



Difficulties of MAPEH Teachers in the In-Person Classes

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Abstract:

The study investigated the challenges faced by MAPEH teachers during in-person classes in the School Year 2022-2023 in Hinoba-an district, Negros Occidental. Thirty-six teachers were surveyed, categorized by marital status, educational attainment, and tenure. Using a descriptive research design with a researcher-made survey, findings indicated prevalent difficulties in utilizing learning resources effectively, managing classroom behavior, applying pedagogical skills, preparing learning materials, and assigning tasks. While differences in difficulties were noted across marital status, educational attainment, and tenure, significant variations were primarily observed in pedagogical skills and preparation of learning resources. Despite these challenges, the study concluded with an intervention plan tailored to address identified issues and improve teaching practices.

Keywords: Difficulties, in-person classes, MAPEH Teachers

Introduction:

Nature of the Problem

In the wake of the global COVID-19 pandemic, our world has undergone a seismic shift, impacted ordinary lives and exacerbating the complexities faced by many nations. As we grapple with the far-reaching consequences of this crisis, it becomes abundantly clear that no corner of our planet has been left untouched by the rapid spread of the novel coronavirus, COVID-19, as noted by Fakhruddin, Blanchard, and Ragupathy in 2020.

The closure of schools and the resultant confinement of children to their homes, often with limited or no access to quality learning resources, has unleashed a devastating blow upon schools, students, and parents alike. As experts have grimly predicted, students may find themselves lagging behind by up to a year in their educational journey. This is a crisis that not only exposes the inherent flaws in our educational system but also presents us with a golden opportunity to reimagine and reshape school education into a more resilient and robust paradigm.

In my personal experience as an educator and advocate for quality education, I have witnessed firsthand the struggles faced by teachers and students during these trying times. The need for innovative and adaptable teaching methods has never been more pressing. Traditional teaching approaches often result in disengaged and stressed students, making it abundantly clear that contemporary educators must rise to the occasion. This holds true for all subjects, including the critical field of MAPEH (Music, Arts, Physical Education, and Health).

In light of these compelling circumstances and my unwavering commitment to advancing education, the researcher embarking on this study to delve deep into the difficulties faced by MAPEH teachers in the new normal. Through rigorous research and collaborative efforts, I hope to shed light on potential solutions and guide the way towards a more resilient and effective educational landscape for all students, no matter the difficulties that may come our way.

Current State of Knowledge

Based on the response made by the respondents on the readiness of their schools to distance learning education, and though most of the respondents are in the urban areas, there are still more basic education schools that are not equipped with the facility and training to distance learning during difficult times. To keep abreast of distance learning education trends, the teacher should be equipped with the knowledge and skills in distance learning education (Chung, Subramaniam & Dass, 2020).

Mengistu's study (2019) revealed that 83,3% of instructors do not get the necessary facilities, materials, and administrative support to implement the modular curriculum effectively. Department heads' responses for related



interview items support these. These data show that the instructors are facing these challenges in accomplishing their duties. Moreover, it shows that 17 (56.7) of instructors reported that they did not take any training on modularization. Of those 13 who took the training, only 2 responded that it was adequate. The results of heads' and quality assurance directors' responses for related interview items show that awareness-raising training on modularization has almost been neglected.

One of the convenient modes for most typical Filipino students is Modular Distance Learning. It was also the most preferred learning system of most parents/guardians based on the Learning Enrollment and Survey Form (LESF) result. Just the thought of studying at home gives students the eerie feeling of freedom and luxury of being under less pressure. Conversely, this modular distance learning has certain adversities for both parents and students (Chin, 2020)

But according to Wenneng, et.al. (2024) the students can take proactive steps to enhance their skills. Engaging in self-directed learning, practicing outdoor skills in their free time, seeking additional resources such as books, online tutorials, or workshops related to outdoor activities, and actively participating in hands-on activities during the course can significantly improve their proficiency. Collaborating with peers, seeking instructor guidance, and participating enthusiastically in practical sessions can also improve their readiness and competence in outdoor skills. Furthermore, parents can also inquire about supplementary resources or workshops provided by the program to enhance their child's outdoor skill set further (Sabillo, et al., 2023).

Encouraging participation, fostering a positive attitude toward outdoor learning, and discussing the significance of these skills might also positively influence their child's readiness and enthusiasm for the course. Further, in ordinary teaching, teachers should explain the knowledge points more times and, in more detail, to help students deeply remember and understand these knowledge points and deal with all kinds of questions in the test. In addition, although some factors will significantly affect the students' online learning difficulties, but must consider the interaction between different factors seems to be just a factor; behind is the story of a family, so in teaching also, should students' family a simple background check to better help students of learning, (Yu, H., Asistido, M. T., & Bautista, M., 2024).

Moreover, in the study of Candilado, F. J. S., & Policarpio, J. S. (2024), results revealed that the participants often experience emotional and mental stress caused by the pandemic's unanticipated changes, fear, and worry for their professions, lives, students, and families. They found adjusting to the current circumstances, where getting out, meeting new people, and traveling difficult. They are most likely to encounter workplace conflicts due to miscommunication and negligence of duty. Participants took steps to resolve these conflicts and create a harmonious workplace environment so that they could perform effectively as the teaching workforce of their respective stations. The teachers should only be the people administering the learning. They should be given time to help students and focus on being a teacher by giving the printing of module responsibilities to other possible qualified persons who should only focus on the said activity. The teachers should be given more emotional and mental health management programs or orientations to help them and their peers to correlate with the needs of their peers and promote social relationship developments to avoid conflicts and have a progressive performance as school faculty

Theoretical Underpinnings

The theoretical framework of this study is basically anchored on the theory of difficulty.

This theory of difficulty by (Perkins, 2016) states that both educational researchers and experienced teachers develop what might be called theories of difficulty. A strong theory of difficulty identifies learners' characteristic trouble spots for a particular area of instruction and includes some causal analysis of why they occur toward improved teaching and learning. The literature on learning and development offers numerous ways of understanding conceptual difficulties, as well as recognizing problems of ritualized knowledge, inert knowledge, knowledge too foreign for learners to engage it readily, and tacit knowledge, the partly unconscious nature of which poses learning challenges. In a number of studies, a strong theory of difficulty has led to improved learning. In everyday teaching, teachers' response to recurrent difficulties may fall short. One not uncommon reaction is to blame the learners' weaknesses and simply keep teaching in the same way. Another better reaction is to 'teach harder', lavishing more time and attention on characteristic difficulties without any causal analysis of what makes them problematic. Most effective is to 'teach smarter' based on a causal analysis refined through experience. The construction of informal theories of difficulty is an important part of the craft of teaching.

The theory believed that higher professional education solves a whole complex of complex tasks aimed at training qualified specialists. One of these tasks can rightly be considered the formation of the personality of a competent specialist who is capable of carrying out activities in various areas of social practice at a high professional level. The task to unite all sides of this multidimensional phenomenon in a single definition remains relevant for modern pedagogy and psychology. Such a definition should take into account: the integral character of such a personality



as proficient; the presence of a real specific situation in which previously hidden potential proficiency can be "used", that is, it can become relevant; general ability and willingness of the subject to self-success; a high role of knowledge, skills and abilities, experience, values and aptitudes acquired in the learning process (Khujomov and Tangriyev, 2019).

Describing changes in personality occurring during professional development, E.F. Zeer emphasized that professional development is as much losing as acquiring and becoming a professional in some line of work is not only about improving, but also about losing some qualities". Professional failure thus can be viewed as complete or partial non-compliance with special requirements for cognitive capacities and personality traits to perform specific professional activities. This concept perfectly works for this study as it deems necessary to establish difficulties of MAPEH teachers in the in-person classes.

Objectives

This study aimed to determine the difficulties of MAPEH teachers in the in-person classes in National High School in a district of medium-sized municipality, Negros Occidental during the School Year 2022-2023, basis for an intervention plan. Specifically, this study sought to find answers to the following: 1) the level of difficulties by mapeh teachers in the in-person classes according to the area of assessment of learning, behavior management of teachers, pedagogical skills, preparation of learning resources and teachers' assignments; 2) the level of difficulties by MAPEH Teachers in the in-person classes when grouped according to the aforementioned variables; and 3) the significant difference in the level of difficulties by MAPEH Teachers in the in-person classes when grouped and compared according to the aforementioned variables.

Research Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study employed the descriptive research design in determining the level of difficulties of MAPEH Teachers in the in-person classes in National High School in a district of a medium-sized municipality, Negros Occidental during the School Year 2022-2023 as basis for an intervention plan.

According to Dudovsky (2017), descriptive research design attempts to determine, describe, or identify characteristics within the field of investigation. The researcher believes that this design is the anchor and need to attain all the researcher's study objectives. Where it is the purpose of a study to present and describe a general picture of a prevailing condition or situation as it exists at a particular time, the most appropriate research design to use is descriptive research, in the form of a self-made survey questionnaire.

This research design is appropriate in determining the difficulties encountered by Teacher. This research design fits the purpose of the present study as it entails observation, analysis and mainly description of factors.

Study Respondents

The respondents of the study will be the 36 teachers of Hinoba-an district, Negros Occidental. Since the number of the respondents are quite manageable, the researcher utilizes a purposive sampling. Purposive sampling is a non-random sampling technique employed in research to deliberately select specific individuals or elements from a population based on predefined criteria or characteristics. Researchers choose participants or data points intentionally to ensure they possess the attributes or qualities relevant to the study's objectives, allowing for targeted and focused data collection.

Instruments

This study utilized the researcher-made questionnaire. It has two main parts: First part comprises the personal profile of the respondents in terms of civil status, highest educational attainment, and length of service. The second part of the questionnaire is about the level of difficulties of MAPEH teachers; 50-line-item questions in the area of preparation of learning resources, pedagogical skills, assessment of learning, behavior management of teacher, and teacher's assignment, 10-line item per area. This study utilized the Likert Scale rating with 5 as always, 4 as often, 3 sometimes, 2 rarely, and 1 almost never. The research instrument was subjected to validity (4.55-excellent) and reliability (0.978-excellent). All of them were interpreted as worthy and good; respectively.

Data Gathering Procedure



The researcher sought permission from the concerned authorities and secured the necessary endorsements before floating questionnaires to gather the needed data. The research title was approved by the Thesis Committee headed by the Dean of the College of Education of STI West Negros University. After the approval, the researcher got permission through a letter addressed to the district supervisor and the school heads to allow her to conduct this study and distribute the questionnaires to the target respondents. The researcher personally retrieved the needed data for subsequent data analysis. The findings should be made as a basis for drawing a proposed In-Service Training.

Data Analysis and Statistical Treatment

Objective No. 1 used descriptive and analytical schemes and mean to determine the level of difficulties of MAPEH Teachers in the in-person classes in terms of the following areas in preparation of learning resources, pedagogical skills, assessment of learning, behavior management of teacher, and teacher's assignment.

Objective No.2 used a descriptive-analytical scheme and mean to determine the level of difficulties of MAPEH Teachers in the in-person classes when grouped according to the aforementioned variables.

Objective No.3 utilized a comparative analytical scheme and Mann-Whitney U test to determine a significant difference in the level of difficulties of MAPEH Teachers in the in-person classes when grouped and compared according to the previously mentioned variables.

Ethical Consideration

According to Resnik and Shamoo (2017), ethical protocols involve ensuring informed consent, confidentiality, avoiding harm, fairness, avoiding deception, reporting results accurately, and obtaining approval from an institutional review board or ethics committee. These principles protect the rights and welfare of participants, uphold the integrity of scientific research, and maintain public trust in the scientific community. Failure to adhere to these protocols can lead to ethical violations, compromising the validity of the study and putting participants at risk. Therefore, it is crucial for researchers to prioritize ethical considerations in their research practices.

Results and Discussion

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study.

Table 1

Level of Difficulties by MAPEH Teachers in the In-person Classes in the Area Preparation of Learning Resources

Area		
A. Preparation of Learning Resources	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>		
1. ensuring that the learning resource materials were utilized to the maximum.	3.19	Moderate Level
2. encouraging the teachers to use the learning resource materials for the teachers/learners.	3.06	Moderate Level
3. making sure that the learning resource materials have undergone quality control.	3.03	Moderate Level
4. seeing to it that the learning resource materials is fully enhanced and easily understood.	3.06	Moderate Level
5. insisting that the learning resource materials must be given to teachers/learners.	2.97	Moderate Level
Overall Mean	3.06	Moderate Level

Table 1 summarizes the analysis of the level of difficulties by MAPEH teachers in the in-person classes according to the Preparation of Learning Resources, obtaining an overall mean of 3.06, interpreted to mean moderate level. When all items were further scrutinized, the lowest mean of 2.97 went to the task of insisting that the learning resource materials must be given to teachers/learners found in item no. 5. In contrast, the highest



mean score of 3.19 went to item no. 1 on ensuring that the learning resource materials were utilized to the maximum. It goes to show that teachers were diligent in making sure that learning resource materials promptly are given to students and teachers alike during the assessment period. One item clarified by this table is that teachers have been finding it problematic to maximize the use of learning materials to level up student learning during this transition period in education from online to onsite.

Table 2

Level of Difficulties by MAPEH Teachers in the In-person Classes in Pedagogical Skills

Area		
B. Pedagogical Skills	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>		
1. conceptualizing to understand the core knowledge required in the practice of teaching.	3.00	Moderate Level
2. carrying out basic instructional routines	3.03	Moderate Level
3. planning effective instruction.	3.22	Moderate Level
4. explaining one's instructional practices and in reflecting on those practices so as to improve them	3.17	Moderate Level
5. dispositioning toward in-person classes, teaching, learning, and the improvement of practice.	3.33	Moderate Level
Overall Mean	3.15	Moderate Level

Table 2 shows the analysis on the level of difficulties by MAPEH teachers in the in-person classes in Pedagogical Skills obtaining a mean score of 3.15 interpreted to mean moderate. When all items were put to further scrutiny, the lowest mean score of 3.0 went to item no. 1. While the highest mean of 3.33 went to item no. 5, simply put, the most problematic item was the task of dispositioning toward in-person classes, teaching, learning, and improvement of practice. All the verbal interpretations were found uniform as all of them were moderate, but in contrast to item to item 5, teachers were seemingly prepared conceptualizing to understand the core knowledge required in the practice of teaching.

Table 3

Level of Difficulties by MAPEH Teachers in the In-person Classes in Assessment of Learning

Area		
C. Assessment of Learning	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>		
1. reinforcing assessment through reviewed of the lessons.	3.31	Moderate Level
2. making sure that all activities and assessment are updated.	2.97	Moderate Level
3. measuring learning on how learners respond in a positive way.	3.19	Moderate Level
4. manifesting a sense of responsibility over my learner's result.	3.19	Moderate Level
5. making assessment on the basis of home-environment concept of learning.	3.03	Moderate Level
Overall Mean	3.14	Moderate Level

Table 3 summarizes the analysis of the level of difficulties by MAPEH teachers in the in-person classes in Assessment of Learning with an overall mean of 3.14, interpreted to mean moderate. When all items were taken separately, the lowest mean score of 2.97 on item 2 which state "making sure that all activities and assessment are updated." Interpreted as moderate level while the highest mean of 3.31 went to item 1 on the need to reinforce assessment through lesson review, interpreted to mean moderate level. This implies the areas where MAPEH teachers may require additional support or professional development to address the identified difficulties. Providing resources, training, and mentoring in areas such as assessment design, curriculum alignment, and lesson review could help teachers enhance their instructional practices and improve student learning outcomes in MAPEH classes.



Table 4

Level of Difficulties by MAPEH Teachers in the In-person Classes in the Preparation of Behavior Management of Teacher

Area		
D. Behavior Management of Teacher	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>		
1. managing the process and procedures in monitoring learners' achievement.	3.33	Moderate Level
2. participating in the management of learners' behavior within the school and other school related activities done outside the school.	3.19	Moderate Level
3. managing the introduction of curriculum initiatives in line with DepEd policies.	3.50	High Level
4. managing curriculum innovations and enrichment with the use of technology.	3.39	Moderate Level
5. organizing team to champion instructional innovations programs towards curricular responsiveness.	3.33	Moderate Level
Overall Mean	3.35	Moderate Level

Table 4 summarizes the result of the analysis on level of difficulties by MAPEH teachers in the in-person classes based on Behavior Management of Teacher where it got an overall mean of 3.35, interpreted to mean moderate. When further scrutinized, teachers got the lowest mean of 3.19 in item 2 which talked about the participation in the management of learners' behavior within the school and other school-related activities done outside of the school. Contrastingly, item 3 got the highest of mean of 3.50, interpreted to mean high level. In other words, teachers have been having a heartache on managing the introduction of curriculum initiatives consistent with DepEd initiatives. This result indicates that teachers have so far been meticulous in ensuring that their students behave well outside of the school when doing community engagement or other school-related activities.

Table 5

Level of Difficulties by MAPEH Teachers in the In-person Classes in the Area Teachers' Assignments

Area		
E. Teachers' Assignments	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>		
1. establishing and model high social and academic expectation.	3.11	Moderate Level
2. creating and sustain safe, orderly, nurturing, and healthy environment.	2.78	Moderate Level
3. providing environment that promotes use of technology among learners and teachers.	3.08	Moderate Level
4. implementing that school personnel and learners extends courtesies and shows respect towards everyone in the school.	2.89	Moderate Level
5. ensuring the utilization of a range of assessment process to assess learners' performance.	2.86	Moderate Level
Overall Mean	2.94	Moderate Level

Table 5 summarizes the analysis of the level of difficulties experienced by MAPEH teachers in the in-person Classes in the area of teachers' assignments obtaining an overall mean of 2.94 interpreted to mean moderate. A surprising annotation to this table is that all the items got an adjectival rating of "moderate level." When analyzed more closely, the lowest mean of 2.78 went to item no. 2 on the task of creating and sustaining safe, orderly, nurturing, and healthy environments. In plain language, this item provides evidence of teachers'



personal motivation to create and sustain a safe, orderly, and nurturing environment for learners in the research environment. Contrastingly, the highest mean score of 3.11 went to item no. 1 on the task of establishing and modeling high social and academic expectations. This appears to be a headache for teachers and presents the weakest link in in-person classes now that face-to-face classes has been restored.

Table 6

Level of Difficulties Encountered by MAPEH Teachers in the In-person Classes in the Assessment of Learning According to Civil Status

Area	Single		Married	
A. Assessment of Learning	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>				
1. ensuring that the learning resource materials were utilized to the maximum.	3.00	Moderate Level	3.37	Moderate Level
2. encouraging the teachers to use the learning resource materials for the teachers/learners.	2.76	Moderate Level	3.32	Moderate Level
3. making sure that the learning resource materials have undergone quality control.	2.82	Moderate Level	3.21	Moderate Level
4. seeing to it that the learning resource materials is fully enhanced and easily understood.	2.82	Moderate Level	3.26	Moderate Level
5. insisting that the learning resource materials must be given to teachers/learners.	2.65	Moderate Level	3.26	Moderate Level
Overall Mean	2.81	Moderate Level	3.28	Moderate Level

Table 6 shows the level of difficulties experienced by MAPEH teachers in the In-person classes based on the assessment of learning and groupings by civil status with an overall mean of 2.81 for the singles and 3.28 for their married counterparts. Despite the seeming disparity in numbers, both mean scores were interpreted as "moderate level." Still another remarkable annotation was that all the adjectival descriptions were the same at "moderate level." When items were scrutinized individually, the highest mean scores of 3.0 for singles and 3.37 for the married group were found in item 1 on ensuring that the learning resource materials were utilized to the maximum. In other words, both groups found it extremely difficult using learning resources to the maximum. Contrasting the above figures were item 5 for the singles and item 3 for the married group. If analyzed more closely, the strength of the singles was identified on an item insisting that the learning resource materials must give to teachers/learners. Their married counterparts were found commendable in making sure that the learning resource materials have undergone quality control. Indeed, resource materials that have undergone serious review, revision, and editing are bound to produce materials free of errors.

Table 7

Level of Difficulties Encountered by Teachers in the in-person classes in Teachers' Behavior Management According to Civil Status

Area	Single		Married	
B. Behavior Management of Teachers	Mean	Interpretation	Mean	Interpretation



As a teacher, I find difficulties in...

1. conceptualizing to understand the core knowledge required in the practice of teaching.	2.88	Moderate Level	3.11	Moderate Level
2. carrying out basic instructional routines	2.76	Moderate Level	3.26	Moderate Level
3. planning effective instruction.	3.00	Moderate Level	3.42	Moderate Level
4. explaining one's instructional practices and in reflecting on those practices so as to improve them	2.65	Moderate Level	3.63	High Level
5. dispositioning toward in-person classes, teaching, learning, and the improvement of practice.	3.00	Moderate Level	3.63	High Level
Overall Mean	2.86	Moderate Level	3.41	Moderate Level

Table 7 summarizes the result of the analysis on the level of difficulties by teachers in the in-person classes based on groupings by teachers' behavior management and civil status with a mean of 2.86 for the singles and 3.41 for the married group. Both scores were interpreted to mean "moderate level" of difficulties. When items were further scrutinized, the lowest mean of 2.65 for the singles was in item no. 4, which reads, "explaining one's instructional practices and in reflecting on them so as to improve them." while the highest mean of 3.0 for the singles was identified on items 3 and 5. These two items deal with planning effective instructions and dispositioning toward in-person classes, teaching, learning, and the improvement of teaching practice. The married group have their lowest mean of 3.11 in item no. 1, which says, "conceptualizing to understand the core knowledge required in the practice of teaching." These twin items appear to be a plus factor for both civil status groupings. While the highest in item 5, sans item 3. This can be interpreted to mean that the most recurring headache for concerned teachers is that of planning effective instructions and dispositioning toward the in-person classes and all its accompanying obligations.

Table 8

Level of Difficulties Encountered by Teachers in the in-person classes in Pedagogical Skills According to Civil Status

Area	Single		Married	
C. Pedagogical Skills	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>				
1. reinforcing assessment through reviewed of the lessons.	2.94	Moderate Level	3.63	High Level
2. making sure that all activities and assessment are updated.	2.35	Low Level	3.53	High Level
3. measuring learning on how learners respond in a positive way.	2.82	Moderate Level	3.53	High Level



4. manifesting a sense of responsibility over my learner's result.	2.88	Moderate Level	3.47	Moderate Level
5. making assessment on the basis of home-environment concept of learning.	2.76	Moderate Level	3.26	Moderate Level
Overall Mean	2.75	Moderate Level	3.48	Moderate Level

Table 8 the analysis on the Level of Difficulties Encountered by Teachers in the in-person classes in Pedagogical Skills and groupings by civil status obtaining a mean of 2.75 for the single group and 3.48 for the married group. Both mean scores mean "moderate." When items were analyzed individually, the lowest mean of 2.35 for the singles was identified in item number 2 that speaks about making sure that all activities and assessments are updated. The lowest mean score of 3.26 for their married counterparts was in item 5, which says, "making an assessment on the basis of the home-environment concept of learning." This is where teachers are more skillful at. In contrast, the highest mean score of 2.94 for the singles was found in item no. 1 on the need to reinforce assessment through review of the lessons, duly interpreted to mean "moderate level." That on the married group's highest mean of 3.63 was found in the very same item number 1 concerning the need to reinforce assessment by reviewing the lessons taken.

Table 9

Level of Difficulties Encountered by Teachers in the in-person classes in the Preparation of Learning Resources According to Civil Status

Area	Single		Married	
D. Preparation of Learning Resources	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>				
1. managing the process and procedures in monitoring learners' achievement.	3.24	Moderate Level	3.42	Moderate Level
2. participating in the management of learners' behavior within the school and other school related activities done outside the school.	3.12	Moderate Level	3.26	Moderate Level
3. managing the introduction of curriculum initiatives in line with DepEd policies.	3.35	Moderate Level	3.63	High Level
4. managing curriculum innovations and enrichment with the use of technology.	3.12	Moderate Level	3.63	High Level



5. organizing team to champion instructional innovations programs towards curricular responsiveness.	3.12	Moderate Level	3.53	High Level
Overall Mean	3.19	Moderate Level	3.49	High Level

Table 9 shows the Level of Difficulties Encountered by Teachers in the in-person classes in the Preparation of Learning Resources based on civil status, getting an overall mean of 3.19 (moderate level) for the singles and 3.49 (high level) for the married group. Moving south, the highest mean of 3.35 for the singles went o item no. 3, which reads, "managing the introduction of the curriculum initiatives in line with DepEd policies." On the part of their married counterparts, the highest mean scores of 3.63 went to items 3 and 4 that talk about managing the introduction of the curriculum initiatives in line with DepEd policies and managing the curriculum innovations and enrichment with the use of technology. When items were further scrutinized, the singles' lowest mean of 3.12 were identified in items 4 and 5 which deal with managing the curriculum innovations and enrichment with the use of technology. On the part of the married group, the lowest mean went to item no. 2 on the participation in the management of learners' behavior within the school and other school-related activities outside of the school premises. These items have so far been the least problematic for teachers in the research environment.

Table 10

Level of Difficulties Encountered by Teachers in the in-person classes in Teachers' Assignments According to Civil Status

Area	Single		Married	
	Mean	Interpretation	Mean	Interpretation
E. Teachers' Assignments <i>As a teacher, I find difficulties in...</i>				
1. establishing and model high social and academic expectation.	3.06	Moderate Level	3.16	Moderate Level
2. creating and sustain safe, orderly, nurturing, and healthy environment.	2.65	Moderate Level	2.89	Moderate Level
3. providing environment that promotes use of technology among learners and teachers.	2.82	Moderate Level	3.32	Moderate Level
4. implementing that school personnel and learners extends courtesies and shows respect towards everyone in the school.	2.65	Moderate Level	3.11	Moderate Level
5. ensuring the utilization of a range of assessment process to assess learners' performance.	2.53	Moderate Level	3.16	Moderate Level
Overall Mean	2.74	Moderate Level	3.13	Moderate Level

Table 10 summarizes the Level of Difficulties Encountered by Teachers in the in-person classes in Teachers' Assignments in according to civil status with an overall mean of 2.74 for the single group and 3.13 for the married group. Both were interpreted as moderate level. In contrast, the highest mean of 3.06 for the singles



went to item no. 1 on the need to establish and model high social and academic expectations. Their married counterparts got the highest mean of 3.32 in item no. 3 on the need to provide an environment that promotes the use of technology for both teachers and learners. Simply put, unmarried teachers were finding it really challenging setting that high social and academic expectations. The same thing goes to the married group in providing an environment promoting technology use for both teacher's and learners. When further analyzed, the lowest mean of 2.53 for the singles and 2.89 for the married group indicate items the least problematic for teachers. These twin item deals with ensuring the utilization of a range of assessment process to assess learners' performance on the part of the single group. On the part of the married group deals with the need to create and sustain a safe, orderly, nurturing, and healthy environment.

Table 11

Level of Difficulties Encountered by Teachers in the in-person classes in the Assessment of Learning According to Highest Educational Attainment

Area	Lower		Higher	
A. Assessment of Learning	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>				
1. ensuring that the learning resource materials were utilized to the maximum.	3.39	Moderate Level	2.85	Moderate Level
2. encouraging the teachers to use the learning resource materials for the teachers/learners.	3.22	Moderate Level	2.77	Moderate Level
3. making sure that the learning resource materials have undergone quality control.	3.22	Moderate Level	2.69	Moderate Level
4. seeing to it that the learning resource materials is fully enhanced and easily understood.	3.17	Moderate Level	2.85	Moderate Level
5. insisting that the learning resource materials must be given to teachers/learners.	3.00	Moderate Level	2.92	Moderate Level
Overall Mean	3.20	Moderate Level	2.82	Moderate Level

Table 11 shows the Level of Difficulties Encountered by Teachers in the in-person classes in the Assessment of Learning According to Highest Educational Attainment. Those with lower education attainment (LEA) got an overall mean of 3.20 interpreted to mean "moderate level." Those with higher educational attainment (HEA) got an overall mean of 2.82, likewise interpreted to mean the same "moderate level." After scrutinizing all the items, the lowest item of 3.0 for the LEA group was identified in item number 5 on the need to deliver promptly those learning resource materials to teachers and learners. On the part of the HEA group, the lowest mean of 2.69 went to item 3 on ensuring the quality of learning materials. So understandably, the HEA group have quite mastered the skills of preparing quality learning materials. In contrast, LEA group's highest mean of 3.39 was identified in item number 1, which spoke about ensuring that the learning resource materials were utilized to the max. That on the HEA group's highest mean of 2.92 was found in item no. 5 on insisting that the learning resource materials must be given promptly to teachers/students. To put it in different wordings, teachers under the LEA group have been constantly bothered by seeing to it that learning resource materials are fully utilized to accomplish its intended purpose. Those under the HEA group have been constantly challenged by the need to deliver promptly those learning resource materials to teachers and learners.

Table 12

Level of difficulties Encountered by Teachers in the in-person classes in Behavior Management of Teachers



According to Highest Educational Attainment

Area	Lower		Higher	
B. Behavior Management of Teacher	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>				
1. conceptualizing to understand the core knowledge required in the practice of teaching.	3.13	Moderate Level	2.77	Moderate Level
2. carrying out basic instructional routines	3.09	Moderate Level	2.92	Moderate Level
3. planning effective instruction.	3.39	Moderate Level	2.92	Moderate Level
4. explaining one's instructional practices and in reflecting on those practices so as to improve them	3.13	Moderate Level	3.23	Moderate Level
5. dispositioning toward in-person classes, teaching, learning, and the improvement of practice.	3.35	Moderate Level	3.31	Moderate Level
Overall Mean	3.22	Moderate Level	3.03	Moderate Level

Table 12 illustrates the Level of difficulties Encountered by Teachers in the in-person classes in Behavior Management of Teachers According to Highest Educational Attainment with an overall mean of 3.22 for the LEA group and 3.03 for the HEA group. Both were interpreted to mean moderate level of difficulties. Another interesting annotation to this table is that all the items got interpreted to mean moderate level. When all items were scrutinized, the lowest mean of 3.13 for the LEA group were identified in items 1 and 4 that deal with conceptualizing to understand the core knowledge required in teaching and explaining one's instructional practices and in reflecting on them for the purpose of improving them. HEA group's lowest mean of 2.77 was found in item no. 1, similar to the LEA group, on conceptualizing to understand the core knowledge required in the teaching practice. On the flipside, LEA group's highest mean of 3.39 was identified in item no. 3 on planning for effective instruction. On the flipside, HEA group's highest mean of 3.31 was seen in item no. 5 on dispositioning toward in-person classes, teaching, learning, and improvement of practice. The table provides evidence that among the many problems teachers with lower educational backgrounds face, planning for effective instructions ranks among the highest. The table likewise shows that transitioning from online to onsite teaching also poses some unique challenges even to teachers with higher educational backgrounds.

Table 13

Level of Difficulties Encountered by Teachers in the in-person classes in Pedagogical Skills According to Highest Educational Attainment

Area	Lower		Higher	
C. Pedagogical Skills	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>				
1. reinforcing assessment through reviewed of the lessons.	3.52	High Level	2.92	Moderate Level
2. making sure that all activities and assessment are updated.	3.09	Moderate Level	2.77	Moderate Level



3. measuring learning on how learners respond in a positive way.	3.26	Moderate Level	3.08	Moderate Level
4. manifesting a sense of responsibility over my learner's result.	3.35	Moderate Level	2.92	Moderate Level
5. making assessment on the basis of home-environment concept of learning.	3.22	Moderate Level	2.69	Moderate Level
Overall Mean	3.29	Moderate Level	2.88	Moderate Level

Table 13 illustrates the Level of Difficulties Encountered by Teachers in the in-person classes in Pedagogical Skills According to Highest Educational Attainment with a mean of 3.29 for the LEA group and 2.88 for the HEA group. These are all interpreted as moderate level of difficulties. When further scrutinized, the lowest mean of 3.09 for the LEA group was seen in item no. 2 on making sure that all activities and assessments are updated. That on the HEA group was found in item no. 5 on making assessment based on home environment concept of learning where it got the lowest mean of 2.69. Meaning, the LEA group scored commendably on the recency of activities and assessments. The HEA group scored well in contextualizing assessment activities to suit the environment. Meanwhile, item 3 got the highest mean of 3.39 for the LEA group, while item 5 got the highest mean of 3.31 for the HEA group. This means that both groups have been constantly challenged by the need to plan for effective instruction and transitioning from online to onsite mode of instructions.

Table 14

Level of Difficulties Encountered by Teachers in the in-person classes in the Preparation of Learning Resources According to Highest Educational Attainment

Area	Lower		Higher	
D. Preparation of Learning Resources	Mean	Interpretation	Mean	Interpretation
<i>As a teacher, I find difficulties in...</i>				
1. managing the process and procedures in monitoring learners' achievement.	3.39	Moderate Level	3.23	Moderate Level
2. participating in the management of learners' behavior within the school and other school related activities done outside the school.	3.17	Moderate Level	3.23	Moderate Level
3. managing the introduction of curriculum initiatives in line with DepEd policies.	3.35	Moderate Level	3.77	High Level
4. managing curriculum innovations and enrichment with the use of technology.	3.39	Moderate Level	3.38	Moderate Level



5. organizing team to champion instructional innovations programs towards curricular responsiveness.	3.26	Moderate Level	3.46	Moderate Level
Overall Mean	3.31	Moderate Level	3.42	Moderate Level

At this juncture, Table 14 illustrates teachers' moderate Level of Difficulties Encountered by Teachers in the in-person classes in the Preparation of Learning Resources According to Highest Educational Attainment with a mean of 3.31 for the LEA group and 3.42 for the HEA group. Both mean scores were interpreted to mean moderate level. When items were further scrutinized, what might be called an identical strength on both groupings was seen in item no. 2 in taking part in the management of learners' behavior within and outside of the school. The LEA group got 3.17, while the HEA group got 3.23. In other words, classroom management appears to be their similar strength. In the meantime, the LEA group obtained the highest identical mean scores of 3.39 in items 1 and 3. Simply put, the LEA group are constantly having problems with the management of the process and procedures to monitor student achievement. The other problematic area for the same group is in the task of managing the introduction of curriculum initiatives consistent with DepEd's policies. On the part of the HEA group, the highest mean was identified in item 3; very similar to the problematic area just highlight3d for the LEA group. In other words, keeping at pace with DepEd guidelines is a constant pressure for both groupings.

Table 15

Level of Difficulties Encountered by Teachers in the in-person classes in Teachers' Assignments According to Highest Educational Attainment

Area	Lower		Higher	
	Mean	Interpretation	Mean	Interpretation
E. Teachers' Assignments <i>As a teacher, I find difficulties in...</i>				
1. establishing and model high social and academic expectation.	3.26	Moderate Level	2.85	Moderate Level
2. creating and sustain safe, orderly, nurturing, and healthy environment.	2.87	Moderate Level	2.62	Moderate Level
3. providing environment that promotes use of technology among learners and teachers.	3.22	Moderate Level	2.85	Moderate Level
4. implementing that school personnel and learners extends courtesies and shows respect towards everyone in the school.	2.78	Moderate Level	3.08	Moderate Level
5. ensuring the utilization of a range of assessment process to assess learners' performance.	2.91	Moderate Level	2.77	Moderate Level
Overall Mean	3.01	Moderate Level	2.83	Moderate Level

Table 15 shows teachers' Level of Difficulties Encountered by Teachers in the in-person classes in Teachers' Assignments According to Highest Educational Attainment obtaining an overall mean of 3.01 for the LEA



group and 2.83 for the HEA group. Not surprisingly, these scores are interpreted as moderate. When further scrutinized, the lowest mean of 2.78 for the LEA group appears in sharp contrast with that of the HEA group in ensuring that school personnel and learners extend courtesy and show respect at everyone in school, possibly including visitors on the campus. For the HEA group, the lowest mean was identified in item no.2 in creating and further sustaining a safe, orderly, nurturing, and healthy environment. In plain wording, the LEA group's strength lies in promoting courtesy and respect in the research environment, while the LEA group's strength lies in sustaining a physically safe environment. Down south, the highest mean of 3.26 for the LEA group went to item no. 1, which reads, establishing and modeling high social and academic expectations." The HEA group got their highest mean in item no. 4 on establishing a climate where school employees and learners demonstrate that favorable, respectful attitude toward one another.

Conclusions:

Based on the study's findings, MAPEH (Music, Arts, Physical Education, and Health) teachers in in-person classes are predominantly married with longer teaching experience but lower educational backgrounds. They encounter various challenges, including maximizing learning resource utilization, managing teacher behavior, enhancing pedagogical skills, reinforcing assessment through lesson review, and implementing curriculum initiatives aligned with DepEd policies. Difficulty in establishing high social and academic expectations was notable in teachers' assignments. Despite variations in civil status, educational attainment, and length of service among respondents, overall, MAPEH teachers faced moderate difficulties across these areas in in-person classes. However, no significant differences in difficulty levels were found across these factors in learning assessment, behavior management, preparation of learning resources, and teachers' assignments, underscoring the consistent challenges experienced by MAPEH educators.

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