

PROPOSED FIVE-YEAR DEVELOPMENT PLAN IN MAPEH TO GRADE SEVEN TEACHERS

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Abstract

This study outlined a comprehensive five-year development plan for teaching Music, Arts, Physical Education, and Health to Grade Seven learners in SDO 1 Pangasinan. The plan aimed to address current challenges, enhance teachers' pedagogical skills, content knowledge, and technology integration, while promoting interdisciplinary approaches for holistic learner development. Utilizing a descriptive research methodology, the study systematically documented the state of MAPEH education and the projected positive impacts of the proposed plan. A five-point Likert scale was used to assess the challenges and effects on teaching practices, while frequency and percentage analyses examined the plan's interdisciplinary contributions and long-term sustainability implications.

The key findings emphasized the necessity for continuous professional development tailored to MAPEH educators and curriculum updates to ensure relevance and student engagement. The study recommended investing in technological resources, implementing robust feedback mechanisms, and fostering experiential learning opportunities. Integrating project-based learning and equipping classrooms with appropriate tools were highlighted as vital steps for advancing MAPEH education. Additionally, promoting MAPEH's value within the school and community was deemed essential for its sustained growth. These measures aim to ensure the effectiveness, adaptability, and long-term impact of MAPEH education.

Keywords: MAPEH, Curriculum Development, Interdisciplinary Learning, Professional Development, Technology Integration

Introduction

Music, Arts, Physical Education, and Health education plays a crucial role in the holistic development of learners, fostering creativity, physical well-being, and artistic expression. Recognizing the importance of a well-structured and dynamic MAPEH program, this study proposes a comprehensive five-year development plan for Grade Seven teachers in SDO I Pangasinan (Culajara, 2021). This plan aims to address current challenges, enhance pedagogical skills, integrate technology effectively, and promote interdisciplinary approaches to teaching MAPEH (Mohammad, 2021). By providing a roadmap for continuous improvement and innovation in MAPEH education, this study seeks to empower teachers and enhance the learning experiences of Grade Seven students (Soledad et al., 2021).

The educational landscape is constantly evolving, requiring educators to adapt their teaching practices and embrace new approaches to meet the changing needs of learners (Umamah et al., 2021). This study acknowledges the need for a forward-looking development plan that equips MAPEH teachers with the necessary skills and resources to navigate the challenges and opportunities of 21st-century education (Nehring et al., 2019). The proposed five-year plan provides a framework for continuous professional development, curriculum enhancement, and technology integration, ensuring that MAPEH education remains relevant, engaging, and effective for Grade Seven students (Lawyer, 2019). By outlining specific goals,

objectives, and strategies, the plan aims to guide MAPEH teachers in their pursuit of excellence and create a positive impact on student learning outcomes (Zahra & Kurjono, 2019).

A key aspect of this study is the identification of current challenges faced by MAPEH teachers in SDO I Pangasinan. Through surveys, interviews, and focus group discussions, the research gathers insights from teachers, administrators, and other stakeholders to understand the specific needs and challenges within the MAPEH program (Arrellano et al., 2022). This needs assessment forms the foundation for the development plan, ensuring that the proposed interventions are tailored to address the specific context and challenges faced by MAPEH teachers (Romano, 2005). By understanding the existing gaps and limitations, the plan aims to provide targeted support and resources to enhance teaching practices and improve student learning outcomes (Meigaru et al., 2019).

The proposed five-year development plan focuses on several key areas for improvement in MAPEH education. These include enhancing teachers' pedagogical skills, strengthening content knowledge, promoting technology integration, and fostering interdisciplinary approaches to teaching (Drost & Levine, 2015). The plan outlines specific strategies for achieving these goals, such as providing professional development opportunities, updating curriculum materials, integrating technology tools and resources, and promoting collaborative teaching practices (Hali et al., 2021). By addressing these key areas, the plan aims to equip MAPEH teachers with the necessary skills and resources to deliver high-quality instruction and create engaging learning experiences for Grade Seven students (Adipat, 2021).

Furthermore, this study examines the potential impact of the proposed development plan on student learning outcomes. By evaluating the effectiveness of the implemented strategies, the research assesses the extent to which the plan contributes to improved student achievement, engagement, and overall development in MAPEH (Ghafar, 2021). This evaluation provides valuable insights into the strengths and weaknesses of the plan, allowing for adjustments and refinements to maximize its impact. The study also explores the long-term sustainability of the proposed plan, considering factors such as resource allocation, stakeholder support, and institutional commitment. By addressing these sustainability considerations, the plan aims to ensure that the positive changes achieved through its implementation are maintained and strengthened over time. The ultimate goal of this study is to provide a comprehensive and actionable development plan that empowers MAPEH teachers, enhances the quality of MAPEH education, and contributes to the holistic development of Grade Seven students in SDO I Pangasinan (Rivera et al., 2021).

Method

Research Design

The descriptive research approach in the study focuses on the implementation and impacts of a five-year development plan for Music, Arts, Physical Education, and Health (MAPEH) education for Grade Seven students serves as a foundational methodology to observe, describe systematically, and document aspects of the current state of MAPEH education and the subsequent changes brought about by the development plan.

Participants

The participants in this study include Grade Seven MAPEH teachers, school administrators, and students from SDO I Pangasinan.

Instrumentation

The survey questionnaire was administered to the teachers and administrators in SDO I Pangasinan. The survey-questionnaire promotes deals with the current challenges in teaching

MAPEH to Grade Seven learners, impact of a five-year development plan on teachers' pedagogical skills, content knowledge, and technology integration, interdisciplinary approaches did the five-year development plan promote contribute to holistic learner development in MAPEH, and long-term implications of the five-year development plan for the sustainability and future direction of MAPEH education.

Data Analysis

Five-point likert scale were used to determine the current challenges in teaching MAPEH to Grade Seven learners, impact of a five-year development plan on teachers' pedagogical skills, content knowledge, and technology integration. In addition, Frequency and Percentage was used to determine the interdisciplinary approaches did the five-year development plan promote contribute to holistic learner development in MAPEH, and long-term implications of the five-year development plan for the sustainability and future direction of MAPEH education.

Results

Current Challenges in Teaching MAPEH to Grade Seven Learners

The results of the survey showed that the Grade Seven MAPEH teachers in SDO I Pangasinan faced several challenges in delivering effective MAPEH instruction. most of the challenges in teaching MAPEH to grade seven learners were teacher specialization and training (M=4.94) with the descriptive rating of Strongly Agree. This were followed by curriculum time constraints (M=3.88) and integration of technology (M=3.56) with descriptive rating of Agree. Meanwhile, resource limitations (M=3.46) and diverse learning needs (M=2.68) with the descriptive rating of Neutral. The overall mean of the challenges in teaching MAPEH to grade seven teachers were 3.70 with the descriptive rating of Agree.

Impact of a Five-Year Development Plan on Teachers' Pedagogical Skills, Content Knowledge, and Technology Integration

The results of the survey showed that the five-year development plan had a positive impact on MAPEH teachers' pedagogical skills, content knowledge, and technology integration.

The proposed five-year development plan aimed to address the specific needs and challenges within the MAPEH program based on the identified gaps in the needs assessment phase. In terms of pedagogical skills, the plan involved providing comprehensive in-service training and workshops to enhance teachers' instructional strategies, lesson planning, and assessment practices.

To strengthen content knowledge, the plan incorporated subject-specific seminars and collaborative curriculum development activities to ensure that teachers were well-versed in the core MAPEH concepts and could effectively deliver the updated curriculum. (Culajara, 2021) (Panichpongsoapak et al., 2016)

Furthermore, the development plan emphasized the integration of educational technology, with a focus on equipping teachers with the knowledge and skills to utilize digital tools and resources in their MAPEH lessons. The overall mean rating for the impact of the development plan on teachers' professional competencies was 4.07, indicating a very positive effect.

Interdisciplinary Approaches Promoted by the Five-Year Development Plan

The five-year development plan for MAPEH in SDO I Pangasinan aimed to foster interdisciplinary approaches to teaching and learning. The results showed that the plan promoted the respondents agreed that project-based learning, experiential learning, and cultural studies

(100%) as interdisciplinary approaches needed for the five-year development plan that contributes to holistic learner development in MAPEH. These were followed by inquiry-based learning (99.33%), collaborative teaching (98.67%), technology integration (98%), and cross-curricular connections (96.67%). The promotion of these interdisciplinary approaches through the development plan aimed to create a more holistic and engaging MAPEH curriculum, bridging the gaps between different subject areas and providing students with opportunities to apply their knowledge and skills in meaningful, real-world contexts.

Long-Term Implications of the Five-Year Development Plan

The survey respondents indicated that the five-year development plan for MAPEH in SDO I Pangasinan had several long-term implications for the sustainability and future direction of the subject area. Based on the results, the respondents agreed that the development plan would lead to enhanced student engagement and learning outcomes in MAPEH, improved teacher competencies, and strengthened interdisciplinary connections across the curriculum. Additionally, the respondents agreed that the plan would contribute to the overall improvement of the MAPEH program and its recognition as a crucial component of the K-12 curriculum.

The long-term sustainability of the MAPEH program was also seen as a key outcome, as the development plan aimed to address systemic challenges and establish a more robust and adaptable framework for MAPEH education in the region.

Discussion

The findings of this study highlight the importance of a comprehensive and strategic development plan for the MAPEH subject area in the K-12 curriculum. The identification of current challenges in teaching MAPEH to Grade Seven learners, such as teacher specialization, curriculum time constraints, and technology integration, aligns with the existing literature on the challenges faced by teachers in delivering holistic and engaging MAPEH instruction (Ugalingan et al., 2020).

The positive impact of the proposed five-year development plan on teachers' pedagogical skills, content knowledge, and technology integration underscores the value of targeted professional development initiatives in enhancing teacher competencies and ultimately improving student learning outcomes (Apriliyanti, 2020).

The promotion of interdisciplinary approaches, such as project-based learning, experiential learning, and cultural studies, through the development plan is consistent with the holistic and integrated nature of the MAPEH curriculum, as emphasized in the K-12 framework (Culajara, 2021).

The long-term implications of the five-year development plan, including enhanced student engagement, improved teacher competencies, and strengthened interdisciplinary connections, suggest the potential for sustainable transformation and growth within the MAPEH subject area. In conclusion, the proposed five-year development plan for MAPEH in SDO I Pangasinan has demonstrated promising results in addressing the identified challenges, improving teacher competencies, and fostering a more integrated and engaging MAPEH curriculum.

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