# International Journal of Research Publication and Reviews

# Exploring the Use of Strategies in the Contextualization of Music, Arts, Physical Education and Health as a Basis for Curriculum Integration

*Irene P. Dulay*

**St. Louis College of Bulanao, Bulanao Tabuk City, Kalinga, Philippines (3800)**

## ABSTRACT

This study explored the use of contextualization in Teaching MAPEH subject. Specifically, it determined the extent of use of strategies in the contextualization of MAPEH and the challenges encountered by the teachers on contextualization. Mixed method of quantitative and research designs was used. It was found that the strategies were much used by the teachers in the contextualization of MAPEH lessons. Significant difference was found on the extent of use of strategies according to age and years of service. Lack of trainings, interest of the learners and instructional support were the challenges encountered by the teachers. A curriculum integration plan was proposed to increase the interest of the learners in MAPEH.

*Keywords: Music, arts, physical education, health, contextualization, curriculum integration*

## INTRODUCTION

### Background of the Study

Music, Arts, Health and Physical Education as one of the many learning areas included in the curriculum is seen to be a direct outlet wherein the integration of cultural beliefs, tradition and practices can be best incorporated.

Aside from its noble and useful content the MAPEH subject provides completeness to the multi-aspects of the human life as it provides a person's cultural, humanistic, and physical wellbeing. The latter aspect as exemplified in sports has an important role not only in keeping oneself healthy (Lopez, 2019) but also as a means to national and international linkages and cooperation through competition and collaboration.

There is a curriculum guide for MAPEH in the Philippines from grade 1 all the way up to grade 10. It was published by Department of Education in 2019. It comprises the goals, standards, and content of the physical education curriculum, in addition to some examples of native games from a variety of areas and ethnic groups around the country. It also highlights the significance of appreciating physical activities for their value as a source of enjoyment, of a challenge, of social connection, and of prospects for career advancement.

The concepts of localization and contextualization falls on the idea that learners learned best experiences in the classroom have meanings and relevance in their lives. In some instances, localization and contextualization defeat the goals of the lessons due to concepts and contents that were overtly localized and contextualized, resulting to mislead and overdo lesson. Nonetheless, teachers should be adaptive and creative using localization and contextualization in teaching. Such principle was made and adaptive in the academe to make the curriculum responds, conforms, reflects, and be flexible to the needs of learners, especially in the 21$^{st}$ century learners who need to be holistically and skillfully developed.

Today, they are at near of fast technological advancement. They   experienced many changes like in the models of all phones, computers and other gadgets. It is during these years that a strong foundation of child's education is highly recommended to be developed. Nevertheless, there are difficult problems encountered by teachers for instance, lack of human resources such as elders in the community, modules and learning materials with indigenous knowledge system and practices, contextualized stories and internet.

The Dep-Ed. was so emphatic on the integration of culture in all learning areas wherein the principle of contextualization must be emphasized.

It is in this light that the researcher would like to find out the strategies in IPED Integration used by MAPEH teachers of the secondary schools in the Southern Tabuk District, Tabuk City, Kalinga. In school, MAPEH is one of the subjects in the curriculum. It plays an important role in the education of the youth. Specifically, music, arts, P.E, and health provide a rich contribution to the development of a wholesome personality. It has special responsibilities in strengthening the national identity. Music, Arts and Good Health are God's precious gift to mankind. It is the language of the emotions. It can stir the heart and soul of man of any age, creed and race. It is simple yet so pure that it can be understood by everyone. Music and Arts are said to be a universal language. It demands expression. Man learns to express his feelings of sadness and joy through music. The schools should therefore

improve the quality of MAPEH instruction. They should help in upgrading its quality as a whole. One of the roles of education in this age of rapid changes is to counter balance education in humanities.

Despite the recognized importance of contextualizing MAPEH (Music, Arts, Physical Education, and Health) curricula to enhance learner engagement and learning outcomes, there is a significant research gap in understanding the specific issues and challenges that teachers face in this process. Existing studies primarily focus on general educational challenges or the benefits of MAPEH subjects, but they often overlook the nuanced difficulties teachers encounter when adapting these subjects to diverse cultural, social, and educational contexts. Moreover, there is limited research on the effectiveness of current strategies and resources available to teachers for contextualization. This gap underscores the need for a detailed examination of the practical barriers' teachers experience and the development of targeted solutions to support them in delivering high-quality, contextually relevant MAPEH education.

## METHODS

### Research Design

The researcher made used of the mixed method of qualitative and quantitative design. The quantitative component was involving collection and analysis numerical data on the strategies used by the teachers in teaching MAPEH and the extent of contextualization of the respondents on the contextualization in teaching MAPEH. The qualitative component was employed to gather the issues and challenges encountered by the teachers in the Contextualization of MAPEH.

### Participants

The respondents to this study were local school teachers of the Cudal Central School, Magabbangon ES, Mallong ES, Callaccad ES, and Cogawe ES with the total of thirty (30) Teachers in Southern Tabuk District 2 , Tabuk City.

### Research Instrument

The survey questionnaire was used to gather the needed data for the strategies used by the teachers. The survey tool has three major parts which include: Part I dealt with the use of the strategies in the contextualization in teaching MAPEH. Part II dealt with the program of contextualization in teaching MAPEH, and Part III was on the issues and challenges of teachers in the contextualization of MAPEH.

### Data Gathering Procedure

The researcher asked permission from the Schools Division Superintendent to the District Supervisors and School Heads of the Tabuk City Division. She approached the teachers and discussed the mechanics and purpose of the instrument. Thereafter, the permission was granted, the researcher then sent the questionnaires via email and followed up through social media platforms. Due to health restrictions, some questionnaires were retrieved via email and some were personally collected from the respondents.

### Ethical Considerations

Written consent of the teacher participants was secured to ensure their voluntary participation. The data gathered were treated keeping their anonymity and the confidentiality of responses acquired from them.

The purpose of the research was fully explained to the respondents, and their queries were properly addressed before the interview on the challenges, issues, struggles, and problems they encountered.

### Data Analysis

To quantify the relationships of the responses along the identified variables, the three-point Likert Scale was used to determine the;

    a)    Extent of use of the strategies in contextualization in Teaching MAPEH.

| Value | Limit | Description | Symbol |
|---|---|---|---|
| 3 | 2.34-3.00 | Always Used | AU |
| 2 | 1.67-2.33 | Sometimes Used | SoU |
| 1 | 1.00-1.66 | Seldom Used | SU |

### Rigour of Qualitative Research

To confirm and validate that the respondents' rephrased statements in the dialect will be accurate, the researcher will go back to the participants in the school to conduct focus group discussion. This will be done to ensure the correctness of the information given.

## RESULTS AND DISCUSSION

**Profile of Respondents**

**Table 1. Profile of the Teacher Respondents**

| Profile | Frequency | Percentage |
|---|---|---|
| Age | | |
|   20- 30 | 2 | 6.60 |
|   31- 40 | 11 | 36.67 |
|   41- 50 | 17 | 57.00 |
| Sex | | |
|   Male | 16 | 20.00 |
|   Female | 24 | 80.00 |
| Number of Relevant Training | | |
|   1 – 2 | 20 | 67.00 |
|   3- 4 | 8 | 27.00 |
|   5 and Above | 2 | |
| Years in Service | | |
|   0 – 10 | 12 | 40.00 |
|   11 – 20 | 11 | 367.00 |
|   21 and Above | 7 | 23.00 |

    Majority of the teachers are between ages 41 to 50 years old, most of them are females with 1 or 2 relevant trainings; and with 10 years and below of teaching experience. Although the teachers have received professional development, they have very limited trainings.

**Use of strategies in the contextualization of MAPEH**

Table 2. Extent of use of strategies in the Contextualization of MAPEH

| Strategies | Mean | Description |
|---|---|---|
| 1.Active Learning | 2.60 | Always |
| 2.Collaborative/Cooperative Learning | 2.60 | Always |
| 3.Discussion Strategies | 2.69 | Always |
| 4.Experiential Learning | 2.69 | Always |
| 5.Games/Experiments/Simulations | 2.29 | Always |
| 6.Inquiry-Guided Learning | 1.79 | Always |
| 7.Interdisciplinary Teaching | 2.08 | Always |
| 8.Learner-Centered Teaching | 2.23 | Always |
| 9.Learning Communities | 2.10 | Always |
| 10.Lecture Strategies | 2.44 | Always |
| 11.Service Learning | 1.98 | Always |
| 12.Social Networking Tools | 2.33 | Always |

| | | |
|---|---|---|
| 13.Team-Based Learning | 2.17 | Always |
| 14.Team Teaching | 2.23 | Always |
| Average mean | 2.30 | Always |

The teachers always use different strategies to contextualize their MAPEH

lessons. These include discussion strategies, experiential learning, collaborative/cooperative learning and the other strategies. This illustrates that MAPEH educators want engaging classrooms where students may actively participate and learn via experience and conversation.

Experiential learning and visually engaging events improve culturally valued skills like MAPEH because they  bring community into learning spaces, and bring learners out, according to Hattori (2019) and  this lets learners apply classroom theories (Wharton, 2022).

Although lecture method is a traditional method, it is always used by the teachers as it  requires minimal preparation and is the easiest teaching technique. Aside from this the teachers provide information to the learners and explains for clarity.  Kapur (2020) found that  MAPEH teachers moderately contextualized tasks using this strategy. However, there is a need for teachers to shift from lectures to more interactive approaches that fit MAPEH's hands-on approach. MAPEH learners" engagement and learning results are balanced by instructional approaches. High-quality teacher learning impacts student learning, says Vermunt (2019). To modify practice attitudes or behavior, teachers must grasp strategic learning techniques. MAPEH teachers contextualize activities and improve student learning with these methods.

**Significant difference on the contextualization of MAPEH according to profile**

Table 3.1. Significant difference on the contextualization of MAPEH when grouped

according to profile

| Profile | p-value | Interpretation |
|---|---|---|
| Sex | 0.15 | Not Significant |
| Age | 0.00 | Significant |
| No. of Relevant Trainings | 0.58 | Not Significant |
| Years in Service | 0.01 | Significant |

Age and years of service are the two profile factors that show a significant difference, with p-values of 0.00 and 0.01, respectively. This indicates that teachers' contextualization practices vary meaningfully across different age groups and levels of experience, suggesting that older and more experienced teachers may apply or adapt strategies differently based on their familiarity with the subject and teaching techniques.

**Table 3.2 Post-Hoc Analysis on the Significant difference on the contextualization of MAPEH when grouped according to Age**

| | Mean | 20- 30 | 31- 40 | 41- 50 |
|---|---|---|---|---|
| 20- 30 | 1.29 | 1 | | |
| 31- 40 | 2.34 | 0.00* | 1 | |
| 41- 50 | 2.37 | 0.00* | 0.85 | 1 |

*Significant*

The post-hoc analysis on age differences in the contextualization of MAPEH shows that teachers' use of contextualization strategies varies significantly across age groups. This reveals that the older teachers ages 31-50 years use more varied strategies than the younger ones.

**Table 3.2 Post-Hoc Analysis on the Significant difference on the contextualization of MAPEH when grouped according to Years in Service**

| | Mean | 0- 10 | 11 to 20 | 21 and Above |
|---|---|---|---|---|
| 0- 10 | 2.06 | 1 | | |
| 11 to 20 | 2.38 | 0.00* | 1 | |
| 21 and Above | 2.39 | 0.02* | 0.96 | 1 |

*Significant*

As to the grouping  by years of service, significant difference between those with few years of experience  and those with longer years of service. This indicates that teachers with more experience are more likely consistently use contextualization strategies in MAPEH instruction.

This significant difference suggests that experience plays a crucial role in a teacher's ability to integrate contextualized strategies effectively. Teachers with more years in service likely possess greater familiarity with instructional methods and a better understanding of how to make learning relevant for students, which may come from prolonged exposure to diverse teaching environments and professional growth opportunities. This pattern underscores the importance of experience in developing the ability to implement diverse and adaptable teaching approaches.

When it comes to contextualizing MAPEH (Music, Arts, Physical Education, and Health) content, the data reveals significant tendencies in the teaching workforce, particularly with regard to age, experience, and the utilization of a variety of teaching styles. A significant number of teachers are over the age of thirty and have a significant amount of experience, which appears to be correlated with the fact that they employ a variety of instructional strategies. This is demonstrated by the profile of responses. It has been observed that teachers who are between the ages of 41 and 50 and who have been in the profession for more than ten years are more likely to apply contextualization strategies. This indicates that experience is a significant factor in the successful implementation of these strategies. One possible explanation for this is that they have gathered knowledge and are comfortable with a variety of instructional approaches, which enables them to effectively adapt information to the real-world circumstances of their pupils.

It is clear that MAPEH education is moving away from the traditional lecture-based methods, as seen by the high frequency of student-centered and experiential strategies across the curriculum. Active Learning, Collaborative/Cooperative Learning, and Experiential Learning are all strategies that are regularly evaluated as "Always" used, which highlights the emphasis placed on actively engaging students in the process of learning. Students are able to make connections between the knowledge they learn in the classroom and their own personal experiences and the community through the use of this approach, which is well suited to the hands-on, practical nature of MAPEH topics. In addition, the widespread utilization of social networking tools and learning communities is a strong indication that educators are incorporating contemporary, digitally-connected instructional strategies into their lessons, which further encourages the development of interactive learning environments.

To summarize, these data indicate that although MAPEH teachers are generally devoted to employing teaching approaches that are engaging and student-centered, additional assistance and training that is specifically geared toward newer teachers may assist them in more effectively integrating these classroom practices. The study illustrates how experience influences teaching quality, with more experienced teachers likely bringing richer, contextualized approaches to their classrooms, which ultimately results in improved student engagement and learning outcomes in MAPEH topics.

## Issues and challenges regarding the contextualization of MAPEH

Issues encountered by the teachers are lack of trainings, interest of learners and resources and support.

### Theme 1: Lack of Trainings

MAPEH contextualization is hampered by inadequate training. Lack of professional development makes it hard for teachers to adjust the curriculum to their students' cultural, regional, and social situations. The following statements prove this:

**T 1:** Madalas akong ng nahihirapang iayon ang kurikulum ng MAPEH sa lokal na kultura. Kailangan ko ang ng higit pang mga mapagkukunan at mga halimbawa na nagpapakita ng mga tradisyon ng aming komunidad. (*I often find it challenging to align the MAPEH curriculum with local culture. I need more resources and examples that reflect our community's traditions.*)

**T 3:** Awan ma'lod training na napya na iyada na dep-ed mepanggep si MAPEH. Kaudwan eh ino integration seno daduma a subject pelang na mabenefit pelang sino daduma a sabjek na deped. (*I didn't receive extensive training in all areas of MAPEH. More professional development focused on integrating local contexts would be beneficial.*)

**T 6:** Mahirap makipagtulungan sa ibang mga guro ng paksa. Kailangan namin ang mas nakabalangkas na mga pagkakataon para sa interdisiplinaryong pagpaplano. (*It's tough to collaborate with other subject teachers. We need more structured opportunities for interdisciplinary planning.*)

T 9: Ang pagsunod sa mga pinakabagong uso sa musika at sining ay mahirap. Ang patuloy na pag-update sa kurikulum ay kinakailangan upang manatiling may kaugnayan. (*Keeping up with the latest trends in music and arts is hard. Continuous updates to the curriculum are necessary to stay relevant.*)

. Lack of training might make it hard to provide compelling classes that reflect local traditions, practices, and needs. Educators may feel unprepared to address MAPEH's diversity and multidisciplinary character, resulting in generic or pre-packaged content that doesn't engage with students' actual experiences. This obstacle limits the implementation of a contextualized and meaningful MAPEH program.

### Theme 2: Interest of Learners

Student interest levels make contextualizing MAPEH difficult. \

**T 4:** Ang aking mga mag-aaral ay may iba't ibang interes at antas ng kasanayan. Nais kong magkaroon ng mas nababaluktot na mga plano sa aralin na nagbibigay-daan para sa pagkakaiba-iba at pagkakaisa. (*"My students have varying interests and skill levels. I wish there were more flexible lesson plans that allow for differentiation and inclusivity."*)

**T 5**: Ang pagtatasa ng pagkamalikhain sa sining at musika ay maaaring subjective. Pinahahalagahan ko ang malinaw na mga alituntunin at rubrics upang matiyak ang patas na pagsusuri. (*"\Assessing creativity in arts and music can be subjective. I would appreciate clear guidelines and rubrics to ensure fair evaluations.*)

**T 10:** Ang pagkuha ng atensyon ng mga mag-aaral ay isang hamon. Ang pagsasama ng higit pang teknolohiya at mga interactive na aktibidad ay maaaring makatulong na gawing mas nakakaengganyo ang mga aralin. *(Capturing learners' attention is a challenge. Incorporating more technology and interactive activities could help make lessons more engaging.)*

Learners' preferences and engagement levels vary across MAPEH's four components, with some finding particular aspects less engaging or relevant. A learner who loves arts may struggle with physical education, while a sports fan may find music or health issues boring. Teachers struggle to create activities for all students due to this lack of interest. Without contextualization that links teachings to learners' real-world experiences, their attention can wane, reducing meaningful learning and involvement. MAPEH educators struggle to balance these interests while keeping the curriculum relevant and inclusive.

**Theme 3: Resources and Support**

Lack of resources and institutional support hinders MAPEH contextualization.

**T 2:** Ditoy school mi ket kurang dagiti materyales ken gamit. Nu awan dagitoy, ket narigat nga maited dagita kailangan dagiti ubbing wennu narigat nga maikkan ti learning materials nga mabalin usarin nu agsuro. *(Our school lacks proper instruments and materials. Without the right resources, it's hard to provide students with a hands-on learning experience.)*

**T 7:** Ang pakikipag-ugnayan sa mga magulang at lokal na artist ay mahalaga ngunit nangangailangan ng karagdagang pagsisikap. Kailangan namin ng suporta para mabuo ang mga koneksyong iyon. *(Engaging parents and local artists are essential but requires extra effort. We need support to build those connections.)*

**T 8:** Sa limitadong oras na inilaan para sa MAPEH, mahirap magsaliksik nang malalim sa mga aralin sa konteksto. Makakatulong ang mas mahabang klase. *(With the limited time for MAPEH, it's difficult to delve deeply into contextualized lessons. A longer class period would help.)*

Teaching materials, equipment, and facilities that match students' cultural, social, and physical surroundings are often unavailable. Distant or poor schools may lack musical instruments, art supplies, sports equipment, or health services to teach a current and compelling curriculum. In addition, school administrations and stakeholders may not support teachers' localization efforts. Educational institutions may struggle to innovate or adopt contextualized methods without financing, collaboration, or policy support. The resource gap inhibits learning and MAPEH's ability to stimulate creativity, holistic growth, and cultural and local diversity.

Contextualizing the MAPEH (Music, Arts, Physical Education, and Health) curriculum in schools is essential for creating a relevant and engaging educational experience. However, several issues hinder this process. One significant challenge is curriculum relevance. Teachers often struggle to align the MAPEH curriculum with local culture and traditions. They express the need for resources and examples that reflect the community's unique identity, enabling students to connect their learning with their cultural background. This disconnect can lead to disengagement, as students may find it difficult to relate to content that feels foreign or irrelevant to their lives. Contextualizing the teaching of MAPEH (Music, Arts, Physical Education, and Health) subjects can present various challenges for teachers. One key issue is the need to accommodate diverse student populations and their unique learning needs. (Lee et al., 2021) Teachers must design appropriate learner-centered pedagogy that enhances students' autonomy and social interaction, rather than simply focusing on covering the curriculum or preparing students for assessment. (Lee et al., 2021).

Another significant challenge is the development of teachers' pedagogical knowledge and reflective practices. Effective strategies for addressing this include providing structured opportunities for teachers to explore and experiment with different teaching approaches, and engage in reflective analysis of their successes and challenges. School leaders and teacher educators can play a crucial role in supporting and guiding teachers through this process, helping to raise their holistic awareness and extend their horizons beyond the immediate classroom setting. (Lee et al., 2021).

Additionally, the organization and structure of schools can present barriers to effective, innovative teaching.(Feldman & Denti, 2019) Addressing this may require rethinking the ways in which schools are structured and the prioritization of professional development opportunities for teachers.(Feldman & Denti, 2017) Utilizing research-validated instructional methods and creating time for teachers to learn and implement these approaches can make a substantial difference for students with diverse needs.(Feldman & Denti, 2019).

Resource availability is another critical issue. Many schools lack the necessary instruments, materials, and facilities to effectively teach MAPEH. This scarcity limits teachers' ability to provide hands-on learning experiences, which are vital for subjects like music and arts. Without proper resources, students miss out on opportunities to explore their creativity and develop practical skills. Teachers have voiced their frustration over this lack of support, which can diminish the overall quality of education in these subjects.

Teacher training also poses a significant challenge. Many educators report insufficient training in all areas of MAPEH, particularly regarding the integration of local contexts. Professional development programs focusing on these aspects are often limited or absent. Teachers express a desire for more training opportunities that would equip them with the skills to create contextually relevant lessons that resonate with their students. Moreover, the diversity of student needs further complicates lesson planning. Teachers highlight the importance of flexible lesson plans that accommodate varying interests and skill levels, allowing for differentiation and inclusivity in the classroom. Overall, effectively contextualizing MAPEH subjects requires a multifaceted approach that considers the needs of both teachers and students. By supporting teachers' professional growth, designing learner-centered pedagogy, and addressing systemic barriers, educators can work to overcome the challenges of contextualizing MAPEH and provide meaningful learning experiences for all students. (Kabilan & Izzaham, 2008), (Lee et al., 2021). One significant challenge is the need for teachers to possess adequate knowledge and

understanding of 21st-century learning and teaching approaches. (Mohamad et al., 2023) Traditional methods, such as heavy reliance on textbooks and teacher-centered instruction, may no longer be sufficient to engage and inspire students in the modern era. (Mohamad et al., 2023).

To meet this challenge, teachers must be trained in strategies for accommodating diverse learners, such as Universal Design for Learning, flexible grouping, and personalized instruction. Furthermore, the organization of schools and the availability of administrative support can either facilitate or hinder teachers' efforts to implement these strategies effectively. (Feldman & Denti, 2017).

Challenges extend beyond the classroom as well. Collaboration with other subject teachers is often difficult, making interdisciplinary planning a rare opportunity. Additionally, engaging the community, including parents and local artists, is essential but requires significant effort and support. Time constraints in the school schedule exacerbate these challenges, limiting the depth of contextualized lessons that can be delivered. Furthermore, teachers find it increasingly difficult to keep up with changing trends in music and arts, which necessitates continuous updates to the curriculum. Ultimately, while there are significant hurdles to overcome, addressing these issues can lead to a more vibrant and meaningful MAPEH program that enriches students' educational experiences. To address this, teachers must be equipped with the necessary skills and resources to implement innovative, learner-centered strategies. (Feldman & Denti, 2017) This may involve ongoing professional development, collaborative lesson planning, and a willingness to experiment with new pedagogical techniques. (Mohamad et al., 2023) Additionally, the time-consuming nature of preparing teaching materials and carrying out activities can be a significant obstacle for teachers. (Mohamad et al., 2023). To overcome this, teachers may seek to streamline their lesson planning, leverage technology to automate certain tasks, and collaborate with colleagues to share resources and best practices. (Feldman & Denti, 2020) Another challenge lies in the diversity of student needs and learning profiles within the classroom. Catering to students with varying abilities, backgrounds, and learning styles requires a high level of instructional agility and differentiation. (Feldman & Denti, 2019). To meet this challenge, teachers must be trained in strategies for accommodating diverse learners, such as Universal Design for Learning, flexible grouping, and personalized instruction. Furthermore, the organization of schools and the availability of administrative support can either facilitate or hinder teachers' efforts to implement these strategies effectively. (Feldman & Denti, 2019).

## PROPOSED CURRICULUM INTEGRATION PLAN

**School Year 2025-2026**

**Goal : To incorporate ethnic songs, dances, arts and health practices in the MAPEH curriculum.**

| Area | Activities | Champions | Time Frame | Expected/ Outcomes |
|---|---|---|---|---|
| Music | Recognize the basic concepts and Principles of sounds, dances, theater and visual elements based on the Kalinga dance and the traditional attire of Ga'dang.<br><br>Ex: Ga'dang Song<br><br>Title:<br><br>1. "sitaw a lubbon tam"<br><br>2. "Oh Kolak ko dingngaggan nu"<br><br>3. "Cultural Dance" [Pattung] | Teachers/<br>Learners | 2x a week for months | Appreciation and recognition of indigenous peoples songs especially in their own tribes. |
| Arts | familiarize oneself on the traditional creative works available in their Province<br><br>and draw the different instrument of Kalinga Tribe<br><br>1.kullitong<br><br>2.dongngadong<br><br>3.barembeng<br><br>4.gangsa | Teachers<br>Learners | Once a week | Identify the musical instruments of the Kalinga |

| PE | Perform the locomotor movements with agility, balance, and coordinator and apply the locomotor movements in playing invasion games and dances<br><br>Ex:1. sanggol<br><br>    2. taratad | Teachers/\<br><br>Learners | Once a week | The learners can play ethnic games and follow the steps and movements of their ethnic dances |
| --- | --- | --- | --- | --- |
| Health | Identify the characteristics of a healthy family<br><br>Ex:<br><br>1.Good Communication<br><br>2.Respect<br><br>3. Quality Time | Teachers/<br><br>Learners | 2x a week | The learners will be able to apply the characteristics of a healthy family. |

## CONCLUSION

The teachers always use varied teaching strategies in contextualizing the lessons. These strategies are mostly learner-centered to allow them to participative in class activities. But there are issues encountered by them in the use of teaching strategies. The rich culture of the community are integrated in the curriculum to enable the learners to master and appreciate their music, arts, games dances and healthy practices.

## RECOMMENDATIONS

The Department of Education (DepEd) may provide more trainings on the contextualization of lessons in MAPEH.

The school may forged a partnership with the community for the procurement of resources needed for the teaching of MAPEH.

New teachers are strongly encouraged to remain in their station for a longer period of time. Because teaching is a combination of passion and devotion, it is imperative that they have a deep love for the indigenous people they are serving and that they implant their traditions and customs in them.

Supervisors may provide technical help to the teachers especially on the use of pedagogies, methods, and techniques for teaching MAPEH.

Teachers are encouraged to invite resource persons from the community who can demonstrate the indigenous songs, dances, and games.

## REFERENCES

Abcalen, J. (2019, May 6). The Importance of MAPEH. prezi.com. https://prezi.com/gy1h1aq5vnfj/theimportance

ofmapeh/?fbclid=IwAR2epuMob9_-OarzcqbUtlfvNl1Hysn7hVWHVkneQzzwkiFJ4HMwN DyV14.

Aikenhead, G. S. (2019). Contextualization in Enhancing school mathematics culturally: A path of reconciliation. *Canadian Journal of Science, Mathematics and Technology Education*, *17*(2), 73-140.

Ali Mohsen, M. (2019). The use of computer-based simulation to aid

comprehension and incidental vocabulary learning through MAPEH subject. Journal of Educational Computing Research, 54(6), 863–884. https://doi.org/10.1177/0735633116639954

Almeida, A. (2021). El aprendizaje significativo en el contexto educativo. Revista

científica de la Escuela de Postgrados de la Fuerza Aérea Colombiana, 2(1), 5-9. Disponible en: https://dialnet.unirioja.es/servlet/articulo?codigo=5682861

Anderson, J. (2019). Even Teens Are Worried They Spend too much Time in their Phones. Retrieved from: https://qz.com/1367506/pewresearch-teens-worried-they-spend-too-muchtime-on-phones/

Ausubel, D. (2022). Adquisición y retención del conocimiento. Una perspectivacognitiva. Barcelona: Editorial Paidós Ibérica. Disponible en:

https://books.google.com.cu/books/about/Adquisici%C3%B3n_y_retenci3%B3n_del_conocimien.html?id=VufcU8hc5sYC&redir_esc=y

Australian Association of Research in Education (AARE)International Education Research Conference,Canberra, Australia.

Bado, N. (2022). Game-based learning pedagogy: A review of the literature. Interactive Learning Environments,30(5),936–948. https://doi.org/10.1080/10494820.2019.1683587

Bates P., Chiba, M., Kube, S. and Nakashima, D. (2019)

Learning and Knowing in Indigenous Societies Today, UNESCO, Paris.

Barbieri, G. G., Barbieri, R., & Capone, R. (2021). Serious games in high school mathematics lessons: An embedded case study in Europe. *Eurasia Journal of Mathematics, Science and Technology Education*, *17*(5), em1963.

Barkers, S., et.al (2019).Best Traditional Games for children [Online] Retrieved from: https://www.lingokids.com/blog/posts/besttraditional-games-for-children

Bose, K., & Seetso, G. (2019). Science and mathematics teaching through local games in preschools of Botswana. *South African Journal of Childhood Education*, *6*(2), 1-9.

Bowers and Rotegui (2019). The traditional Filipino games: Status check among generation Z. International Scientific Journal Theoretical and Applied Science, 10 (78), 150–152. [DOI]

Byun, J., & Joung, E. (2019). Digital game-based learning for K–12 mathematics education: A meta-analysis. *School Science and Mathematics*, *118*(3-4), 113-126.

Cabansag, J.N. (2019). International journal of English linguistics, https://doi.org/10.5539/ijel.v6n5p43

Cale, L. (2023). Physical education: At the centre of physical activity promotion in schools. International Journal of Environmental Research and Public Health, 20(11), 6033. https://doi.org/10.3390/ijerph20116033

Chen, Z. H. (2023). A study on the effect of adding L1 glosses in the subtitle of an adventure game for vocabulary learning. Interactive Learning Environments, 31(4), 1889–1905. https://doi.org/10.1080/10494820.2020.1863233

Choi, J. H., Meisenheimer, J. M., McCart, A. B., & Sailor, W. (2019). Improving learning for all students through equity-based inclusive reform practices: Effectiveness of a fully integrated schoolwide model on student reading and math achievement. *Remedial and special education*, *38*(1), 28-41.

Couttie, B. (2004). Hang the dogs: the true tragic history of the Balangiga massacre. New Day Publishers.

Daowan, J. Jr (2019). The Integration of Indigenous People Educationin teaching MAPEH among public secondary school teachers in the division of Kalinga

Department of Education (2019). Implementing Guidelines on the Allocation and Utilization ofthe Indigenous Peoples Education (IPEd) Program Support Fund for Fiscal Year (FY) 2016. ln: DepEd Order No. 32 s 2015.

Department of Education (2019). Utilization of Language Mapping Data forMother Tongue-Based Multilingual Education (MTB-MLE) Program Implementation.

Gabriel A. (2019). Indigenous women and the law: The consciousness of marginalized women in the Philippines. *Asian Journal of Women's Studies*, 23(2), 250–263.

Garnica, A. V. M., & Vianna, C. R. (2019). Oral History in Mathematics Education: an overview. *Oral History and Mathematics Education*, 1-19.

Gasparatou, R. (2021). Scientism and scientific thinking. Science and Education, 26(3), 799-812.

Giannakas, F., Kambourakis, G., Papasalouros, A., & Gritzalis, S. (2019). A critical review of 13 years of mobile game-based learning. Educational Technology Research and Development, 66(2), 341–384. https://doi.org/10.1007/s11423-017-9552-z

Gill, G. K. (2018). Prevalence of Mathematics Anxiety in Preservice Teachers and Preservice Counselors.

Gonzales, N. A. &Ngohayon, S., (2015). Indigenizing the Curriculum: Teaching at the Ifugao StateUniversity, Philippines. International Journal of Sciences Basic and Applied Research (IJSBAR).

Hill, J. L., & Hill, S. L. (2023). Indigenous Games as a Tool for Teaching Mathematics: A Case Study of the Zulu Stick Game. Journal of Mathematics Education, 6(1), 7-22.

IFAD (2023) Indigenous Peoples and Sustainable Development, Roundtable Discussion Paper for the Twenty-Fifth Anniversary Session of IFAD's Governing Council.

Education in South Africa?', International Review of Education, 53(5-6), pp. 577-591.

García-Hermoso, A. (2023). Health-related fitness during early years, childhood, and adolescence. In Handbook of Clinical Child Psychology (pp. 763–788). Springer International Publishing

Johnston, A.M. (2020) Is the Sacred for Sale. Tourism and Indigenous Peoples, Earthscan, London.

Koushik, M. A. (2019). An Exploratory Study of the Use of Traditional Indigenous Games to Enhance Mathematical Thinking of Primary School Children. International Journal of Education in Mathematics, Science and Technology, 7(4), 303-311.

Lan, Y. J., Botha, A., Shang, J., & Jong, M. S. Y. (2019). Guest Editorial:

Technology enhanced contextual game-based language learning. Educational Technology and Society, 21(3), 86–89. https://www.j-ets.net/ETS/journals/21_3/8.pdf

Le Grange, L. (2021) 'Integrating Western and Indigenous Knowledge Systems:

The Basis for Effective Science Legaspi, A. O. (2022). Teacher who walks 23 kilometers daily to     far-flung   barangays   among 'Happiest   Pinoys'. GMA News Online.

https://www.gmanetwork.com/news/lifestyle/content/274750/teacher-whowalks-23-kilometers-daily-to-far-flung-barangaysamong-happiestpinoys/story/.

Leonora S. Bunuan (2019). Integration of Indigenous     Knowledge Systems and Practices in Teaching Public Elementary Schools in Southern Conner District, Schools Division of Apayao

Lopez, L. O. (2019, February 7). The Importance of MAPEH. PressReader.com

Your favorite newspapers and magazines. https://www.pressreader.com/philippines/s unstarpampanga/20170418/281663959881389.

Liusnea, S. (2022). The Relationship between Fitness and Healthy Lifestyle.

Balneo and PRM Research Journal, 13(4), 521-521. https://doi.org/10.12680/balneo.2022.521

Mackenbach, J.P. 2024. Cultural values and population health: a quantitative analysis of variations in cultural values, health behaviors and health outcomes among 42 European countries. Health and Place 28:116-132.

MacLeren et. Al (2020). Cultural values and population health: a quantitative analysis of variations in cultural values, health behaviors and health outcomes among 42 European countries. Health and Place 28:116-132.

Napalkova, T., & Milkina, O. (2023). Features of physical education classes andtheir effects on increase of physical workability of female students and the course. Scientific Journal of National Pedagogical Dragomanov University. Series 15. Scientific and Pedagogical Problems of Physical Culture (Physical Culture and Sports), 3(162), 300–303. https://doi.org/10.31392/npu-nc.series15.2023.3k(162).61

Sillitoe, P. (2019) Local Science Vs Global Science:     Approaches to Indigenous Knowledge in International Development, Berghahn Books.

Republic Act no. 8371. An act to recognize, protect and promote the rights of indigenous cultural communities/indigenous peoples, creating a National Commission On Indigenous Peoples, establishing implementing mechanisms, appropriating funds therefore, and for other purposes.

Wei Ching Lee, Victor Der-Thanq Chen, Li-Yi Wang Teacher development, 2021Science teachers' consideration: a phenomenographic study of learner-centred teaching analysishttps://doi.org/10.1080/13664530.2021.1884126

Maslawati Mohamad, Kirubayini Palani, Lisshaline Shanmuga Nathan, Yogesvary Sandhakumarin, Rakhimova Indira, Ermetova Jamila,(2023). International journal of academic research in progressive education and development. Educational Challenges in the 21st Century: A Literature Review. https://doi.org/10.6007/ijarped/v12-i2/16865

Wei Ching Lee, Victor Der-Thanq Chen, Li-Yi Wang Teacher development, 2021Science teachers' consideration: a phenomenographic study of learner-centred teaching analysishttps://doi.org/10.1080/13664530.2021.1884126