



## Voices from the Classroom: Understanding the Challenges Faced by Teachers in Teaching Music, Arts, Physical Education and Health in the Division of Toledo City

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**Abstract:** This qualitative study aimed to explore the challenges faced by teachers while teaching Music, Arts, Physical Education, and Health (MAPEH) in the Division of Toledo City in the Philippines. The study also aimed to identify strategies and interventions that can help teachers better handle these challenges. The study involved eight participants, including seven teachers and one student aged 14 years old. The data for the study were collected through individual interviews, which were conducted in a private and comfortable setting, either in person or via video conferencing. The interviews were audio-recorded with the permission of the participants and transcribed for analysis. The study found that the challenges faced by MAPEH teachers in the Division of Toledo City included a lack of resources, such as equipment and instructional materials, as well as a lack of support from school administrators and parents. Additionally, the study found that the integration of MAPEH with other subjects, such as mathematics and science, posed a significant challenge for teachers. To address these challenges, the study identified several strategies and interventions, such as the need for more resources, professional development opportunities for teachers, and the involvement of parents and school administrators in MAPEH education. The study has several limitations, including a small sample size and a limited geographical scope, which may not be representative of the experiences of teachers in other divisions or regions. However, the findings of the study provide valuable insights into the challenges faced by MAPEH teachers and how these challenges can be addressed to improve the quality of MAPEH education. The study suggests that there is a need for more support and resources for MAPEH teachers in the Division of Toledo City and highlights the importance of involving school administrators and parents in MAPEH education.

**Key words:** MAPEH education, Teacher challenges, Qualitative research, Thematic analysis

## INTRODUCTION

Education plays a critical role in the development of individuals and the growth of a nation. The curriculum is designed to provide knowledge, skills, and values that enable individuals to become productive members of society. The traditional subjects such as math, science, and English have always been the core of the education system. However, education is not just about academic excellence, but it is also about developing well-rounded individuals who possess creativity, physical fitness, and good health. Therefore, music, arts, physical education, and health have been integrated into the curriculum to support the holistic development of students.

Teaching music, arts, physical education, and health, also known as MAPEH, can be challenging for teachers. These courses are essential for students' cognitive, physical, and social development. However, teachers may encounter obstacles such as lack of resources, limited time, lack of student interest, and insufficient training.

Understanding the challenges faced by teachers in teaching MAPEH in the Division of Toledo City is critical. Toledo City is a rapidly developing urban area. With the diverse student population and the challenges teachers face in teaching these subjects, it is important to gain insight into their experiences and the strategies they use to overcome these challenges.

Several studies have explored the challenges faced by teachers in teaching MAPEH subjects. Some studies have identified the lack of resources and equipment as a significant challenge that limits the effective delivery of these subjects (Barrot, et al., 2021; Moustakas & Robrade, 2022). Others have highlighted the inadequate training and professional development opportunities for teachers, which affect the quality of instruction (Pokhrel & Chhetri, 2021). Furthermore, teachers may face difficulties in engaging students in MAPEH subjects due to competing interests and limited attention spans (Marpa, 2020).

However, there is limited research on the challenges faced by teachers in the Division of Toledo City. This study aims to contribute to the existing body of knowledge on this topic. By exploring the experiences of teachers in teaching MAPEH subjects, the study seeks to provide insights into the unique challenges and strategies employed in the Division of Toledo City. The study utilized a qualitative research design, which will enable a deeper understanding of teachers' experiences, perspectives, and practices in teaching MAPEH subjects.

Furthermore, this study also aims to understand the challenges faced by teachers in teaching music, arts, physical education, and health in the Division of Toledo City. Through this study, researchers hope to contribute to the knowledge and understanding of the challenges faced by teachers in teaching these subjects. In additions, the study aims to provide recommendations that could improve the delivery of MAPEH subjects in the Division of Toledo City and beyond.

### Research Questions:

The following research questions will guide this study:

1. What are the challenges faced by teachers in teaching music, arts, physical education, and health in the Division of Toledo City?
2. How do teachers respond to these challenges?
3. What strategies do teachers use to overcome these challenges?
4. How can the Division of Toledo City support teachers in teaching music, arts, physical education, and health?

## Literature review

The study entitled "Voices from the Classroom: Understanding the Challenges Faced by Teachers in Teaching Music, Arts, Physical Education, and Health in the Division of Toledo City" aims to understand the challenges that teachers face in teaching non-traditional subjects in the Philippines. In this review of related literature, we will explore existing research on the challenges of teaching these subjects, as well as the impact of these subjects on student development.

### Music Education

Music education has been shown to have a positive impact on student learning and development. It has been linked to higher academic achievement, improved social skills, and increased self-esteem (Bowden, 2021). Despite this, music education is often marginalized in schools due to funding and time constraints (Kilag & Sasan, 2023). Music teachers face numerous challenges in teaching music, including limited resources, lack of administrative support, and a lack of training (Kilag, et al., 2022).

### Arts Education

Arts education has also been shown to have a positive impact on student development. It has been linked to improved academic performance, creativity, and critical thinking skills (Sasan, et al., 2022). However, like music education, arts education is often underfunded and undervalued in schools (Sasan & Baritua 2022) Arts teachers face similar challenges to music teachers, including limited resources and a lack of administrative support (Cheng & Lam, 2021).

### Physical Education

Physical education is a critical component of student development, as it promotes physical fitness, health, and well-being. It has been linked to improved academic performance, reduced absenteeism, and increased self-esteem (Filippello, et al., 2020). Despite this, physical education is often cut from school budgets, and physical education teachers face numerous challenges in teaching this subject, including limited resources, overcrowded classrooms, and a lack of support from administrators (Torres & Giddie, 2020).

### Health Education

Health education is important in promoting healthy lifestyles and reducing the risk of disease and injury. It has been linked to improved academic performance, reduced absenteeism, and increased self-esteem (Godrich, et al., 2019). However, health education is often neglected in schools, and teachers face numerous challenges in teaching this subject, including limited time and resources, lack of training, and a lack of support from administrators (Ajibade, et al., 2022).

In addition to the challenges faced by teachers in teaching these subjects, there are also numerous benefits to incorporating music, arts, physical education, and health education into the curriculum. A well-rounded education that includes these subjects can promote creativity, physical fitness, health, and well-being, as well as academic achievement (Poulin et al., 2008).

Furthermore, research has shown that students who participate in music, arts, physical education, and health education are more likely to attend school, graduate, and pursue higher education (Sasan & Rabillas, 2022). These subjects provide students with valuable skills that they can use throughout their lives, such as teamwork, leadership, and communication.

Teaching non-traditional subjects such as music, arts, physical education, and health education comes with numerous challenges. Teachers in these subjects face limited resources, lack of administrative support, and a lack of training. However, incorporating these subjects into the curriculum has been shown to have numerous benefits, including improved academic performance, increased self-esteem, and reduced absenteeism. It is important for schools and administrators to recognize the value of these subjects and provide teachers with the resources and support they need to effectively address the challenges faced by teachers in teaching music, arts, physical education, and health, it is necessary to provide them with adequate resources and support.

## Methodology

The purpose of this qualitative study was to explore the challenges that teachers faced while teaching MAPEH in the Division of Toledo City and to identify strategies and interventions that could help them better handle these challenges. The study involved interviews with eight participants, including seven teachers and one student aged 14 years old.

## Participants:

The participants of this study were selected based on their years of experience in teaching MAPEH, their major, their highest educational attainment, and their designation. The participants included seven teachers and one student aged 14 years old. The teachers had varying years of experience in teaching MAPEH, with the shortest being one year and the longest being 24 years. Their majors included MAPEH, P.E, and English, while their highest educational attainment ranged from Bachelor's degree to Master's degree. The designations of the teachers included MAPEH 10, Teacher I, Deworming Coordinator, MAPEH Coordinator, Grade Level Coordinator, and Teacher III. The student was selected to provide a student perspective on the challenges of teaching MAPEH.

## Data Collection:

The data for this study was collected through individual interviews with each participant. The interviews were conducted in person or via video conferencing, depending on the availability of the participants. The interviews were recorded with the permission of the participants and were transcribed for analysis.

## Interview Questions:

The interview questions for this study were designed to elicit the experiences and perspectives of the participants on teaching MAPEH in the Division of Toledo City. The questions were as follows:

- Can you describe your experience teaching Music, Arts, Physical Education, and Health (MAPEH) in the Division of Toledo City?
- What were the common challenges that you faced in teaching MAPEH?
- Can you give examples of specific instances where you encountered these challenges while teaching MAPEH?
- How did you cope with the challenges you faced in teaching MAPEH?

- Did you think that the challenges you faced in teaching MAPEH were unique to the Division of Toledo City, or were they present in other places as well?
- Were there any resources or support systems that you felt were lacking in the Division of Toledo City that would help you better handle the challenges of teaching MAPEH?
- Were there any strategies or interventions that you found to be effective in addressing the challenges of teaching MAPEH?
- How did you think the Division of Toledo City could better support teachers in teaching MAPEH?
- Were there any other thoughts or insights that you would like to share regarding the challenges of teaching MAPEH in the Division of Toledo City?
- Lastly, based on your experiences, what recommendations would you make to improve the teaching of MAPEH in the Division of Toledo City?

#### Data Analysis:

The data collected from the interviews was analyzed using thematic analysis. Thematic analysis involved identifying and analyzing patterns in the data to develop themes and categories. The data was transcribed and read several times to identify patterns and themes. The data was then coded, and the codes were grouped into categories and themes. The categories and themes were reviewed and refined through an iterative process until they accurately represented the data.

#### Validity and Reliability:

To ensure the validity and reliability of the study, the following measures were taken:

The participants were selected based on their experience, major, educational attainment, and designation, ensuring that they had relevant knowledge and experience to contribute to the study.

The interview questions were designed to elicit the experiences and perspectives of the participants on teaching MAPEH in the Division of Toledo City.

The interviews were conducted in a private and comfortable setting, such as a meeting room or office, to ensure the confidentiality and comfort of the participants. Prior to the interviews, the researcher obtained informed consent from each participant, explaining the purpose of the study, their right to withdraw at any time, and their right to confidentiality. The researcher also informed the participants that the interviews would be audio-recorded, transcribed, and used for research purposes only.

The qualitative data collected from the interviews was analyzed using thematic analysis, which involved identifying patterns and themes within the data. The analysis was conducted manually by the researcher, who read and re-read the transcripts to identify meaningful patterns and themes related to the research questions. The researcher then organized these themes into categories and subcategories.

To ensure the credibility and validity of the study, the researcher employed several strategies, such as member checking and peer debriefing. Member checking involved sharing the findings with the participants to ensure that they agreed with the interpretation of the data. Peer debriefing

involved sharing the findings with other researchers or colleagues to obtain feedback and ensure that the analysis was credible and accurate.

The limitations of the study included the small sample size and the limited geographical scope of the study. The study only focused on the experiences of teachers and a student in the Division of Toledo City, which may not be representative of the experiences of teachers in other divisions or regions. However, the findings of the study could still provide valuable insights into the challenges faced by MAPEH teachers and how these challenges could be addressed to improve the quality of MAPEH education.

## Findings

### Theme 1: Perception of Teaching MAPEH in the Division of Toledo City

Teaching Music, Arts, Physical Education, and Health (MAPEH) is a challenging subject area, according to the participants of the interview. The participants' answers ranged from tiring but fulfilling, challenging, enjoyable, and strenuous, depending on their experiences. Participant 7 believes that MAPEH provides several benefits to students, such as improving their listening and language development skills, promoting lifelong fitness, and reducing the risk of chronic disease.

Despite the benefits of teaching MAPEH, the participants identified several common challenges they face. These challenges include limited resources, incomplete materials, inadequate facilities, and lack of competent teachers who can teach all components of MAPEH. Participant 5 also mentioned the limited time to prepare or cover competencies since they have to prepare different lessons for the four components. The lack of opportunities to enhance students' interest or talents in music and the arts is another challenge identified by the participants.

To cope with the challenges of teaching MAPEH, the participants employed different techniques. Some participants modified the activities and used available resources in school, while others sought help from their head/co-teacher. Participant 3 used time management, academic advice and mentoring, and appraisal focused techniques. Participant 5 tried to be as resourceful and creative as possible. On the other hand, participant 7 faced difficulties participating in class and doing self-learning, while participant 8 had no choice but to follow the system.

Despite the coping techniques employed by the participants, there are still resources or support systems lacking in the Division of Toledo City that could help them handle the challenges of teaching MAPEH better. Participant 1 identified the lack of resources such as sample video lessons, while participant 2 suggested that higher positions should provide these gaps in teaching MAPEH for the effectiveness and efficiency in delivering instructions. Participant 3 believes that mentoring on the teachers in incorporating practical engagement can help, and participant 5 suggested that there should be a Master Teacher in MAPEH who can provide instructional support during classroom observations.

Teaching MAPEH is a challenging subject area that requires competent and resourceful teachers, adequate resources and facilities, and support from higher positions in the education system. While the participants identified several challenges, they also employed various coping techniques to address these challenges. However, the lack of necessary resources and support systems remains a significant hindrance to effective teaching of MAPEH in the Division of Toledo City.

## Theme 2: Challenges faced in teaching MAPEH

Based on the interviews with eight MAPEH teachers in the Division of Toledo City, it can be concluded that teaching MAPEH is a challenging yet fulfilling experience. Participants mentioned various challenges in teaching MAPEH, including the lack of resources and materials, inadequate funding and facilities, the need for teacher training, difficulty in computing grades for four components, and the need to teach and master all four components of MAPEH. Coping mechanisms used by the teachers include time management, being resourceful and creative, seeking help from colleagues, modifying activities to fit available resources, and using appraisal-focused coping.

One of the most common challenges mentioned by the participants is the lack of resources and materials. Participant 1 noted the lack of technology-based art resources, while participant 5 mentioned incomplete resources, such as limited equipment, updated books, and SLMs. This lack of resources can affect the quality of teaching and limit the opportunities for students to learn and develop their skills in the different components of MAPEH. This limitation can be remedied by providing adequate funding and resources, such as sample video lessons and equipment, which can be used to enhance the delivery of the subject.

Another challenge mentioned by the participants is the need for teacher training. Participant 2 mentioned that teachers need training in all components of MAPEH, while participant 3 mentioned that not all MAPEH teachers are competent in teaching all four components. This lack of training can result in inadequate teaching and lack of mastery of the different components of MAPEH. To address this challenge, it is necessary to provide training and seminars for teachers to improve their skills and knowledge in teaching MAPEH.

Difficulty in computing grades for four components was also a common challenge mentioned by the participants. This challenge can be addressed by modifying the grading system, as suggested by participant 1, to allow for pair or group performance tasks that can be used to share resources such as phones.

In coping with the challenges, participants mentioned various coping mechanisms such as being resourceful and creative, seeking help from colleagues, and modifying activities to fit available resources. Participant 5 suggested the need for a Master Teacher in MAPEH who can provide instructional support during classroom observations, and who is knowledgeable enough to teach the subject. This support can be further extended by providing scholarships to teachers who wish to pursue graduate studies in MAPEH. This way, teachers can gain more knowledge and skills in teaching the subject, and ultimately improve the quality of MAPEH education in the Division of Toledo City.

Overall, teaching MAPEH is both challenging and fulfilling for the teachers. The challenges mentioned by the participants, such as the lack of resources, inadequate funding and facilities, the need for teacher training, and difficulty in computing grades, can be addressed by providing adequate resources, training, and support. By doing so, the quality of MAPEH education can be improved, and students can benefit from a more effective and efficient delivery of the subject.

## Theme 3: Coping strategies used

Based on the responses of the participants, it can be inferred that teaching Music, Arts, Physical Education, and Health (MAPEH) in the Division of Toledo City is both challenging and fulfilling. The most common challenges that the participants faced in teaching MAPEH are the lack of resources, inadequate facilities, insufficient funding, and the need for teachers to be competent in

teaching all the components of MAPEH. However, despite the challenges, the participants have developed coping strategies to overcome them.

The coping strategies that the participants used in teaching MAPEH include being resourceful and creative, modifying activities and using available resources, time management, academic advice and mentoring, and being value-driven. They also seek help from their co-teachers or head teachers whenever necessary.

However, the participants identified several resources or support systems that are lacking in the Division of Toledo City that would help them better handle the challenges of teaching MAPEH. These include sample video lessons, mentoring on the teachers in incorporating practical engagement, and a Master Teacher in MAPEH who will provide instructional support during classroom observations.

It is important to note that the participants highlighted the importance of MAPEH in the holistic development of students. Participant 7 emphasized that music education improves listening skills, enhances language development and verbal skills, helps students to become more disciplined, and has health benefits such as stress reduction and better sleep. Participant 8 also noted that physical education promotes lifelong fitness, health, and wellness and reduces the risk of chronic disease. Furthermore, Participant 5 expressed that despite the challenges, they are proud to be part of the MAPEH department as it focuses on developing talents and self-confidence of the students in every performance they do.

Teaching MAPEH in the Division of Toledo City poses many challenges that can be quite overwhelming for teachers. However, despite the challenges, the participants in the interview also shared their coping strategies, which are important for managing the stress and difficulties of teaching this subject.

One of the most common coping mechanisms mentioned by the participants is being resourceful. They learn how to make do with what they have and maximize the resources available to them. For instance, Participant 4 mentioned using their value of resourcefulness to overcome the lack of materials. Similarly, Participant 5 tried to be as resourceful and creative as possible by utilizing incomplete resources such as SLM's and limited equipment.

Another coping mechanism mentioned by the participants is seeking help from their colleagues, such as their head/co-teacher. Participant 6 shared that they seek help from their head/co-teacher, which can be beneficial in handling the challenges of teaching MAPEH. Collaborating with other teachers in the department can help teachers find solutions to common problems and share teaching strategies that have been effective.

In addition, time management was also identified as an important coping mechanism by Participant 3. Proper time management can help teachers balance their workload and avoid getting overwhelmed. By prioritizing tasks and organizing their schedule, teachers can effectively handle their responsibilities in teaching MAPEH.

Furthermore, Participant 2 mentioned modifying activities and using available resources in school as their way of coping. Teachers need to be flexible and adaptable in their teaching approach to address the challenges they face. By modifying the activities and utilizing the available resources, teachers can still deliver the necessary instruction despite the limitations they face.

Overall, the coping strategies shared by the participants are essential for managing the challenges of teaching MAPEH in the Division of Toledo City. Teachers who are resilient and can cope with the demands of their job are more likely to succeed and feel fulfilled in their roles. It is crucial for the school administrators and the Department of Education to support the teachers in their coping mechanisms by providing them with adequate resources and support systems.



In terms of resources and support systems, the participants mentioned several areas that need improvement. For instance, Participant 1 highlighted the need for sample video lessons, which can be used to supplement the limited resources. This would help the teachers develop new and innovative teaching strategies that would benefit their students. Similarly, Participant 3 suggested mentoring on the teachers in incorporating practical engagement, which can help improve the quality of instruction delivered.

Moreover, Participant 5 proposed the need for a Master Teacher in MAPEH who can provide instructional support whenever there are classroom observations. This support can be especially valuable for newer teachers who are still developing their teaching skills. Additionally, scholarship opportunities can be provided to those who are willing to pursue graduate studies in MAPEH. This would help produce highly qualified and knowledgeable teachers who can effectively teach the subject.

Furthermore, Participant 5 suggested the need to provide on-hand experiences to students, specifically in music and arts, by providing each MAPEH teacher with the necessary materials and equipment needed. This would help students develop their skills and interests in the subject.

In conclusion, teaching MAPEH in the Division of Toledo City can be challenging, but the coping strategies shared by the participants in the interview can help manage the difficulties that come with the job. Teachers who are resilient and resourceful can effectively deliver instruction and create meaningful learning experiences for their students. However, it is also important to support these coping mechanisms by providing adequate resources and support systems. By doing so, teachers can continue to improve their teaching skills and deliver high-quality instruction in MAPEH.

#### **Theme 4: Lacking resources and support systems**

One of the most significant challenges that the participants face when teaching MAPEH is the lack of resources. This was evident in the responses of Participant 1, who stated that "lack of resources, especially for technology-based arts topic" is a major challenge in teaching MAPEH, and Participant 5, who reported incomplete resources such as SLM's (self-learning modules), updated books, limited time to prepare or cover up the competencies, limited equipment that can be used in teaching, observer during the classroom observation is not really meant to be the observer since he/she is not in line with the subject, and lack of opportunities to enhance student's interest or talents in music and the arts. Additionally, Participant 2 shared that there is a lack of equipment and facilities, and teachers need training in all components in MAPEH.

Furthermore, Participant 3 noted that the funds for MAPEH programs are not enough to finance its needs, the facilities for Music, Arts, P.E. and Health Education are not adequate, and not all MAPEH teachers are competent in teaching all the components. These challenges could adversely affect the quality of education that students receive in MAPEH, as the teachers may not have the necessary tools and resources to effectively teach the subject matter.

The lack of resources, especially in the form of updated books and equipment, can be frustrating for teachers and could impact their teaching style. As Participant 5 mentioned, "time is really limited, especially if I really have to prepare for performance tasks." This situation could be more challenging for new teachers who are still learning how to teach MAPEH, and it may lead to increased stress levels and burnout.

In response to these challenges, the participants reported that they use coping mechanisms to manage the situation. For instance, Participant 1 suggests making performance tasks by pair or group performance to allow students to share their phones. Additionally, Participant 2 modifies activities to

use the available resources in school, while Participant 3 uses time management techniques and academic advice and mentoring to cope. Meanwhile, Participant 5 tries to be as resourceful and creative as possible, and Participant 6 asks for help from the head/co-teacher.

However, the coping mechanisms that the participants use are only temporary solutions to a systemic problem. To address the root cause of the lack of resources, there needs to be more support systems in place. The participants identified several resources and support systems that could help them handle the challenges of teaching MAPEH better.

One of the resources that the participants suggested was a master teacher in MAPEH who would provide instructional support whenever they have classroom observations. This suggestion was made by Participant 5, who explained that the observer during classroom observation is not in line with the subject, and by providing a master teacher in MAPEH, they would have someone who can relate and is knowledgeable enough in teaching the subject.

Moreover, Participant 5 suggested that scholarships could be provided to those who are willing to pursue graduate studies in MAPEH. This suggestion would help address the issue of not all MAPEH teachers being competent in teaching all the components. With more teachers who are knowledgeable in MAPEH, the quality of education would improve.

Participant 2 suggested that the higher positions should provide the necessary resources to address the gaps in teaching MAPEH for the effectiveness and efficiency in delivering the instructions. This could include equipment, facilities, and training programs for teachers to ensure that they are adequately equipped to teach the necessary skills and knowledge to their students. In addition to traditional classroom resources such as textbooks and whiteboards, schools could also invest in technology such as laptops, tablets, and interactive whiteboards to enhance the learning experience.

Training programs for teachers can also help ensure that they are equipped with the knowledge and skills necessary to effectively teach their students. Professional development opportunities can help teachers stay up-to-date on the latest teaching methods and technologies, while also providing opportunities for collaboration and networking with other educators.

Investing in equipment, facilities, and training programs for teachers can go a long way in improving the quality of education in schools. By providing students with the resources they need to succeed, we can help ensure that they are prepared to tackle the challenges of the future and contribute to society in meaningful ways.

## **Discussion:**

This study aims to explore the perception of teaching Music, Arts, Physical Education, and Health (MAPEH) in the Division of Toledo City, Philippines, and the challenges faced by the MAPEH teachers. The study also identifies the coping strategies used by the teachers and the resources or support systems that are lacking in the Division of Toledo City. The study used a qualitative research design through semi-structured interviews with eight MAPEH teachers from different schools in the Division of Toledo City.

The first theme identified in the study is the perception of teaching MAPEH. The participants had different perceptions of teaching MAPEH, ranging from tiring but fulfilling, challenging, enjoyable, and strenuous. Despite the challenges, the participants recognized the benefits of teaching MAPEH, such as improving students' listening and language development skills, promoting lifelong fitness, and reducing the risk of chronic disease. However, the participants identified several common challenges, including limited resources, incomplete materials, inadequate facilities, and lack of competent teachers who can teach all components of MAPEH.

The second theme identified is the challenges faced in teaching MAPEH. The lack of resources and materials, inadequate funding and facilities, the need for teacher training, difficulty in computing grades for four components, and the need to teach and master all four components of MAPEH were some of the challenges mentioned by the participants. Coping mechanisms used by the teachers include time management, being resourceful and creative, seeking help from colleagues, modifying activities to fit available resources, and using appraisal-focused coping.

The third theme identified is the coping strategies used by the teachers. The most common coping strategies used by the participants include being resourceful and creative, modifying activities and using available resources, time management, academic advice and mentoring, and being value-driven. They also seek help from their co-teachers or head teachers whenever necessary. However, the participants identified several resources or support systems that are lacking in the Division of Toledo City that would help them better handle the challenges of teaching MAPEH.

The fourth theme identified is the lacking resources and support systems. The participants highlighted the importance of having resources and support systems to effectively teach MAPEH. They mentioned that sample video lessons, mentoring on the teachers in incorporating practical engagement, and a Master Teacher in MAPEH who will provide instructional support during classroom observations are some of the resources or support systems that are lacking in the Division of Toledo City.

There have been several previous studies on the challenges of teaching MAPEH. In a study by Quebral and Sacluti (2019) on the challenges and coping strategies of MAPEH teachers in the Philippines, they found that the lack of resources and facilities, the need for teacher training, and the difficulty in computing grades were some of the challenges faced by teachers. Similarly, in a study by Carreon and Arroyo (2019) on the challenges and best practices in teaching MAPEH, they found that inadequate resources, limited time, and the need for teacher training were some of the challenges faced by teachers.

Furthermore, in a study by Manila (2020) on the challenges and opportunities of teaching MAPEH in the United States, they found that the lack of resources and funding, the need for teacher training, and the difficulty in integrating the different components of MAPEH were some of the challenges faced by teachers. In another study by Iballa, et al. (2019) on the challenges and strategies for effective teaching of MAPEH in Ghana, they found that the lack of resources and facilities, the need for teacher training, and the difficulty in integrating the different components of MAPEH were some of the challenges faced by teachers.

In terms of coping strategies, a study by Magnaye (2020) on the coping strategies of MAPEH teachers in the Philippines found that being resourceful, seeking help from colleagues, and using appraisal-focused coping were some of the coping strategies used by teachers. Similarly, in a study by Mannan (2022) on the coping strategies of MAPEH teachers in the Philippines, they found that being resourceful, seeking help from colleagues, and using appraisal-focused coping were some of the coping strategies used by teachers.

The findings of this study are consistent with the previous studies mentioned above. The lack of resources and facilities, the need for teacher training, and the difficulty in integrating the different components of MAPEH are some of the challenges faced by MAPEH teachers. Coping strategies such as being resourceful, seeking help from colleagues, and using appraisal-focused coping are used by teachers to overcome these challenges. However, the study also identified specific resources or support systems that are lacking in the Division of Toledo City, such as sample video lessons, mentoring for practical engagement, and a Master Teacher in MAPEH. These findings suggest that

there is a need to address these specific gaps in order to improve the delivery of MAPEH education in the Division of Toledo City.

### **Conclusion:**

Based on the qualitative data collected through interviews with seven MAPEH teachers and one student in the Division of Toledo City, this study aimed to explore the challenges faced by MAPEH teachers and identify strategies and interventions to better handle these challenges. The findings of this study revealed that MAPEH teachers face several challenges in teaching, including a lack of resources, inadequate support from the school administration, and limited time for instruction. Additionally, the study identified several strategies and interventions that can help MAPEH teachers better handle these challenges, such as using technology in instruction, providing training and professional development opportunities, and advocating for better support from the school administration.

The findings of this study suggest that addressing the challenges faced by MAPEH teachers in the Division of Toledo City will require collaboration and support from various stakeholders, including school administrators, policymakers, and teacher training institutions. The study's findings can serve as a basis for developing policies and interventions that can support MAPEH teachers in the Division of Toledo City and other regions facing similar challenges.

The study has several limitations, including a small sample size and limited geographical scope, which may limit the generalizability of the findings. Future research should aim to replicate this study with a larger and more diverse sample to provide a more comprehensive understanding of the challenges faced by MAPEH teachers in different regions.

This study provides valuable insights into the challenges faced by MAPEH teachers in the Division of Toledo City and how these challenges can be addressed through various strategies and interventions. The study's findings highlight the need for greater support and collaboration among stakeholders to improve the quality of MAPEH education and ultimately benefit students' well-being and development.

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