in the curriculum.

➤ Framework of the Study

This study was hinged on Katz (1955) Skills Theory and of Dees (2007) on the teaching transactions of teachers which is considered as intertwined activities. Skills Theory emphasized that learned knowledge, acquired skills and

abilities of the teachers are significant factors in the practice of effective teaching. Skills theory discloses that acquired knowledge (technical skills) related to the field and learned skills are essential factors for effective and realistic teaching. The background knowledge of teachers as to content knowledge, strategy, instructional materials used and assessment when aligned to the learning needs of the students as well as the needs of the Department of Education could be a possible avenue towards lifelong learning and high payment jobs.

Accordingly, students were capable of creating and understanding complicated or abstract ideas (conceptual skills) to communicate concepts effectively to people (human skills). It was already understood that a teacher needs the necessary technical skills to transfer learning positively to students. It also includes the thorough planning by conceptualizing how the teaching learning process could be possibly digested and understood by the students. Obviously, if teachers possess the two skills naturally the teacher could communicate the culture to students effectively. Among the benefits of skills based theory as mentioned by the author (Katz, 1955), is that “anyone can become an effective instructional leader”.

Another theory which provides a strong support of the study is of Gardner (1978) on multiple intelligences, students have a unique blend of capabilities and skills, through which the affinity towards one of the intelligences do so in concert with the other intelligences. The identified intelligences include verbal- linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence. Hence, teachers as facilitators of learning have the responsibility to teach the students effectively according to their unique intelligence.

Among the intelligences that could be demonstrated by the student is verbal-linguistic intelligence is evident when students demonstrated a well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words as experienced in music. Logical-mathematical intelligence is the ability to think conceptually and abstractly, capacity to discern logical and numerical patterns. Spatial-visual intelligence on the other hand, is the capacity to think in images and pictures, to visualize accurately and abstractly as experienced also in arts.

Furthermore, Bodily-kinesthetic intelligence is the ability to control one’s body movements and to handle objects skillfully. Musical intelligence on one hand is the ability to produce and appreciate rhythm, pitch and timber. As to the Interpersonal Intelligence, it is the capacity of the students to respond appropriately to motivations and desires of others like what the teachers did in their teaching strategies. Intrapersonal intelligence refers to self-awareness in tune with inner feelings and thinking process.

Multiple intelligences theory is significant to the present study since PEHM teachers teaching MAPEH needs to enhance the multiple intelligences within them to teach effectively students with various skills they manifests. PEHM teachers teaching MAPEH could not teach according to the learning needs of the students if they themselves did not practice and enhance the same multiple intelligences focused on the four components namely Music, Art, physical Education and Health.

➤ *Statement of the Problem*

1. The purpose of the study is to explore the lived experiences of Public Secondary School MAPEH teachers of Bukidnon National High School. These teachers are PEHM majors handling MAPEH. They are the teachers from the biggest school within the Division of Malaybalay City. The study answered the problems, how do the PEHM major teachers teach the four components Music, Art, PE, Health as to Content Knowledge, Strategy, Use of Instructional Materials, Assessment? How do the PEHM major teachers teach the four components of MAPEH Music, Art, PE, Health as to: Content Knowledge; Strategy; Use of Instructional Materials, Assessment?

What are the challenges encountered by the PEHM teachers in teaching the four components, how do the PEHM teachers teaching MAPEH coped with the problems in teaching the four components?

II. METHODOLOGY

➤ *Research Design*

Qualitative research design was employed using phenomenological approach. It places emphasis on understanding through looking closely at people’s words, actions and records, to discover patterns which emerge after close observation, careful documentation, and thoughtful analysis of the research topic. (Polanyi, 1958; Creswell, 2013).

Phenomenological study seeks to identify phenomena through how they are perceived by the MAPEH teachers as participants of the study. In this study individual interview of the participants was done through a video record. Transcribing and classifying the data into themes were employed to identify the lived experiences of the PEHM teachers teaching MAPEH.

➤ *Participants of the Study*

The researcher took into account the voluntary participation of the participants of the study (Belmont report, 1979) through the consent form. Likewise, the confidentiality and anonymity of the participant’s identity is confidential, the researcher used pseudonym (false name) to protect the participant’s identity.

The participants of the study were the six (6) MAPEH teachers of Bukidnon National High School, Division of Malaybalay City. Purposive sampling was used by the researcher since it was the intention of the researcher to focus the MAPEH teachers who were PEHM majors. Their teaching experience ranges from 4 years in service up to 17 years which is considered the longest length of service. Most of the participants of the study were not able to enroll post graduate studies considering the fact that they were teaching four components doing the grading system four times each student.

➤ *Data Collection Technique*

The participants of the study were fully aware of the objective of the study through the informed consent form.

The video coverage during their class as well as their lived experiences was gathered through the voice recorded. The researcher-made guide questions was used consisting fourteen questions that would somehow lead the researcher to explore the existing data that would answer the research question. To complete the triangulation process, unobtrusive observation through video record was done to gather authentic data. The participants were duly informed about the recording activity but not the schedule when to conduct the recording. An in-depth interview was also done to validate the data collected from the document analysis and unobtrusive observation. The following is Figure 1 describing how the researcher processed the data using Colaizzi's method (1978) as used by Shosha, (2010) in a phenomenological approach.

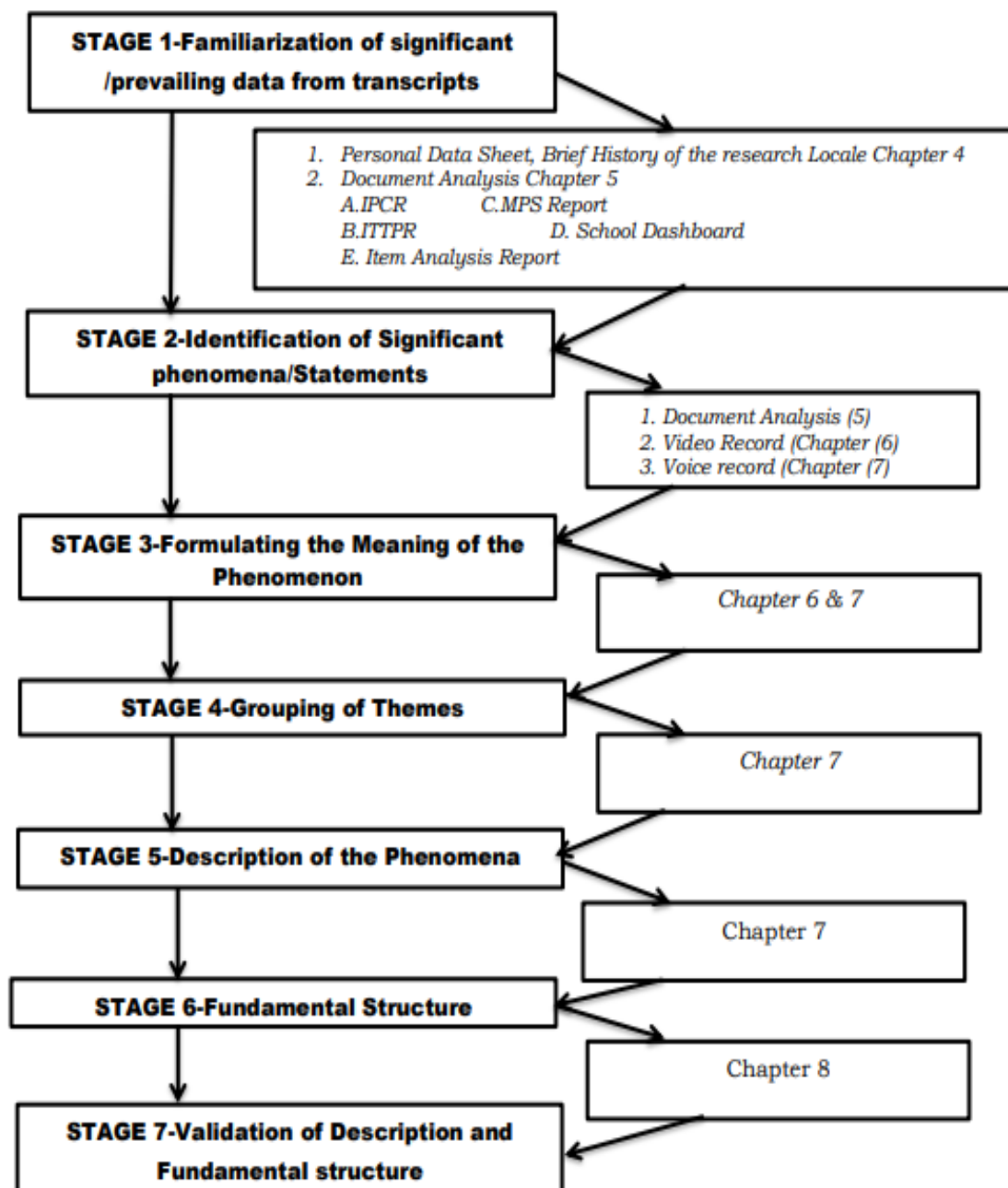


Fig 1:- Summary of Colaizzi's phenomenological Data Analysis applied (Developed by the researcher in June 15, 2018)

Data analysis was applied to disclose and describe themes in a lived experience of the participants to create a structure of knowledge which allows a rough analysis of overviews and to arrive general statement by putting contrast to various materials like videos, audio materials and notes. This study utilized the propositions of Colaizzi (1978) with his seven step distinctive process of rigorous analysis of getting close to the data using the following seven (7) steps of Colaizzi (1978) are as follows:

- *Step 1* -familiarization process. Getting to know the research locale and the data from the lived experiences of the participants through the participants' accounts. The first step in the data analysis revealed in the personal data sheet. The IPCRF, MPS report, school dashboard, and the item analysis as well as the Video records as a way of knowing and collecting in-depth information about the six (6) participants of the study how they carry out their teaching responsibility in their respective classroom.
- *Step 2*, the researcher identified all the statements of the participants with direct significance to the lived experiences of PEHM major teachers teaching MAPEH. The researcher constantly read and reviewed the coded interviews of the participants that served as a support in the findings of the study that was reflected in chapter 6.
- *Step 3*, the researcher formulated the meanings of the phenomenon from a thorough reflection and consideration on the significant statements of the participants from the coded videos. Meticulous grouping of the pre-suppositions to get closer to the phenomenon as experienced by the participants in the actual teaching process that was reflected in chapter 6. Moreover, for
- *step 4* clustering themes; the researcher grouped the identified meanings into themes that were common within the teaching experiences of the teachers (Chapter 6 & 7).
- *Step 5*, developing an exhaustive description, the researcher wrote a complete and comprehensive description of the phenomenon incorporating all the themes produced at step 4.
- *Step 6* producing the fundamental structure, the researcher reduced the lengthy text by removing unnecessary words by expressing the content in a more concise manner (Chapter 8).
- *Step 7* seeking verification of the fundamental structure, in this final step the researcher returned to the fundamental structure statement of all participants of the study to validate whether it captures their experience. The researcher asked the six (6) participants of the study to confirm whether their statement is aligned with what

was being revealed in the manuscript by affixing their signature opposite to their statements as to the voice record, video record and the documents gathered for analysis confirmed by the school principal.

➤ *Qualitative Design Validity*

To assess and assure validity of the research, triangulation process was employed using document analysis, unobtrusive observation and in-depth interview through a voice record. After the data was collected, three different individuals including the researcher analyzed the data in different angles and finally come up uniform results. when the data analysis was done the researcher go back to the participants of the study and let them validate the results from the document analysis, unobtrusive observation and the in-depth interview. By affixing their signature in the manuscript authentic results was gathered. This process was the last part of the method of data analysis by Collaizzi(1978).

III. RESULTS AND DISCUSSION

Lived Experiences of Teachers Teaching MAPEH as to Content Knowledge, Strategies, Instructional Materials Used and assessment.

Schools situated in an urban area known for awards of their best practices, being handled by an experienced administrator whose mind setting was whetstone with a doctorate degree and performer teachers in other task like regional and national coach, regional trainers such a challenging experience.

To answer the research question on how do the PEHM teachers teach music, art, physical education and health as to content knowledge, strategies, instructional materials used and assessment, document review was done. The phenomenological researchers explored the data available in printed documents to better understand the phenomenon which has been established already within the participant free from hypothesis or preconception (Husserl, 1970). Document review was done frequently as an initial step in assessing the relevance of the documents to a particular topic that can be conducted manually (Knight et, al, 2009). In this study, the Item Analysis Report, School Dashboard, the Individual Teachers Teaching Performance Review (ITTPR), and Individual Performance Commitment and Review Form (IPCRF) was used to collect existing data. The result of the document review was clearly illustrated by the researcher in figure 2.

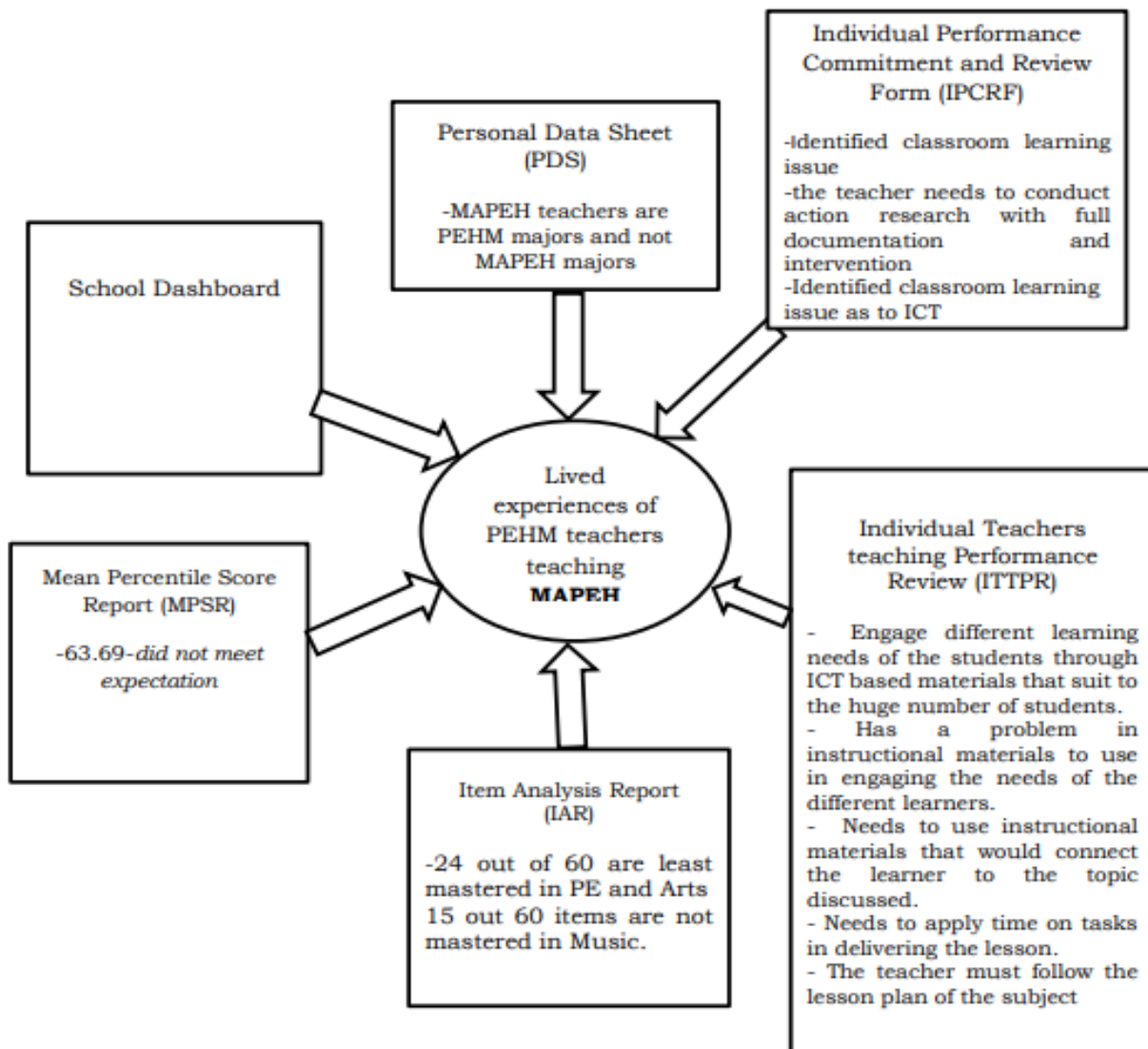


Fig 2:- The lived experiences of PEHM teachers teaching MAPEH

The documents used in the study are the primary gauge of the DepEd as to the quality of instruction aimed by the organization. As clearly illustrated in figure 2, the personal data sheet revealed that teachers who are teaching MAPEH subject were not MAPEH majors but PEHM majors. This would imply that arts were being left out since in the old curriculum arts was not included as part of the component of the subject aside from the fact that content knowledge of the teachers was no longer aligned with the new curriculum.

Furthermore, the (PDS) of the participants revealed that the teachers were PEHM graduates and not MAPEH graduates. Most of them were not able to enroll in the post graduate studies. Moreover, the IPCRF of the teachers revealed that there were identified classroom learning issues related to ICT integration in the class and the teacher needs to conduct action research with full documentation and intervention. In the same manner (ITTPR) revealed that teachers need to address the different learning needs of the students through ICT based materials suited to the huge number of students. Participants encountered problems as to the use of varied instructional materials, needs to apply time

on tasks in delivering the lesson and the teacher must follow the lesson plan of the subject.

The Item Analysis Report (IAR) revealed that 24 out of 60 test items are least mastered in PE and Arts then 15 out of 60 items are not mastered in Music. As to the Mean Percentile Score Report (MPSR) it was found out that 63.69 did not meet expectation of DepEd which is 75% passing rate.

IV. DISCUSSION

In adherence to DO 10533 s, of 2013, the public schools are mandated to provide immediate feedback of the student's progress in the classroom. As revealed in the results of the document review, teachers need to strengthen their content knowledge, strategy, instructional materials used and assessment. The result would somehow point out the concept from Dees (2007) who revealed that teachers need to reflect and analyze the impact of the teaching learning process since every element of the teaching transactions that includes the content knowledge, the strategies, instructional materials used and assessments are

intertwined influencing the students learning outcome. The result MPS is an eye opener to every internal and external stakeholder that something has to be done and not to point finger to anyone to blame but to do collaborative effort to resolve the problem that hinders the progress of every learner who is the center of the teaching learning process. This would also imply that the background knowledge of the PEHM teachers teaching MAPEH were no longer aligned with the mandates of the new curriculum.

There is a need for a higher priority in educational background of the teachers, and more experience in music education. Basically, when one teaching transaction like the content knowledge of the teacher is affected the rest of the teaching transactions like the strategies, instructional materials and the assessment will also be affected.

These result would somehow inform the teachers to reflect their teaching transactions as embedded in the Philippine Development Plan (2016) that the delivery of basic education services to learners must be effective, efficient and collaborative. Bringula (2015) stated that HEI could be one of the institutions with pressing concerns in the currently developing new curriculum. This would also mean that whatever will be the irregularities along the transition of curriculum change, the HEI's are obliged to take part how they could address the gaps. With these results, the researcher theorized that if there is something lacking with the background knowledge of the teachers the result of the quarterly assessment test will also be affected. The goal of DepEd which is 75% passing (Luistro, 2012) will never be realized.

Art.XIV of the Philippine Constitution stated that the government (including DepEd) shall establish and maintain a complete and adequate system of public education. It would also mean that all public schools are liable in delivering quality instruction from the undergraduate studies to the graduate programs. The code of conduct and ethical standards for public officials and Employees (IRR 6713, rule-2, sec.1) clearly stated that public officials and employees shall at all times be accountable to the people and shall discharge their duties with utmost responsibility and competence. In school the teacher serves as the second parent of the students, therefore teachers as the immediate individuals who oversees and responsible for the progress of the students are also liable.

Learned knowledge, acquired skills and abilities are significant factors in the practice of effective teaching. Acquired knowledge (technical skills) related to the field and learned skills are essential factors for effective and realistic teaching. It is understood that a teacher needs the necessary technical skills to transfer learning positively to students. It also includes the thorough planning by conceptualizing how the teaching learning process could be possibly digested and understood by the students. Obviously, if teachers possess the two skills naturally the teacher could communicate the culture to students effectively. Among the benefits of skills based theory as

mentioned by the author (Katz, 1955), is that anyone can become an effective instructional leader.

Acquired skills and knowledge of the teachers are important factors to be developed from the HEIs . Moreover, it emphasizes the idea that teachers could not teach students the necessary skills if they do not acquire the necessary background knowledge to teach the students effectively. The entire intertwined elements of teaching transactions could not be possible in the absence of acquired and learned skills and knowledge.

Lynch (2016) argued that confusion on the content knowledge does exist specifically when the background knowledge of the teachers was no longer aligned with the new curriculum. With this, every part of the teaching learning process will also be affected.

V. CONCLUSION

Based from the findings of the study, the following conclusion was derived. The PEHM teachers teaching MAPEH encountered difficulties in teaching music, art, physical education and health as to the content knowledge, strategy, instructional materials used and assessment. This would mean that teachers background knowledge was no longer aligned with the K to 12 curriculum. The intertwined teaching transactions will be affected since the learned concepts and skills of the teachers were no longer applicable. Intervention from the Higher Education Institution must be materialized since these institutions were committed to produce quality graduates for excellent instruction.

➤ *Implications to Graduate Education*

The Higher Education Institutions (HEIs) with Graduate Education programs envision quality, relevant and accessible education. Likewise, the program has to produce globally competitive professionals that possess the needed competencies in various specializations. With the inadequate competencies or lack of skills in the specializations of teachers teaching MAPEH, Graduate education has to offer programs that would address the necessary competencies of these teachers. Ethical and innovative graduates in pursuit of excellence in all specializations coupled with the 21st Century Skills are wanting in the field of basic education. In this regard, since the study revealed that teachers' knowledge, skills and competencies in the different specializations in MAPEH could not be strengthened effectively and efficiently through seminars and workshops HEIs could offer courses that would somehow address the prevailing needs of the teachers in line with the K to 12 curriculum. With the Special Program in the Arts tract in the K to 12 Curriculum and the program offering of CHED in the Bachelor of Culture and Arts Education, the Graduate Education could help equip these teachers by offering advance degree programs align with the need of teachers specially in terms of teaching strategies, instructional materials, mastery of content knowledge and assessment in various specializations in MAPEH.

RECOMMENDATIONS

Since the impact of a congested MAPEH subject to the teachers and the students could be a barrier towards quality instruction, HEIs are challenged to offer separate courses for the component of MAPEH. A separate department for PE and Arts could be materialized to address the gaps in the teaching learning process. Visual arts, Theater Arts, Digital Arts, and Fine Arts could be in one program to address its mission towards life. Dance and Sports could also be another program under the Physical education to decongest MAPEH subject. As to graduate programs scholarships for their graduates could be an avenue in enhancing the professional development of the teachers. Scholarship grants to graduate students who demonstrate skills and knowledge in research must be materialized to encourage extreme passion in research. Researches in the graduate school in enhancing quality instruction could be given awards to encourage the rest of the graduate students in the pursuit of excellent performance in research, extension and production.

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