

# Challenges In Teaching MAPEH: Perspectives of Grade 5 Teachers at Jones District, Isabela

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**Publication history:** Received: April 15, 2026; Revised: May 18, 2026; Accepted: May 21, 2026

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## Abstract

MAPEH education plays a significant role in shaping well-rounded learners by blending Music, Arts, Physical Education, and Health into the school curriculum. This study took a closer look at the hurdles that Grade 5 teachers face when teaching MAPEH in Jones District, Isabela. It focused on teachers' backgrounds, the challenges they encountered, the teaching methods they used, and the activities they often incorporated into their lessons. Using a descriptive research design, this study relied on survey questionnaires to gather data. Twenty Grade 5 MAPEH teachers from selected public elementary schools were chosen as participants through purposive sampling. The data were analyzed using various statistical tools, such as frequency count, percentage, weighted mean, standard deviation, ANOVA, and regression analysis. The results showed that most teachers were experienced females who actively engaged in professional development. They faced challenges such as a shortage of teaching resources, limited student engagement, lack of equipment, and time constraints in their teaching. Despite these issues, teachers often use learner-centered methods such as cooperative learning, differentiated instruction, and inquiry-based learning. They also frequently employ interactive and movement-based activities to boost student participation and engagement. The statistical analysis highlighted significant links between the challenges faced and the teaching methods and activities used by the teachers in the study. The study concluded that while teachers showed skill and flexibility in MAPEH instruction, sufficient instructional support and resources are crucial for improving teaching effectiveness and student outcomes.

**Keywords:** MAPEH Instruction, Teaching Challenges, Grade 5 Teachers, Learner-Centered Teaching, Teaching Activities

## 1. Introduction

MAPEH education, which stands for Music, Arts, Physical Education, and Health, is important for helping students grow in a well-rounded way. By bringing these subjects into the classroom, we can boost students' physical, emotional, social, cognitive, and creative skills. This helps them become adaptable individuals who can handle fast-paced changes in both education and society (Cappello et al., 2025). Currently, educational systems are focusing more on student-centered and active learning methods, especially in skill-based subjects. This approach aims to enhance creativity, teamwork, engagement, and lifelong wellness among students (Westerlund et al., 2021; Xie et al., 2024). In addition, activities such as physical exercise, artistic expression, and health education are being seen as crucial parts of a good education because they positively impact mental health, social interactions, cultural awareness, and overall well-being in diverse groups (Golden et al., 2024; Laes & Creech, 2023). However, despite these benefits, challenges remain in teaching MAPEH subjects worldwide. Issues such as a lack of teaching resources, limited facilities, insufficient equipment, and difficulties in keeping students engaged can hinder teaching effectiveness and learning outcomes (Ajayi & Luckay, 2023; Yuan et al., 2024).

In the Philippines, MAPEH is a key component of the K–12 education system. It plays a significant role in encouraging creativity, physical fitness, teamwork, health awareness, and the overall development of students. MAPEH's interdisciplinary approach fits well with the K–12 curriculum's goals of promoting lifelong learning, student well-being, and 21st-century skills (Dimarucot et al., 2021; Guinto & Campoamor-Olegario, 2025). However, teaching MAPEH in public schools faces hurdles, such as limited teaching materials, inadequate facilities, insufficient time, and few opportunities for teacher development. Good instructional materials and learning kits are crucial for engaging students and making teaching more effective, especially in skill-based subjects (Anselmo 2024). These challenges are exacerbated by the need for innovative teaching strategies and tailored instruction to meet diverse student needs and boost classroom engagement (Jingyi & De Dios, 2024; Oca & Malaga, 2025). In places like Jones District, Isabela, Grade 5 MAPEH teachers struggle with student engagement, assessment methods, teaching resources and classroom management. This highlights the need to examine teachers' experiences and realities to improve MAPEH teaching and student outcomes (Espinosa & Elipane, 2025).

While past research has looked into challenges in MAPEH, Physical Education, and Arts education, there has been little focus on Grade 5 MAPEH teachers in rural public elementary schools like those in Jones District, Isabela. Most studies tend to look at teaching challenges, methods, or activities separately rather than together in one study. In addition, many studies focus on secondary education, leaving elementary-level MAPEH teaching less explored. There is a lack of localized studies on teachers' views in district-level public schools, especially in rural areas of the Philippines. To fill these gaps, this study examines the challenges faced, teaching methods used, and instructional activities employed by Grade 5 MAPEH teachers in the Jones District of Isabela. The findings aim to help develop evidence-based teaching interventions, support systems for teachers, and strategies that are responsive to the local context, all aimed at improving the quality of MAPEH education.

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## **2. Material and methods**

### **2.1 Research Design**

In this study, we took a closer look at the challenges Grade 5 teachers face when teaching MAPEH in Jones District, Isabela, using a descriptive research design. This approach was spot on because it allowed us to really dig into the current conditions, teaching practices, and hurdles that these teachers encounter. In addition, it helped us pinpoint the teaching methods and activities that are commonly used in MAPEH classes. Using this design, we systematically gathered, analyzed, and interpreted data using quantitative techniques.

### **2.2 Locale of the Study**

The study was conducted in the Jones District of Isabela, Philippines. The district consists of public elementary schools where Grade 5 MAPEH subjects are taught. The locale was selected because the researcher was currently teaching within the district and had direct access to the respondents. The area was considered appropriate for the study because it reflects the actual teaching conditions and challenges experienced by elementary teachers in MAPEH instruction.

### **2.3 Respondents of the Study**

The respondents of the study were Grade 5 teachers handling MAPEH subjects in selected public elementary schools in the Jones District, Isabela. These teachers were chosen because they have direct experience and knowledge of the challenges encountered in teaching MAPEH. Their responses provided important information about teaching methods, instructional activities, and classroom experiences related to this study.

### **2.4 Sample and Sampling Procedure**

The study employed purposive sampling to select the respondents. Purposive sampling is a non-probability sampling technique in which participants are selected based on specific qualifications relevant to the study. Twenty (20) Grade 5 teachers teaching MAPEH were included as respondents. This sampling method was used because the selected teachers possessed the necessary experience and information needed to answer the objectives of the study.

### **2.5 Research Instrument**

The researcher used a survey questionnaire as the primary data-gathering instrument for this study. The questionnaire consisted of structured questions about the respondents' profile, challenges encountered in teaching MAPEH, teaching methods employed, and teaching activities used for instruction. The instrument was developed based on the related literature and previous studies. It was also validated by experts and experienced teachers to ensure its clarity and reliability. A 5-point Likert Scale was used to measure the participants' responses.

### **2.6 Data Gathering Procedure**

Before conducting the study, the researcher secured permission from the Schools Division Superintendent and school principals through formal request letters. After approval, the researcher distributed the survey questionnaires to the selected respondents. The purpose of the study and the instructions for completing the questionnaire were clearly explained to the participants. After the respondents completed the questionnaires, the researcher retrieved, checked, organized, and tabulated the data for analysis and interpretation.

### **2.7 Data Analysis Techniques**

The data gathered were analyzed using appropriate statistical methods. Frequency counts and percentages were used to describe the respondents' profiles. The weighted mean was used to determine the challenges encountered by teachers, the teaching methods employed, and the teaching activities used in MAPEH instruction. The results are presented in tabular form and interpreted based on the descriptive scale used in the study.

### **2.8 Ethical Considerations**

The researcher observed ethical standards throughout the study. Permission to conduct the research was obtained from the appropriate authorities before data collection. The respondents were informed of the purpose of the study, and their

participation was voluntary. The confidentiality and anonymity of the respondents were strictly maintained, and all gathered information was used only for research purposes. Respect, honesty, and integrity were observed throughout the research process.

### **3. Results and Discussion**

#### **3.1 Profile of the Respondents**

This provides a snapshot of the respondents, covering aspects such as gender, age, marital status, teaching experience, educational background, teaching role, recent performance ratings, and the level of training or seminars they have attended. What stands out is that most respondents are women, aged between 31 and 35, married, and have been teaching for over 11 years. Many of them are pursuing Master's degrees, hold Teacher III positions, and have received outstanding performance ratings. When it comes to professional development, all respondents have participated in training and seminars at various levels—school, division, regional, and national—but none have attended international-level training. This suggests that the respondents were not only experienced and well-educated but also actively engaged in their professional growth.

#### **3.2 Challenges Encountered in Teaching MAPEH**

Teaching MAPEH comes with its own set of challenges that affect both how well lessons are taught and how engaged students are in them. Often, schools don't have enough facilities, resources, or equipment, which can really throw a wrench in effective teaching. This lack of infrastructure can limit physical activities and make it difficult to deliver lessons effectively (House et al., 2025). Our study supports this, showing that teachers frequently face issues such as scarce resources, low student engagement, and insufficient time. These time constraints and engagement issues make lesson planning tricky, as teachers try to make the most of their time while keeping students motivated and involved (Milton et al. 2025). Moreover, assessing students can be tough because of their diverse needs and the challenge of proving what they have learned, which makes adapting evaluation strategies to different classrooms quite complex (H. Westerlund et al., 2021; Xie et al., 2024). Having the right instructional materials and learning kits is crucial for boosting student engagement and teaching effectiveness, especially in skill-based subjects (Anselmo 2024). MAPEH teachers, particularly those who are new to the field, often feel marginalized and isolated. Being secluded in specific teaching spaces and lacking support from colleagues can lead to feelings of disengagement and a harsh reality check in their professional lives (Ferry & Westerlund, 2022; R. Westerlund & Eliasson, 2021). Without dedicated professional development and supportive networks, teachers find it hard to tackle these challenges effectively, highlighting the need for ongoing organizational and instructional support to improve teaching success and retention (Ferry & Westerlund, 2022; R.M. Westerlund & Eliasson, 2021). Incorporating mobile learning tools and technology into instruction can also greatly enhance student engagement, participation, and educational outcomes in skill-based subjects (Anselmo et al., 2024). These factors create an environment in which MAPEH instruction often struggles with issues related to resources, time, engagement, and teacher support, making targeted interventions crucial for improving educational outcomes in this area.

#### **3.3 Teaching Methods Employed in Teaching MAPEH**

The teaching methods employed in MAPEH incorporate a blend of traditional and innovative pedagogical approaches, recognizing the importance of both structured and student-centered learning. While direct instruction is frequently utilized, offering clear teacher-led explanations, evidence suggests that tactical and game-based methods may provide enhanced learning outcomes. This is particularly evident in sports such as basketball, where students engaged in the Tactical Games Approach (TGA) have demonstrated superior performance in tactical and decision-making skills compared to those receiving direct instruction (González-Espinosa et al., 2021). Furthermore, TGA and Teaching Games for Understanding (TGfU) have proven effective in enhancing tactical skills, motor skills, and engagement, consistently benefiting students across various educational stages (Breed et al. 2024; González-Valero et al. 2024; Oktavianus et al., 2025). Cooperative and inquiry-based learning are also frequently employed, encouraging active participation and deeper understanding through collaboration and problem-solving. The integration of mobile technology into education further enhances student engagement, participation, and learning outcomes by providing interactive and accessible instructional approaches (Anselmo et al., 2026). These methods align with global pedagogical trends that emphasize learner-centered approaches to boost motivation and engagement (González-Valero et al., 2024). Differentiated instruction, widely utilized, addresses learner diversity by tailoring teaching strategies to multiple intelligences, which has been shown to foster joyful and meaningful learning experiences while improving concept mastery (Anggoro et al., 2024; Gibbs 2025). Sport education, an important methodology often employed, supports the development of teamwork, autonomy, and motivation, although its implementation may encounter contextual challenges, such as curriculum constraints (Hortigüela-Alcalá et al., 2021). Movement education, which is frequently utilized, integrates embodied pedagogies that nurture teacher identity development and encourage creativity and empathy through movement-based performing arts (Cappello et al., 2025). Collectively, these teaching methods achieved an average weighted mean reflecting frequent utilization, emphasizing the balance between structured content delivery and interactive, student-centered learning that is conducive to holistic MAPEH education.

### 3.4 Teaching Activities Used in Teaching MAPEH

Teaching activities utilized in MAPEH instruction demonstrate a focus on dynamic engagement and skill development, characterized by frequent use of interactive and cooperative modalities. Activities such as cooperative games, cardio warm-up games, throwing and catching, jump roping, and dynamic stretching are consistently implemented, as evidenced by high weighted means and qualitative descriptions of "Always" or "Often" (Sun et al., 2025; Temirbay et al., 2025). These activities promote not only physical fitness but also social interaction, teamwork, and motor skill acquisition, aligning with contemporary pedagogical frameworks that prioritize student engagement and differentiated instruction (Cappello et al., 2025; Sun et al., 2025). Conversely, activities such as striking skills and mental math warm-ups are infrequently employed, while skills such as dribbling, obstacle course challenges, keep away, and hula hoop activities are occasionally utilized, indicating variability in emphasis based on available resources, instructional priorities, or teacher proficiency (Sun et al., 2025). The moderate average weighted mean of 3.66 suggests an overall "Often" use of these teaching activities, highlighting the balance between core physical exercises and skill-based tasks within the MAPEH curricula (Sun et al., 2025). The integration of such activities reflects a growing trend toward incorporating varied teaching methods, which advanced analytical models have shown to enhance instructional quality and learner outcomes in physical education by combining pedagogical clarity, motivation, and adaptation to learner needs (Chen & Min, 2025; Tian, 2025). These findings provide a foundation for improving physical education experiences in both classroom and extracurricular settings.

### 3.5 Test of Significant Difference and Relationship Among Variables in Teaching MAPEH

Table 5 presents the results of the ANOVA and regression analyses conducted in the study. The findings revealed a significant difference in the challenges encountered in teaching MAPEH and teaching activities when grouped according to the respondents' profile, as indicated by the computed p-values lower than 0.05. However, no significant difference was found in the teaching methods employed by respondents. Furthermore, regression analysis showed that the challenges encountered in teaching MAPEH were significantly related to both teaching methods and teaching activities. This implies that the challenges experienced by teachers influence the instructional strategies and activities they employ in MAPEH.

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## 4. Conclusion & Recommendations

The study found that Grade 5 teachers in Jones District, Isabela, faced several hurdles when teaching MAPEH. They struggled with limited resources, keeping students engaged, and dealing with equipment and time constraints. Despite these obstacles, teachers often turn to learner-centered methods, such as cooperative learning, differentiated instruction, and inquiry-based learning. They also incorporated interactive and movement-based activities to boost student participation and their learning. The study highlighted that these challenges significantly influenced the teaching methods and activities used in MAPEH classes.

Based on these insights, this study suggests that school administrators should ensure that there are enough instructional materials, facilities, and equipment to support effective MAPEH teaching. It also encourages teachers to attend seminars and training sessions to enhance their teaching strategies and classroom practice. Schools should consider strengthening support programs and allocating more time for MAPEH activities to better engage students. Future researchers could explore similar studies with larger groups and in different educational settings.

This study was limited to 20 Grade 5 teachers from selected public elementary schools in the Jones District, Isabela. The findings were based solely on survey responses, which may reflect the personal views of the respondents. Additionally, the study focused only on specific variables related to challenges, teaching methods, and activities in MAPEH instruction.

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## Compliance with ethical standards

The author declares no conflict of interest. This study complied with recognized ethical standards for human-participant research by ensuring voluntary participation with informed consent, the right to withdraw without penalty, and strict confidentiality through anonymous, secure, and aggregated data handling. Given the study's non-invasive nature, procedures were non-invasive, and safeguards were observed to minimize discomfort, with guidance to appropriate support services when needed. Required institutional permissions were also secured for instrument use and access to academic records.

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