



INDIGENOUS MATERIALS IN THE TEACHING OF MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH

JAMES CEDRIC DL. TORIO

Abstract : This study focused on the development of the indigenous instructional materials at Macarang National High School, Mangatarem District II during the school year 2023-2024. Included in this study is the performance of the Grade 10 learners in MAPEH based on the 1st quarter teacher-made test; the adequacy of the instructional materials being used in the teaching of MAPEH and the evaluation of the Grade 10 teachers based on DepED criteria. The output of this study was a developed indigenous materials in the teaching of MAPEH to improve the performance of the Grade 10 learners. Frequency, percentage and average weighted mean was used to treat the data needed. The 63 Grade 10 learners and 5 MAPEH teachers served as subject-respondents respectively. The findings of the study were the following: Majority of the Grade 10 learners' performance level in MAPEH was "fair" 20 or 31.74 percent; The MAPEH Grade 10 teachers used varied instructional materials which was revealed by them to "moderately adequate" with 2.53 average weighted mean; The developed indigenous materials in the teaching of MAPEH can improve the level of performance of the Grade 10 learners in MAPEH; The Grade 10 MAPEH teachers evaluated the developed materials based on DepED criteria. Based on the analysis of the findings, the following conclusions were drawn: The performance of the Grade 10 learners can still be improved; The MAPEH Grade 10 teachers should be made aware to use the varied instructional materials in the teaching of MAPEH; The developed materials can be used to improve the performance of the Grade 10 learners; and the MAPEH Grade 10 teachers can prepare an instructional materials for use in the teaching of MAPEH. Based from the conclusions drawn, the following recommendations are hereby offered: The developed indigenous materials should be forwarded to school heads for reproduction purposes; Once the developed materials was reproduced, the Grade 10 MAPEH teachers can use as supplementary instructional materials in the teaching of MAPEH; and similar study can be conducted in wider scope to validate the findings of the study.

INTRODUCTION

Education has the twofold function of developing the individual human being and developing the society. It has been considered vital towards the attainment of progress. And to say that education is the process whereby human development is assured and the survival and process of human civilization (Aquino, 2014).

The governments support the national goal of improving people's quality of life, and that the greatest contribution to the youth to the country's progress is determined by the quality education. Much have been said about quality education, however, there is now a great demand of high performing teachers, who can perform quality instruction.

The relevance of effectiveness of the education process in our country is continually being reexamined. Towards this end, the Congressional Commission on Education (EDCOM) was created in 1990, revealing in its final report that "the quality of the Philippine Education is declining continuously" the commission cited, among others, that colleges and technical/vocational schools are not producing the manpower we need to develop our economy.

The EDCOM included in its recommendation that only the best and most qualified professional teachers can be the heart of education, thus the quality of learning attained by the learner is related to the quality of teaching done by teacher. Better teaching should always show better learning. The test of effective teaching is effecting learning.

Alexander and Halverson (2015) pointed out that teachers do really have a great task of inculcating to the learners the knowledge and the refinement that they need in facing the ever-changing society. The challenging nature of the teachers' task and their responsibility to transmit knowledge/skills will make it imperative for them to be effective teachers. They have an obligation to work for better teaching through their professional careers.

Lardizabal (2011) said, that every teacher must continue to grow professionally. She must keep attuned to the time, whether it concerns, content teaching, procedure or any classroom intervention. More importantly, she should be updated regarding trends and new directions in the subject she is teaching to keep abreast with rapid changes brought about by research and modernization. This is supported by the provision in the Education Act of 1982 that teacher shall assume the responsibility to maintain and sustain his professional growth and advancement and maintain professionalism in her behavior at all times.

This was further stressed in Sec. 5 paragraph 4 of the Philippine Constitution which states:

"that the state shall

enhance the right of teachers to professional advancement. It is imperative therefore that teachers gain professional competencies and effective in their own ways since in their hands lies the development of the learners especially in

transferring knowledge and skills. Considering as the heart of the school and strength of education, the performance of any educational institutions depend much on its faculty and that the quality of the school is determined by the quality of faculty employed.”

On this behalf, Sibayan (2012) stated that one of the most devastating factors that contribute to the decline of teaching in all levels is the low salary given to teachers, that teaching is no longer attractive to the high school graduates. It could not be deemed that the quality of those who those who teach. One of the most important commitment of any teacher to his profession is to continue to grow professionally. That the world of today and the world of tomorrow, the challenging needs and problems not in existence even a few short years. It is therefore the responsibility of the educational system to train the citizens, men and women to be prepared to face up with courage and decisiveness to their task, where they deal dynamically and such as possible deal with complex situation.

Despite the millions of pesos spent in providing opportunities for teachers to improve curricular, foster better relationships and promote the learning of students, significant changes in the professional development of teachers continue to be obvious. Most educators accept development as a normal fast of improving teacher practice, but few appear to understand it well enough to invest in developing on-going comprehensive program for improving teaching and schools.

Furthermore, teachers are tasked to enable the learner to realize his full potential as an individual, to give him the necessary training to be responsible citizen and to provide him with the appropriate skills that he may become a productive maker of society. Consequently, the learner will be equipped with communication skills, both verbal and written in both Filipino and English, the ability to think and reason and to analyze quantitatively and with a broad range of human knowledge and experiences, with particular emphasis on what a Filipino ought to know.

The researcher as a MAPEH teacher was motivated to conduct this research study in line with a proposed learning materials in the teaching of Music, Arts, Physical Education and Health in the implementation of the K to 12 Curriculum in the secondary level.

NEED OF THE STUDY.

The results of findings of this study will benefit the following:

School Administrators. Results of this study will help them monitor, evaluate the indigenous materials being used by the teachers in teaching MAPEH as a subject in the K to 12 Curriculum.

Grade 10 MAPEH Teachers. Findings of this study will benefit them to improve their teaching competencies through the use of support instructional materials.

Grade 10 Learners. Results of this study will motivate the Grade 10 learners to participate actively in the various MAPEH activities that will lead to improvement of their performance in the said subject.

Researcher Himself. Results of this study will serve as frame of reference to improve classroom instruction in the teaching of MAPEH and will help motivate the Grade 10 learners to love the subject.

Other Researchers. Findings of this study will serve as basis in conducting another study realign to the present study.

3.2 Data and Sources of Data

The 5 MAPEH teachers and 63 Grade 10 learners served as respondents and subject-respondents of the study respectively. These teachers are presently teaching MAPEH at Macarang National High School during the conduct of this study.

3.3 Theoretical framework

Gagne (2018) stipulates that there are several different types of levels of learning. The significance these classifications is that each different type recognizes different types of instruction. Gagne identifies five major categories of learning: (a) the verbal information, intellectual skills, cognitive strategies, motor skills and attitudes; b) different internal and external conditions as necessary for each type of learning. Cognitive strategies to be learned, there must be a chance to practice developing new solutions to problems; to learn attitudes, the learner must be exposed to a creditable role model or persuasive arguments.

Gagne that learning task for intellectual skills can be organized in a hierarchy according to complexity; stimulus recognition, response generation, procedure following use of terminology, discriminations, concepts formation, rule application and problem solving, the primary significance of the hierarchy is to identify prerequisites that should be completed to facilitate learning at each level. Prerequisite are identified by doing a task analysis of a learning/training task. Learning hierarchies provide a basis for the sequencing of instruction.

While Gagne’s theoretical framework comes all aspects of learning, the focus of the theory is an intellectual skills. The theory had been applied to the design of instruction in all domains (Gagne and Dreseoll, 2018).

RESEARCH METHODOLOGY

This study focused on the development of the indigenous instructional materials at Macarang National High School, Mangataram District II during the school year 2023-2024. Included in this study was the performance of the Grade 10 learners in MAPEH based on the 1st quarter teacher-made test; the adequacy of the instructional materials being used in the teaching of MAPEH and the evaluation of the Grade 10 teachers based on DepED criteria. The output of this study is a developed indigenous materials in the teaching of MAPEH to improve the performance of the Grade 10 learners.

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This chapter presents the analysis of the findings relative to the different sub-problems raised in this study.

Performance Level of the Grade 10 Learners in MAPEH Based on the 1st Quarter Results

This section presents the performance level of the Grade 10 learners based on the 1st quarter test results. Table 1 presents the data in answer to sub-problem 1.

Table 1
Performance Level of the Grade 7 Learners
in MAPEH Based on the 1st Quarter Results
N=63

Level of Performance	F	Percent
Very Satisfactory	10	15.87%
Satisfactory	13	20.63%
Fair	20	31.74%
Poor	20	31.74%
Total	63	99.99%

Table 1 presents the performance level of the Grade 10 learners in MAPEH based on the 1st quarter teacher-made test results. Looking at the table, the 63 Grade 10 learners level of performance was categorized according to "very satisfactory", "satisfactory", "fair" and "poor". It must be noted from the table that the Grade 10 learners got a "fair" and poor performance during the 1st quarter test results. This is an indication that the Grade 10 learners are still weak in MAPEH and so there is a need to improve their performance level.

Adequacy of Instructional Materials Being Used by the Grade 10 Teachers

This section presents the adequacy of instructional materials being used by the Grade 10 teachers in teaching MAPEH. Table 1 presents the data in answer to sub-problem 2.

Table 2
Adequacy of Instructional Materials
Being Used by MAPEH Teachers

Adequacy of Instructional Materials	AWM	D.E.
Teachers' Guide	3.20	MA
Basic Textbooks	2.40	SA
Modules	2.20	SA
Charts	3.20	MA
Pictures	3.20	MA
Multi-Media	1.40	NA
AWM	2.53	MA

Legend:

Scale	Statistical Limit	Descriptive Equivalent (DE)
5	4.50-5.00	Very Adequate (VA)
4	3.59-4.49	Adequate (A)
3	2.50-3.49	Moderately Adequate (MA)
2	1.50-2.49	Slightly Adequate (SA)
1	1.00-1.49	Not Adequate (NA)

Table 1 presents the adequacy of instructional materials being used by MAPEH teachers wherein they identified 6 instructional materials and these are teachers' grade, basic textbook, modules, chart, picture and multi-media instructional materials. the table revealed the materials used by the Grade 10 MAPEH learners to "moderately adequate". It is therefore imperative that the Grade 10 teachers should use more instructional materials for use during the teaching-learning process.

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Evaluation of MAPEH Teachers Based on Department of Education Criteria

This section presents the evaluation of MAPEH teachers based on DepED criterion. Table 3 presents the data in answer to sub-problem 4.

Table 3
Evaluation of MAPEH Teachers Based on DepED Criteria

Criteria for Evaluation		Descriptive Equivalent (D.E.)
1. Content		
1.	Content is suitable to the students' level of development.	
2.	Material is suitable to the achievement of specific objectives of the subject area and grade/year level for which it is intended.	VS
3.	Material provides for the development of higher cognitive skills such as critical thinking, creativity, learning by doing, inquiry, problem-solving, etc.	VS
4.	Material is free of ideological, cultural, religious, racial, and gender biases and prejudices.	VS
5.	Material enhances the development of desirable values and traits.	VS
6.	Materials has the potential to arouse interest of target reader.	S
7.	Adequate warning/cautionary notes are provided in topics and activities where safety and health are of concern.	S
		S
2. Prints		
1.	Size of letters is appropriate to the intended user.	VS
2.	Spaces between letters and words facilitate reading.	VS
3.	Font is easy to read.	S

4. Printing of good quality (i.e. no broken letters, even density, correct alignment, properly placed screen registration).	S
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Continuation of Table 3

Criteria for Evaluation	Descriptive Equivalent (D.E.)
3. Illustrations	
1. Simple and easily recognizable.	VS
2. Clarify and supplement the text.	VS
3. Properly labelled or captioned (if applicable)	VS
4. Realistic/Appropriate colors.	VS
5. Attractive and appealing.	VS
6. Culturally relevant.	VS
4. Design and Layout	
1. Attractive and pleasing to look at.	VS
2. Simple (i.e., does not distract the attention of the reader).	VS
3. Adequate illustration in relation to text.	VS
4. Harmonious blending of elements (e.g., illustrations and text).	VS
5. Paper and Binding	
1. Paper contributes to easy reading.	VS
2. Durable binding to withstand frequent use.	VS
6. Size and Weight of Resource	
1. Paper used contributes to easy reading.	VS
2. Durable binding to withstand frequent use.	VS
7. Presentation and Organization	
1. Presentation is engaging, interesting, and understandable.	VS
2. There is logical and smooth flow of ideas.	VS
3. Vocabulary level is adapted to target reader's likely experience and level of understanding.	VS
4. Length of sentences is suited to the comprehension level of the target reader.	VS
5. Sentences and paragraph structures are varied and interesting to the target reader.	VS

IV. RESULTS AND DISCUSSION

This chapter presents the summary of findings, the conclusions drawn and the recommendations offered.

Summary

This study focused on the development of the indigenous instructional materials at Macarang National High School, Mangataram District II during the school year 2023-2024. Included in this study is the performance of the Grade 10 learners in MAPEH based on the 1st quarter teacher-made test; the adequacy of the instructional materials being used in the teaching of MAPEH and the evaluation of the Grade 10 teachers based on DepED criteria. The output of this study was a developed indigenous materials in the teaching of MAPEH to improve the performance of the Grade 10 learners.

Frequency, percentage and average weighted mean was used to treat the data needed. The 63 Grade 10 learners and 5 MAPEH teachers served as subject-respondents respectively.

Findings

1.0. Performance Level of the Grade 10 Learners in MAPEH Based on 1st Quarter Results

1.1. Majority of the Grade 10 learners' performance level in MAPEH was "fair" 20 or 31.74 percent.

2.0. Adequacy of Instructional Materials Being Used by MAPEH Teachers

2.1. The MAPEH Grade 10 teachers used varied instructional materials which was revealed by them to "moderately adequate" with 2.53 average weighted mean.

3.0. Developed Indigenous Materials in the Teaching of MAPEH to Improve the Performance Level of the Grade 10 Teachers

3.1. The developed indigenous materials in the teaching of MAPEH can improve the level of performance of the Grade 10 learners in MAPEH.

4.0. Evaluation of the MAPEH Teachers Based on DepED Criteria

4.1. The Grade 10 MAPEH teachers evaluated the developed materials based on DepED criteria.

Conclusions

Based on the analysis of the findings, the following conclusions were drawn:

1. The performance of the Grade 10 learners can still be improved.
2. The MAPEH Grade 10 teachers should be made aware to use the varied instructional materials in the teaching of MAPEH.
3. The developed materials can be used to improve the performance of the Grade 10 learners.
4. The MAPEH Grade 10 teachers can prepare an instructional materials for use in the teaching of MAPEH.

Recommendations

Based from the conclusions drawn, the following recommendations are hereby offered:

1. The developed indigenous materials should be forwarded to school heads for reproduction purposes.
2. Once the developed materials was reproduced, the Grade 10 MAPEH teachers can use as supplementary instructional materials in the teaching of MAPEH.
3. Similar study can be conducted in wider scope to validate the findings of the study.

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