ATTITUDE OF INTERMEDIATE PUPILS TOWARDS THE MUSIC, ARTS AND PHYSICAL EDUCATION (MAPE) PROGRAM IN THE DIVISION OF SAMAR: AN EVALUATION

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Master of Arts in
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APPROVAL SHEET

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Teodora Bocton Abaigar
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Dedication

This humble work

is fondly dedicated

to my beloved husband

Don-don

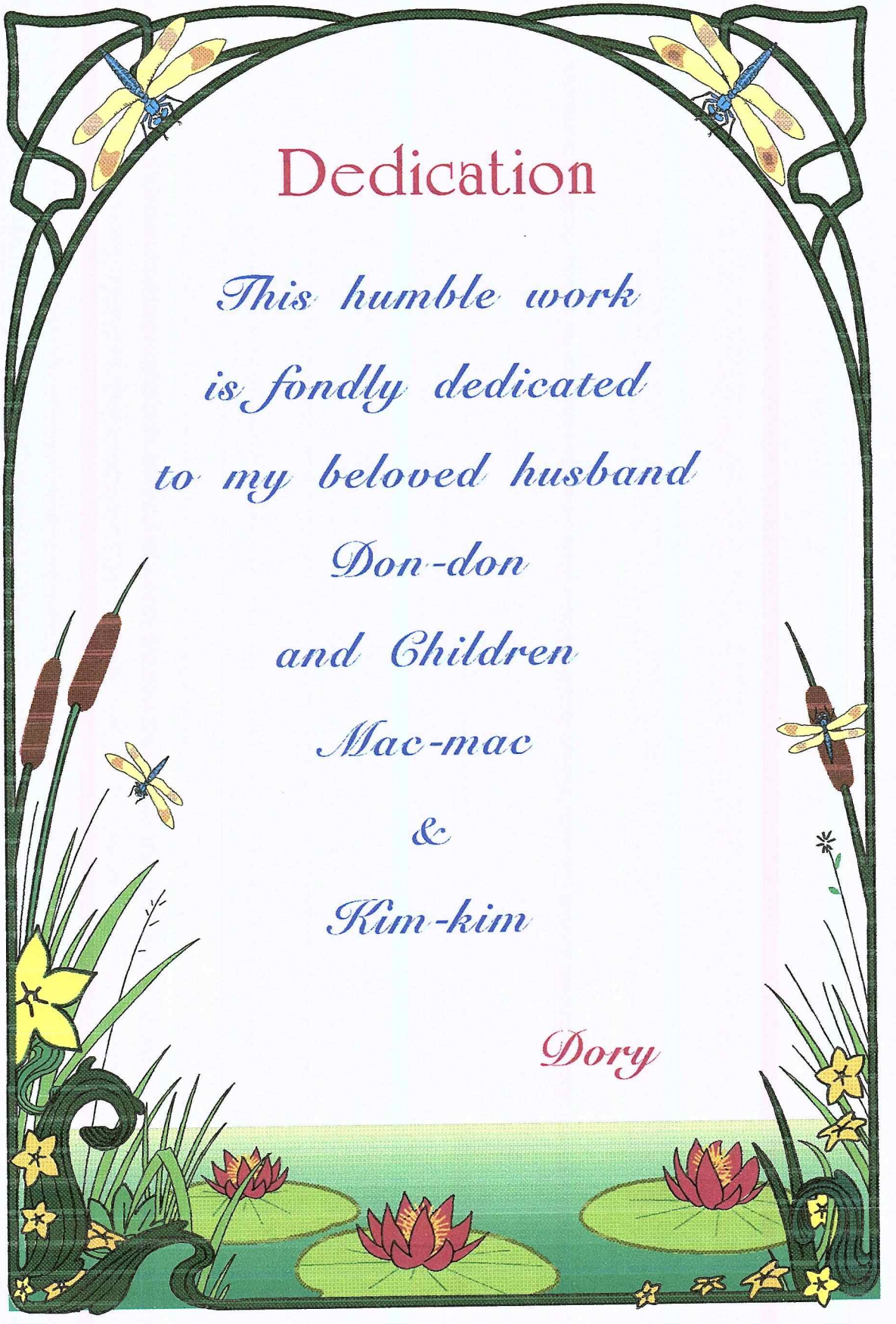
and Children

Mac-mac

&

Kim-kim

Dory



ABSTRACT

The study attempted to assess the attitude of the intermediate pupil toward Music, Arts and Physical Education (MAPE) as a subject in the District of Wright, Division of Samar. Research Design: Normative-Descriptive Research. Instruments: Questionnaire, unstructured interview, documentary analysis. The average grade age of the grade V teachers was 47.3 with a standard deviation of 9.6 years, while the average age of the grade VI teachers was 40.8 with a standard deviation of 12.4. The age distribution of the intermediate teachers clustered around 43.9 years with a standard deviation of 11.4. The educational attainment profile of the intermediate MAPE teachers showed that 20 or 87.1 percent out of 23 had baccalaureate degrees of BSEEd/BEEd and one or 4.3 percent each having BSIE, BSE and MAEd (CAR) units, respectively. The results of the tests of hypothesis relative to relationship between pupils' attitude towards MAPE and some pupil-related variables among grade VI pupils showed that no relationship existed. However, among grade VI pupils, sex appeared to influence pupils' attitude while age and MAPE contests/activities participated do not. A study focusing on teachers' attitude towards MAPE and relating this with the same variables treated in this study may be undertaken. In another study where pupils' attitude may be correlated with their achievement in MAPE, may be undertaken.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Man finds his fullest expression in the arts and activities that require mental and physical prowess. Such personal obsession, aspiration and self-gratification is indicative in his pursuit and endeavor in life to which he tries his best to fulfill and achieve. Understandably, we see people who have established prominence in music, people who have excelled in the arts and sports that live exemplary lives in self-fulfillment and satisfaction.

The state takes cognizance of the significance of man's total development for it believes that healthy constituents is the bedrock of a strong nation capable of attaining its dreams and goals through its proactive citizenry. The Constitution amplifies this in Article II, Section 17 which states that "The State shall give priority to education, science and technology, arts, culture and sports to foster patriotism, and nationalism, accelerate social progress and promote total human liberation and development."

The school which is charged to transmit the cultural heritage of the country from generation to generation, and build a balanced and totally-developed citizenry in keeping

with the constitutional mandate and DECS-NESC curriculum is at the forefront to develop future citizens in the humanities through the learning area, Music, Arts, and Physical Education (MAPE). While there is indication that schools are trying to teach this subject to full capacity, a lot remains to be done. In the results of the Division Achievement Test and Regional Elementary Achievement Test (REAT) of the Division of Samar for the last two school years (Division Annual Report of REAT, SY 1997-1998), the mean performance scores were 58.01 and 61.78, respectively. MAPE ranked seventh of the learning areas tested. This achievement is relatively poor if we peg mastery level at 75% (PRODED Trainors' Manual, 1983).

This, seemingly, poor performance of our schools may be probably caused by the ineffective implementation of the MAPE subject. It has been observed that MAPE is treated as a "second class" subject in the elementary schools which provide limited time for the development of MAPE skills and promotion of sports activities. Devoting the MAPE period to ground work is of common knowledge (Araneta, 1975:5). Some teachers handling the subject are ill-equipped with the knowledge and expertise since most of them are neither major nor minor in any of the areas of MAPE. It seems that their courses during their pre-service training are inadequate to meet the challenges of teaching the learning

area. This inadequacy results in their indifference in the implementation of the program. Some school administrators do not conduct thorough supervision in this subject area. Somehow the mission, goals and objectives are taken lightly by them and their teachers.

According to Tating (1977:231) educational effectiveness depends to a great extent on teacher effectiveness. So, the teacher factor has a great effect on pupil development. Not only the teachers teaching physical education but also the school administrators have to play their roles to develop their pupils into persons having well-rounded personalities. They must give not only moral but also financial support and work hand in hand with the teachers towards a common goal, i.e. pupil development especially in the implementation of the MAPE program.

The litany of possible causes of ineffective implementation of the MAPE program and poor achievement level among pupils due to some reasons or another may be endless but this researcher believes that one of the factors that affect learning is attitude of the pupils towards the subject. Attitude is considered a potent factor to ascertain success in one's undertaking. Individuals who lack favorable attitude towards work or schooling may find wanting in performance. Their attitude deter them to do what is expected of them. Carvajal

(1985:3) stressed that students remain passive receivers of knowledge and in turn encourage boredom and resentment. This indifference becomes stumbling blocks of learning.

It is for the aforesaid reasons that the researcher ventured into this probe on the attitudes of intermediate pupils towards Music, Arts and Physical Education (MAPE) with the end in view of generating implications to enhance pupils' positive attitude towards the subject and, consequently, influence their achievement.

Statement of the Problem

The study attempted to assess the attitude of the intermediate pupils toward Music, Arts and Physical Education (MAPE) as a subject in the District of Wright, Division of Samar.

Specifically, it sought answers to the following questions:

1. What is the profile of intermediate pupils in the District of Wright in terms of:
   1.1 age;
   1.2 sex; and
   1.3 activities/contests participated?
2. What is the profile of MAPE teachers with respect to:
   2.1 age;
   2.2 sex;

2.3 educational attainment;

2.4 units earned in MAPE/PE;

2.5 teaching experience;

2.6 in-service trainings; and

2.7 performance rating?

3. As perceived by the teacher- and pupil-respondents themselves, what are the attitudes of the intermediate pupils in the Division of Samar, particularly Wright District towards MAPE with respect to:

3.1 course content;

3.2 teaching strategies; and

3.3 instructional materials?

4. Is there a significant difference between the teachers' perceptions on pupils' attitudes and the pupils' expressed attitudes towards MAPE with respect to:

4.1 course content;

4.2 teaching strategies; and

4.3 instructional materials?

5. Is there a significant relationship between the pupils' attitudes towards MAPE by grade level and the following variates:

5.1 pupil-related characteristics;

5.1.1 age;

5.1.2 sex; and

5.1.3 activities/contests participated?

5.2 teacher-related characteristics;

5.2.1 age;

5.2.2 sex;

5.2.3 educational attainment;

5.2.4 units earned in MAPE/PE;

5.2.5 teaching experience;

5.2.6 in-service trainings attended; and

5.2.7 performance rating?

6. What implications can be derived from the findings of the study for the development of pupils' positive attitudes towards MAPE and improvement of teaching and learning in the subject?

Hypotheses

The study tested the following hypothesis:

1. There is no significant difference between the teachers' perceptions on pupils attitudes and the pupils' expressed attitudes towards MAPE with respect to:

   1.1 course content;

   1.2 teaching strategies; and

   1.3 instructional materials.

2. There is no significant relationship between the

pupils' attitudes towards MAPE by grade level and the following variates:

2.1 pupil-related characteristics;

2.1.1 age;

2.1.2 sex; and

2.1.3 activities/contests participated?

2.2 teacher-related characteristics;

2.2.1 age;

2.2.2 sex;

2.2.3 educational attainment;

2.2.4 units earned in MAPE/PE;

2.2.5 teaching experience;

2.2.6 in-service trainings attended; and

2.2.7 performance rating.

Theoretical Framework

This study is anchored on Ebel's theory that learning is looked upon as attitude formation. According to Ebel (1975:4) the science of psychology has since its beginning attempted to explain the behavior of man. To date, psychologists are in agreement in the theory that human behavior is caused. The attitude of the teacher has a great effect on the learning outcome of the pupils. Similarly, a pupil's attitude affects on his learning performance. As long as his attitude is unfavorable, no good output will be expected from his performance. In

contrast, if his attitude is favorable, he may even perform beyond what is expected of him.

In relation with this theory was that of Wrightsman (1976:34). He assumes that our attitudes are important determinants in our behavior. It can be said, therefore, that in general, positive or negative attitudes toward certain things are manifested in behavior. For instance, a pupil who has a favorable attitude towards schooling, arrives in school on time, is ready with his lessons for the day together with the books and materials that will help him in his lessons, feeling enthusiastic, and has a ready smile for everybody especially to the teacher inside the classroom. The same is true with a teacher who has that favorable attitude towards teaching MAPE or any subject for that matter shows concern for the pupils by giving moral and professional support to develop their knowledge and skills in that subject.

Conceptual Framework

The schematic diagram in Figure I shows the conceptual framework of the study.

The study found anchorage on the assumption that the attitudes of the pupils toward the subject affect the teaching-learning process. If the pupils have favorable attitudes toward the subject, learning is more effective,

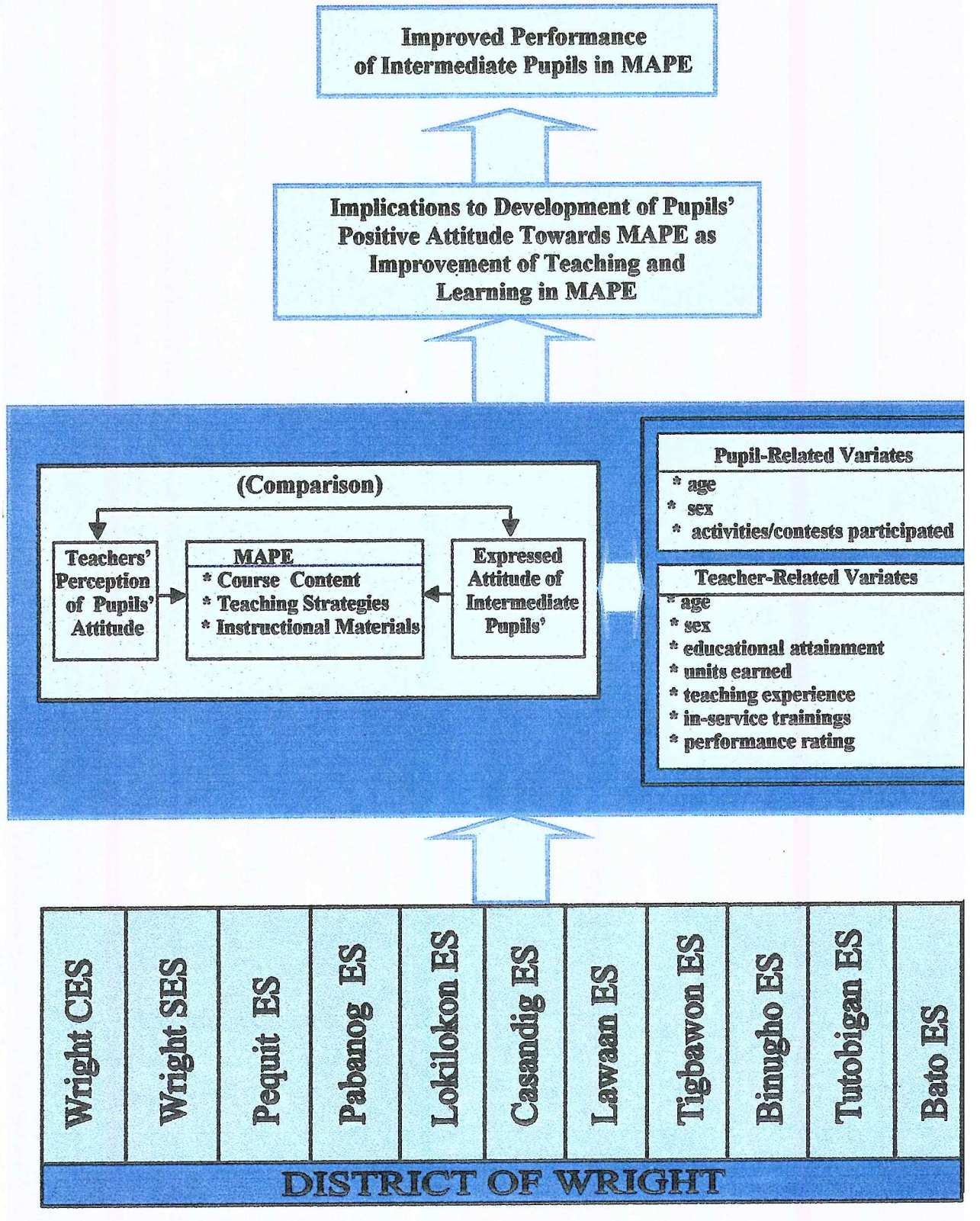

Figure 1. A conceptual framework showing the hypothesized relationship between the pupils' attitudes towards MAPE and some pupil-and teacher-related variates.

thus, enhancing their performance in the subject.

At the base is the research environment which covers the District of Wright, Paranas, Samar (See Figure 2) with its eleven (11) elementary schools, namely: Wright Central Elementary School, Wright South Elementary School, Pequit Elementary School, Pabanog Elementary School, Lokilokon Elementary School, Casandig Elementary School, Lawaan Elementary School, Tigbawon Elementary School, Binugho Elementary School, Tutubigan Elementary School, and Bato Elementary School (See Figure 3) from where the teacher and pupil-respondents were drawn.

The teachers' perception on the intermediate pupils' attitude and the pupils' expressed attitude towards MAPE along course content, teaching strategies and instructional materials were compared to establish a common ground for perceiving the "true" attitude of the aforesaid pupils.

This in turn, was compared to determine significant relationships with some selected pupil- and teacher-related characteristics to the end of drawing implications from the findings for developing positive attitudes among pupils towards MAPE and for improving teaching-learning in the subject. The end result of the study, hopefully, would trigger improved or better performance of intermediate pupils in MAPE.

Significance of the Study

It is highly important and necessary to determine the attitude of the pupils toward the subject because attitudes play a significant role in creating a conducive teaching-learning classroom situation.

The findings of the study would benefit the following personnel and clientele who were involved in the instructional program of MAPE.

To the Pupils. Based on the findings of the study, the teacher would adapt instruction towards pupils' attitudes concerning MAPE's content, strategies used by them and instructional materials employed. These would redound to pupils' development of proper attitude towards the MAPE subject - interested, motivated and enthusiastic to learning MAPE concepts and skills which expectedly would trigger a significant improvement in their performance.

To the Teachers. The teachers, aware of their pupils' attitude towards MAPE, would try their best to make every lesson interesting, enjoyable and worthwhile for their pupils by adopting the most effective teaching strategy ever employed and making use of appropriate instructional materials to enhance learning. Soon, they could adjust instruction to pupils' interest and capability levels.

To the Administrators. The findings would provide the

administrators some insights and basis to plan staff development programs which might enhance teachers' capability of teaching and sustaining interest among pupils through well-planned MAPE activities. These would also encourage administrators to provide or procure the much-needed instructional materials and facilities to complement teacher-made instructional materials.

To Cultural Arts and PESS Coordinators. The study is truly beneficial for them in increasing their awareness and commitment through effective orientation and coordination with all MAPE implementors. As subject coordinators in the district, they can influence the teachers on improving their teaching and thereby improving learning among pupils.

To the Curriculum Makers. These are the people responsible for the preparation of the curriculum materials for MAPE. The findings would provide enough insight and concepts to conceptualize teaching materials, teaching techniques and materials tailored to intermediate pupils' needs, interests and developmental characteristics.

To Future Researchers. The study can provide relevant and sufficient data which would possibly contribute in determining the attitude of teachers, pupils, and administrator towards music, arts, and physical education.

In addition, the data yielded from the study would provide baseline data for similar studies in the future.

Scope and Delimitation

The study was limited to assessing the attitude of intermediate pupils towards MAPE as perceived by the teachers and pupils themselves in the 11 public elementary schools in the District of Wright, namely: Wright Central Elementary School, Wright South Elementary School, Pequit Elementary School, Pabanog Elementary School, Lokilokon Elementary School, Casandig Elementary School, Lawaan Elementary School, Tigbawon Elementary School, Binugho Elementary School, Tutubigan Elementary School, and Bato Elementary School (See Figures 2 and 3) with respect to course content, teaching strategies and instructional materials. Two hundred pupils (Grade V = 100 and Grade VI = 100) and 23 teachers (Grade V = 11 and Grade VI = 12) served as the respondents in the study. Sample size for the pupil-respondents was determined using ten percent of the total number of pupils in the District of Wright (Sevilla, 1994:136), while total enumeration was used for the teacher-respondents, i.e., all the teachers teaching MAPE in the 11 elementary schools in the District of Wright, Paranas, Samar.

The study was undertaken during the school year 1998-1999.

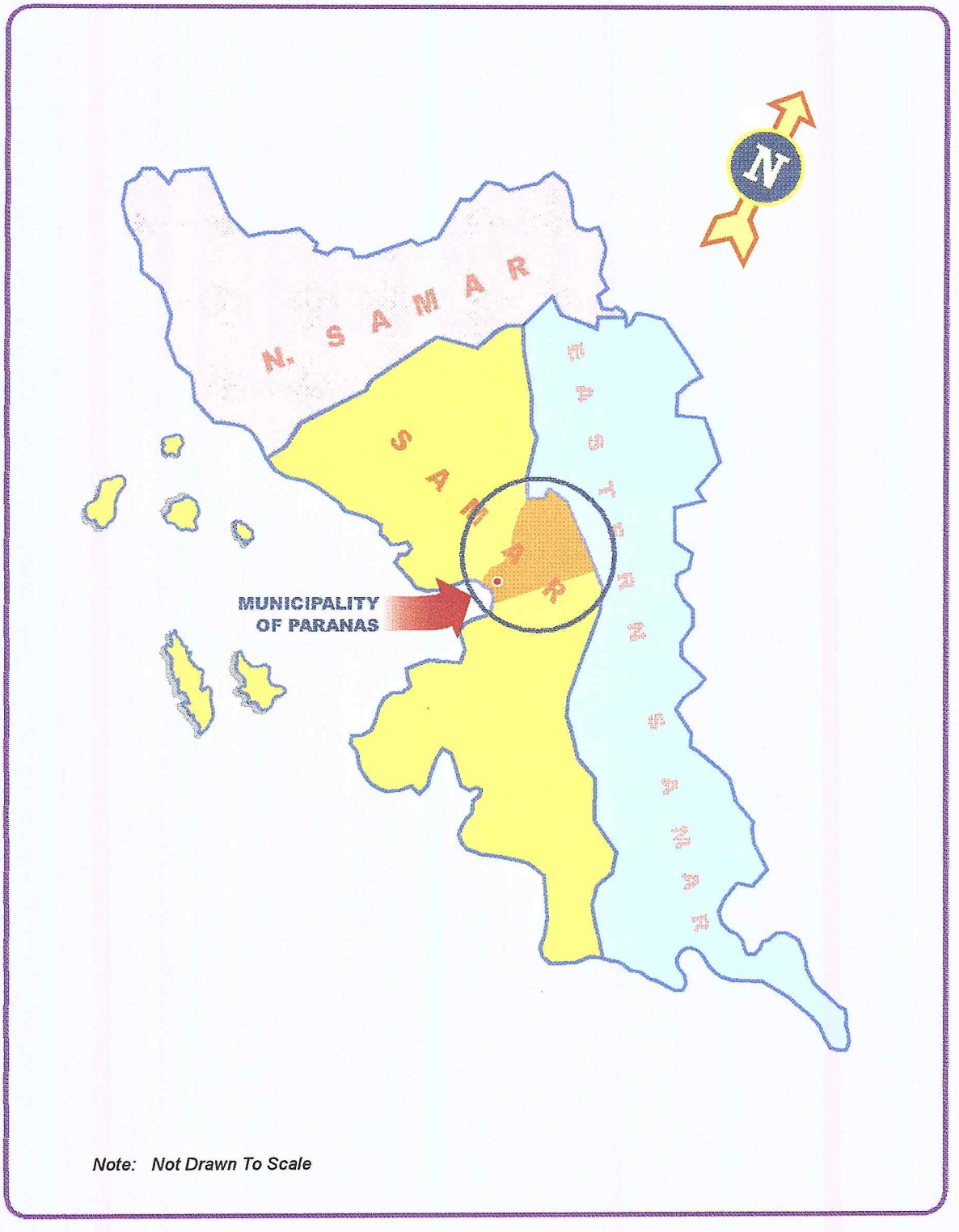

Figure 2. Map of the Province of Samar Showing the location of the Municipality of Wright *(Paranas)* where the study was undertaken.

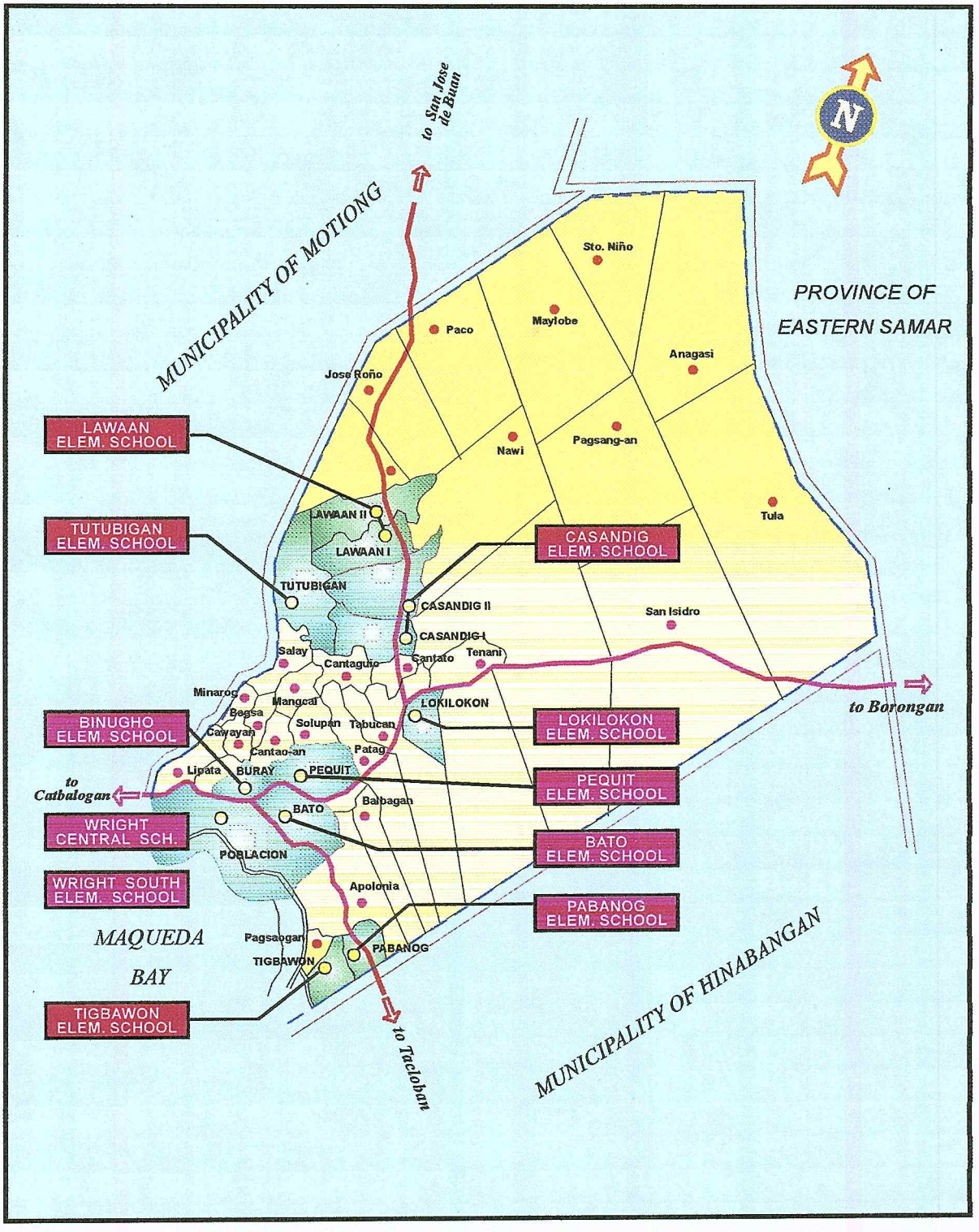

Figure 3. Map of the Municipality of Wright *(Paranas)* showing the location of the different elementary schools included in the study.

Definition of Terms

In order to provide the readers with a common frame of understanding, the terms are herein defined conceptually and operationally.

Administrators. The term refers to the head and leader of the school/districts (Tankard, 1978:110). In this study it refers to district supervisors, principal, head teacher and teachers-in-charge (TIC) particularly in Wright District, Division of Samar.

Attitude. The term is defined as a learned orientation or disposition toward an object or situation which provide a tendency to respond favorable or unfavorable to the object or situation (Spindler, 1979:53). In this study, it refers to the pupils' and teachers' perception to the attitude statements in the questionnaires.

Attitude Scale. This is an instrument used to measure the attitudes of the pupils with corresponding weights.

Assessment. This term means to judge a school program based on the perception of the respondents (Webster, 1987:21). In this study, it means evaluating the expressed and teacher's perception of attitudes of intermediate pupils towards course content, teaching strategies and instructional materials.

Course Content. As used in this study, it refers to

the minimum learning competencies (MLC) in Music, Arts, and Physical Education and the corresponding lessons contained in Music, Arts, and Physical Education (MAPE) teaching manuals and textbooks.

Evaluation. This is the process of obtaining information and using it to make judgments (Webster, 1987:327). In this study, it refers to the assessment of intermediate pupils' attitude towards MAPE along course content, teaching strategies and instructional materials through the teachers' and pupils' perceptions to attitude statements.

Instructional Materials. These refer to the different devices, visual aids, equipments, apparatuses, and some other materials use in teaching MAPE.

Intermediate Pupils. They refer to the Grade V and VI pupils who served as respondents of the study from the 11 public elementary schools in the District of Wright, Division of Samar.

MAPE. This is the acronym for Music, Arts and Physical Education, one of the learning areas or subjects in the elementary level curriculum.

Perception. The term applies to the process whereby the organisms selects, organize and interpret sensory data available to it (Webster, 1987:622). In this study, it refers to teachers' responses to the attitude indicators in

the different aspects like course content, teaching strategies and instructional materials.

PESS. This is an acronym for Physical Education and School Sports. The name given to the Physical Education of the DECS. PESS curriculum includes not only Physical Education but also School Sports.

PESS Program. This refers to the instructional program of the Physical Education component of the subject Music, Art and Physical Education (MAPE).

Physical Education. This term refers to a program of instruction and participation in big muscles activities designed to promote desirable physical development, motor skills, attitudes and habits of conduct (Good, 1973: 422). In this study it refers to Physical Education as one of the components in MAPE.

Program. It refers to a series of learning experiences designed to achieve within a specified period of time certain specific instructional objective (Good, 1973: 425). In this study, it refers to the MAPE program as implemented in the MAPE subject or learning area.

Samples. This refers to the Grade V and VI pupils who were selected by random sampling to answer the questionnaire of the study.

Teaching Strategies. This term refers to the systematic plan followed in presenting materials for

instruction (Tankard, 1978:138). In this study, they refer to the methods or way of teaching a MAPE teacher employs in teaching Music, Arts and Physical Education.

Techniques. The term is defined as a method of teaching that are broken down into small ways of teaching (Webster, 1987:791). In this study, they refer to the specific activities undertaken by a teacher to implement every step in the method or strategy he employ to teach Music, Arts and Physical Education.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher in her desire to enrich her study of the teachers and pupils attitudes towards the MAPE program, reviewed several books, periodicals, unpublished thesis, magazines and other materials related to her study.

Related Literature

A review of literature relevant to the present study is herein presented especially those that touches the importance of attitudes of teachers and pupils towards the implementation of music, arts, and P.E.

The scope and content of music, arts, and P.E. program are influenced by school administrators and teachers. If physical education is viewed as an integral part of the school curriculum, attempts will be made to provide the necessary support (financial and otherwise) for a quality program. On the other hand, if it is regarded as frill, attempts to create and administer sound physical education programs may be thwarted. The attitude of teachers and pupils towards MAPE program will also affect the kind of program offered.

The educators have the responsibility for interpreting the program to students, faculty, the chief administrator of the district, and the community.

A written statement of philosophy and policies should be provided and included in the curriculum guide.

Students and consumer's attitudes should not be overlooked by curriculum planners. The way students and consumers feel about physical education will influence their participation in the program. A questionnaire written so that students and consumers can understand, it is one means of assessing attitudes toward music, arts, and P.E. (Butcher, 1983:112).

Sheehan and Alsop (1980: 98), drawing on psychological research findings in respect to how attitudes and values (behavioral prerequisites) are influenced and also on valid principles of transfer, have shown experimentally that is possible to modify attitudes of individuals who engage in sport in respect to social situations regarding cooperation, competition, and social conflict. The sport play like environment, according to the researchers, reflects and replicates the society to which it is indigenous. To paraphrase the idea of the researchers, within this sport environment elements are involved such as cooperation and competition, together with players, coaches, and teachers who are in authority, all of whom are involved in a situation that is task oriented and conditioned by boundaries, norms, and sanctions. Therefore athletics, if properly structured, provide the social

environment whereby societal norms can be internalized by the participants and their social attitudes shaped in a positive manner through social stimulus situations. Furthermore, the sport experiences can be so structured that the participant assimilates attitudinal learnings, and with purposeful teaching for transfer taking place as principles are identified regarding the behavior, it is possible to transfer the attitude to other situations.

In teaching for effective learning, the teacher is concerned with attitudes, appreciations and values. A primary goal of such teaching is that of developing proper and positive attitudes and appreciations towards physical education and physical activity, qualities such as good sportsmanship, respect for other students and people in general; and the need to play according to the rules and regulations that structure the various physical education activities (Bloom, 1976:336).

According to Skinner (1973:385) teachers cannot always wait for behavior to manifest itself; therefore they must sometimes shape the behavior of the individual. In teaching any physical skills, it is recognized that reinforcement is extremely valuable. In operant conditioning behavior is elicited by the individual rather than the stimuli. In this theory of learning the individual organisms first makes the desired response and

then is rewarded. Reinforcement is contingent on the desired response. Skinner's main emphasis is that the individual repeats at a future time the behavior that has been previously reinforced. Behaviors that are not reinforced are seldom repeated. When the individual is rewarded, the behavior is elicited again. Extinction occurs when the behavior is no longer reinforced (Skinner, 1973:388).

Gage (1978:550), Director of the Program on Teaching Effectiveness at the Center for Educational Research at Stanford University, and a recognized authority on teaching, presents characteristics of both the art and the science of teaching. He views teaching as "a useful or practical art rather than one dedicated to the creation of beauty and evocation of aesthetic pleasures as ends in themselves."

In essence, the art of teaching is characterized by a teacher who personalizes teaching by using a personal style, creativity, intuition, sensitivity and judgment to promote learning. The teacher who advocates the art of teaching recognizes the many variables that interact in the teaching-learning process and believes that no scientific process can control these variables so that the teacher can predict learning outcomes with any degree of certainty.

Siedentop (1976:436) states that another characteris-

tics of the science of teaching is the possibility of examining teaching from a theoretical-scientific perspective. He believes that teaching should be studied from the theoretical-scientific perspective to develop a theory of teaching. Although Siedentop states that we are a long way from having such a theory in physical education, we should be moving in that direction in our attempt to understand the teaching process.

Based on the characteristics of a science of teaching given by both Gage and Siedentop, there is a lack of a science of teaching in physical education. Although Gage only speaks of the inability of teachers to produce the outcomes sought in a science of teaching and Siedentop approaches the teaching of skills as if these were a science of teaching, other educators state there is no science of teaching physical education.

Pease (1977:288) indicates that until there becomes a scientific body of knowledge about teaching, or as long as teaching remains an art and not a science, then the behavior of teachers will be subject to the behavioral reinforcers operating at any given time.

Teaching style is an expression of the educators individuality in relation to stated philosophy and program objectives and is being given much attention in today's educational program. Additionally an educators' teaching

style is reflected in one's methodology of teaching and in class organizations and management.

Mosston (1980:346) encompass the entire continuum from teacher-centered to student-centered behavior. These teaching styles are referred to by the following names: command style, task style, reciprocal style, small-group style, individual program style, guided discovery style, and problem-solving style. It is generally concluded that no one style is the one to use all of the time. Each style has its own advantages and disadvantages under specified conditions. Therefore each style shall be used in light of such factors as student readiness, goals to be achieved, available equipments, and subject matter to be taught.

Related Studies

The following studies were reviewed by the researcher and were found to be relevant to the present study and are, therefore, summarized hereunder.

Baston (1989) investigated and evaluated the status and prospect of the new PESS program in the Division of Samar. She specifically pointed out that there was only a slightly satisfactory implementation of the PESS program and projects in Samar Division. This implies the need for management to vitalize and re-structure the PESS program in

the division to the end that program and projects maybe "Very Satisfactorily," if not "Most Satisfactorily" implemented. On the Philippine Physical Fitness Test, her findings imply that the achievement/performance of the Grade VI pupils still needs improvement. This low performance in PPFT is indicative of the "Not yet so good" implementation of the PESS program in the Division of Samar. Based on the analysis of the results of her study, Baston came up with the conclusion that the implementation of the new PESS program in the Division of Samar as yet needs to be improved. She recommended, among other measures that: 1) There be professionally trained PESS teachers in every school; 2) PESS teachers, coordinators and supervisors be fully acquainted with the new innovation in PESS instruction/curriculum; 3) More PESS seminars be conducted for teachers and school administrators; 4) PESS curriculum/instructional materials be issued to the field; 5) The government provides adequate PESS instructional materials and equipment; 6) All complete elementary schools be provided with PESS facilities, equipment and apparatuses; and 7) There be more management supervision of PESS instruction in school.

Baston's study is similar to the present study in the sense that it treated PESS program which was also considered in the present study. However, the difference

lay on the subject matter of previous study which focused on the status of implementation of the PESS program in the Division of Samar, while the present study considered the assessment of attitude of intermediate pupils towards Music, Art and Physical Education.

Cometa's study (1990) dealt on the preferred Physical Education activities of secondary schools in the District of Allen. She concluded in her findings that no mater how qualified and competent were teachers and their supervisor if the facilities are inadequate for the prescribed number and level of student, no sufficient training could be expected to take place.

She pointed out in her study that there were aspects of development that necessitated serious attention by teachers and administrators: 1) Teacher should plan different activities to be given to the students. Teaching guide, curriculum frameworks, resource unit and teaching unit should be availed of, for more effective instruction in physical education; 2) A variety of activities should be given to student during their P.E. classes to maintain their interest and enthusiasm throughout the period; 3) To solve inadequate facilities and equipment for P.E. activities, teacher can improvise some physical education equipment/apparatuses using local and community resources. Industrial Arts teacher can be tapped to put up physical

education facilities and improvise equipment; 4) The school should allot fund for the purchase of sports and athletic equipment and construction of sports facilities which are non-existent. Availability of the materials would certainly arouse the interest and enthusiasm to engage in sports and other related activities; 5) To upgrade the teaching skills of P.E. teachers, workshops, seminars, in-service trainings and clinics should be conducted so often as necessary for proper implementation of the DECS physical education program; and 6) These should be a close supervision by school officials on the teaching of P.E.

The foregoing study bore significant similarities to present study in the sense that both are involved in the implementation for the improvement of the PESS program, Physical Education, particularly. The difference was on the objective of both studies. The former surveyed the preferred Physical Education activities of secondary schools in the District of Allen, while the present study assessed the attitude of intermediate pupils towards MAPE in the District of Wright, Division of Samar.

Yu (1988) investigated the Physical Education Program in the Division of Samar in relation to pupils Physical Fitness. It was the purpose of Yu's study to determine the (1) profile of teachers teaching physical education in the

Division of Samar particularly in terms of sex, age, civil status, length of service, appointment status, present position, educational qualifications, and attendance in in-service training, (2) competency level of the Physical Education teachers, (3) facilities and equipment utilized by teachers in teaching physical education, (4) status of the activities along the five phases of physical education program, (5) pupils physical fitness level as measured by the Physical Fitness Test or ICSPFT, and (6) relationship between pupils' physical fitness and teachers competence.

The study of Yu is related to the present investigation since like the former, the latter dealt with the Physical Education Program as implemented in Samar Division. However, while Yu's study focused on the concerns of the old Physical Education Program, the present study focused on the attitude of teachers and pupils towards the implementation of Music, Arts, and P.E. Program.

In a recent study conducted by Salve (1991) which is and closely parallel to the present investigation she concluded on the light of her findings that: 1) Teachers of P.E. in Central Districts of Cebu City were moderately prepared in terms of units earned in P.E. and trainings attended in the said subjects; 2) The most common problems encountered by the P.E. teachers were overloading of

academic subjects, lack of facilities, materials and equipment and inadequate supervision; 3) The findings implied the need for teachers to earn more units in P.E. to attend more in-service trainings in the subjects, develop a well-balanced program that would give equal emphasis to the five phases of physical education, and the develop a long range plan for the acquisition of adequate space, facilities and equipment.

She recommended, among others, the following measures: 1) That the specialization in Physical Education as a subject in the elementary school be revived in the teachers training institution to produce adequately trained physical education teachers; 2) That Physical Education teachers be encouraged to earn academic units in Physical Education either in the graduate or undergraduate level; 3) Periodic in-service training in the effective teaching of the subject be conducted more particularly on the five phases of physical education as well as the different strategies and evaluation procedures; 4) That the administrators improve their supervision of teacher in P.E., whereby a comprehensive program in physical education be prepared to address the major common problems encountered by teachers; 5) That every physical teacher be given the opportunity to attend higher level of in-service trainings and seminars, as well as to conduct demonstration lesson in the teaching

of physical education.

The foregoing study is related to the present study since like the former, the latter also dealt with the implementation of physical education program. However, while Salve's study focused on the implication of teacher's training on the improvement of the P.E. program, the present study was centered towards the attitudes of teachers and pupils in the implementation of the Music, Arts, and Physical Education in the Division of Samar particularly in the District of Wright.

Pastores (1985) attempted to evaluate the Physical Education Program of the Public Elementary Schools of Sison, Pangasinan. He offered the following recommendations: 1) Proper method of teaching, use of instructional materials, administration of test and application of evaluative techniques should be emphasized and in-service trainings and informal college courses for improving physical education instruction should be conducted; 2) Clinics for different school activities, officiating and coaching should be offered to the physical education teachers; 3) While pupils are most interested in games, relays and sports, other physical education activities should not be neglected. Exposure to such activities should lead to a more balanced physical development of the child; 4) Intramurals, interschool or

inter-district athletic meets which will include calisthenics and rhythmic demonstration should be held once a year; 5) More funds should be allotted by the physical education program. There is a need for athletic supplies, equipment, apparatuses, books and other relevant materials; 6) Teachers and pupils should be motivated to excel in particular physical education or sports activities. This could take the form of scholarship, financial rewards, awards, trophies, medals, citation, etc.; 7) Proper coordination with community agencies must be maintained by the school administration and teachers.

The foregoing investigation involved the public elementary school teachers as they implemented the physical education program, while the present undertaking also involved the Physical Education as it probed into the attitude of the intermediate pupils towards this particular MAPE component relative to course content, teaching strategies and instructional materials. While Pastores evaluated the Physical Education program of the public elementary schools in Sison, Pangasinan this present study assessed the attitude of intermediate pupils towards Music, Art and Physical Education in terms of the above-mentioned aspects.

Poso (1989) made a study on a proposed improvement of the physical education program in the secondary schools in

Laoang, Northern Samar in 1989. This study aimed to survey pertinent information regarding the physical education program in three secondary school in Laoang, particularly on the qualification of the teacher, program planning and program of activities, facilities and equipment and attitude of students toward administrative policies regarding physical education with the hope of effecting improvement on the physical education program in three secondary schools. Poso developed and proposed three training approaches or schemes, one for the students, one for the administrators, and another for physical education teachers.

The study of Poso is related to the present investigation since like the former, the latter dealt with music, arts, and P.E. program (MAPE) in Grade V and VI pupils in the Division of Samar. While Poso's study was conducted in the Division of Northern Samar, the present study was done in the Division of Samar. Moreover, the present study included Music and Art in her assessment of the intermediate pupils' attitude towards these components, not only Physical Education.

Pacayra (1991) in her study proposed a model of a College Physical Education Program for Samar State Polytechnic College that provided for harmonizing the training for physical, mental and emotional maturity which

are needed for adjustment in life struggles and problems. Prior to the development of the SSPC Physical Education Program Model, the researcher probed into the subject offerings of the present college Physical Education program together with the problems and the suggested solutions to these problems experienced with the existing program. It was found out that the three groups of respondents agreed with the present Physical Education subject offerings, and so with the problems felt relative to Physical Education implementation and the suggested solutions thereto.

In the light of her findings, the following conclusions are drawn: 1) The almost similar perceptions of the three categories of respondents on the subjects that yielded the highest weighted means within the four semesters was a sufficient ground for concluding that these particular subject were the ones preferred as course offerings for the first and second year of the eight college curricula; 2) Although the administrators, the Physical Education instructors and the Physical Education students generally differ in the extent to which they feel the problems relative to the existing Physical Education and sports program, all of them shared a common feeling that the Physical Education courses are synchronized. Therefore something must be done to restructure of existing Physical Education and sports program of the college. She

recommended the Physical Education courses that were most preferred by the three categories of respondents must be the ones offered within the particular semester where they fell; and the college should cater to the needs and problems of the administrators, Physical Education instructors and Physical Education students, especially on those that were identified as "very serious," such as, the desynchronized Physical Education courses.

Pacayra's study is similar with present investigation as it involved the physical education and sports program in college just like this study. However, it differed with the present study in terms of curriculum level and the program itself because, in addition to Physical Education, the present study included Music and Arts.

Another notable investigation in that of Arayon, on the assessment of the perception of school administrators and Physical Education teachers on the extent of the implementation and on the extent of their involvement on the five components of the PESS program. As a result of that study, he found out that the perceptions of the school administrators as well as the PESS coordinators/Physical Education teachers about the implementation of the five components of the PESS program considered were almost identical which resulted an assessment of "slightly implemented." The difference between their perceptions

turned out not to be significant, thus the null hypothesis that "there is no significant difference in the perception of the school administrators as well as the PESS coordinators with regards to the implementation of the five components of the PESS program in Samar" was accepted. This implies that the school administrators' perceptions were consistent with those of the PESS coordinators/ Physical Education teachers. The data also showed that there was a need to improve the implementation strategy of the PESS program in the Division of Samar to elevate the current level of implementation.

From the aforesaid findings of the study, the following conclusions were drawn: 1) There was still an urgent need to improve the level of implementation of the five components of the PESS program in the Division of Samar for the said program to succeed; 2) The school administrators and the PESS coordinators/Physical Education teachers were in agreement with respect to their assessment of the implementation of the different components of the PESS program in the Division of Samar; 3) The school administrators in the Division of Samar were supportive to the PESS program in the said Division as evidenced by their higher degree of involvement compared to the PESS coordinators/Physical Education teachers; 4) There was a need for those directly involved in the implementation of

the PESS program, specifically the school administrators, PESS coordinators/Physical Education teachers to arrive at concrete solutions in order to solve the problems prevalent in the implementation by the PESS Program.

In the light of his findings and conclusions he recommended that the school administrators, coordinators and teachers in the Division of Samar should have a joint venture to ensure the full implementation of the different components of the PESS Program; the different equipment, apparatuses, and/or facilities required in order that the different programs and projects falling under the five components of the PESS program could be fully implemented, should be provided adequately by those implementing the PESS program; a functional staff development program should be designed in order to upgrade the capability of the personnel involved in the implementation of the PESS Program. Priority should be made to provide scholarship and trainings to the teachers of Physical Education and schools sports education who are non-majors in Physical Education; a fund allocation for the PESS program in the Division should be increased to have adequate resources for staff development and procurement of enough apparatuses, equipment or facilities.

The foregoing study is related to the present study since like the former, the latter also dealt with the

evaluation of the implementation of Music, Arts and Physical Education (MAPE) program. However, while Arayon's study focused on the assessment of the perception of school administrators/Physical Education teachers on the extent of implementation and their involvement in the five components of the PESS program, the present study is centered on the assessment of the pupils' attitude towards Music, Arts and Physical Education.

Another notable study which was similar to the present investigation was that of Marañon (1993) who evaluated six creative Samar Dances and their musical scores through Betamax viewing by the students, Physical Education teachers and the viewing public using a questionnaire. She made conclusions that: 1) the cultural practices of the different municipalities in Samar were reasonable bases in creating folk dances and songs; 2) the different dance components were common consideration for all creative folk dances; 3) the high acceptability of the creative dances in study might lead in the creation of more dances and songs as additional contribution to the waray-waray culture; 4) the significant differences among the perceptions of the three categories of respondents were indicative of the differences in the orientation and status of the respondents, although they have a common taste for indigenous activities. She recommended that the cultural

Samar heritage particularly the waray-waray should be preserved and perpetuated especially through dances and songs and the different dance components should always be taken into consideration in creating folk dances. Despite the high acceptability of the dances as evaluated, it was necessary to organize a dance troop composed of skillful, graceful, and well-coordinated members who can execute the movements with precision and beauty. More Samar folk dances should be created and presented to intensify the cultural values of the Samareños.

The study of Marañon is related to the present study in that both were descriptive studies. The former focused on the evaluation of creative Samar folkdances and their music while the latter focused on the evaluation of pupils' attitude towards MAPE. They also differed in the respondents; the former study involved students, Physical Education teachers and viewing public, while the present study involved MAPE intermediate teachers and pupils.

Chapter 3

METHODOLOGY

This chapter presents the method and procedure used in the study. It describes specifically the research design, instrumentation, validation of instruments, sampling procedure, data gathering procedure, data analysis and statistical treatment.

The Research Design

The study employed the normative descriptive method of research aimed at determining the attitude of the Grade V and VI pupils towards MAPE in all elementary schools in District of Wright, Division of Samar. It focused on the following variables: pupils' profile, teachers' profile, attitude of the Grade V and VI pupils as perceived by the teachers and pupils themselves toward music, arts, and P.E. with respect to course content, teaching strategies and instructional materials. The data were gathered through a questionnaire-attitude scale developed by the researcher and supplemented by unstructured interview among respondents to crosscheck their initial responses.

Instrumentation

To gather the necessary data to determine the attitude of the intermediate pupils towards the MAPE program,

questionnaire, documentary analysis and unstructured interview were utilized.

Questionnaire. Two forms of questionnaires were developed by the researcher, one for the teacher-respondents and another for the pupil-respondents. Both forms consisted of two parts: Part I intended to gather data on the personal profile of the respondents. The pupils' profile included age; sex; and MAPE contests/ activities participated. The teachers' profile included age; sex; educational attainment; units earned in MAPE/PE; teaching experience; in-service trainings attended; and performance rating. Part II contained attitude statements towards MAPE which were divided into three categories, namely: course content, teaching strategies, and instructional materials. The questionnaire for the pupils were translated in Filipino to ensure that they understood the attitude indicators and, therefore, give a more or less objective response or rating.

The attitude scale contained 15 attitude statements each for course content, teaching strategies, and instructional materials. Each aspect was categorized into Music, Arts and Physical Education. Each component had five attitude statements to a total of 15 comprising each aspect all stated positively. Likert scale ranging from strongly agree to strongly disagree were provided for the

attitude statement.

Interview. Where difficulties in responding to the attitude scale may be observed among the respondents, this researcher made use of unstructured interview in clarifying certain attitude statements and crosschecking the respondents' initial responses.

Documentary Analysis. To determine the total number of intermediate pupils in the 11 elementary schools involved in the study, the Form 3 of the District of Wright was examined. Moreover, the intermediate program of these schools were scrutinized to identify the intermediate teachers teaching MAPE.

Validation of Instruments

The draft of the questionnaire was shown to the researcher's adviser for comments and suggestions for improvement. Incorporating the suggestions, the questionnaire-attitude scale was tried out with the Grade V and Vi pupils in Catbalogan II Central Elementary School; and Catbalogan III Elementary School, Catbalogan, Samar. The pupil-validators were instructed to answer the questionnaires and say so if there were portions that needed some explanations. Their responses were analyzed if they yielded the necessary data called for. Those items

which were answered correctly were retained; those which were not, were modified and revised. These included: 1) misspelled words in the attitude statements; 2) items which were not expressed either in the teacher's or pupil's point of view, as the case may be; and the suggestion of some respondents to state the pupils' questionnaire in Filipino for better understanding of the concerned pupils.

The questionnaire was then finalized and submitted to the researcher's adviser for a final scrutiny. However, during the preoral examination, the panel suggested to separate the attitude statements under each aspect according to components, viz., Music, Art and Physical Education. This was implemented with the help of the adviser resulting in five (5) attitude statements under each component to a total of 15 statements. This was done in the three aspects: course content, teaching strategies and instructional materials.

Sampling Procedure

Inasmuch as the study is descriptive in nature, the size of the samples was set at a minimum of ten percent. Since the total enrolment of the Grade V and VI pupils in the respondent-schools was 1,187, the researcher took a sample of 200 - 100 Grade V pupils and another 100 Grade VI pupils. Meanwhile, there were 23 teachers in the involved schools teaching MAPE. Total enumeration was used. The

researcher involved 11 Grade V MAPE teachers and 12 Grade VI MAPE teachers.

In selecting the 100 samples, random sampling was employed through the fish bowl technique. The researcher wrote the names of the pupils on a sheet of paper, rolled and placed in a box. The desired number of samples were drawn from the box and the drawn names served as the respondents of the study.

Data Gathering Procedure

To get the inquiry started, the researcher requested for permission from the School Division Superintendent and school administrators concerned to field the questionnaire. Data-gathering started in August and ended on November 30, 1998.

The instrument for pupil-respondents was personally administered to the pupil-samples in their respective schools through the help of friends in each respondent-school. Pupil samples were placed in one room and made to sit apart. In all cases, the respondents were given ample time to answer the questions. As with the teacher-respondents, the researcher took the chance during a teachers' district meeting scheduled monthly in the District of Wright. The researcher requested permission from the District Supervisor to administer her

questionnaire during the later part of the morning session. The teachers were given one hour to finish answering the questionnaire. The accomplished forms were retrieved right after that session.

Data Analysis and Statistical Treatment of Data

For purposes of data analysis and interpretation, the study employed both descriptive and inferential statistics.

Frequency counts and Percentage. These were used to analyze the teachers' and pupils' profile. These were useful to answer questions 1 and 2.

Weighted means. This statistic was employed to analyze the responses of the teachers and pupils to the attitude scale. Five descriptive ratings were used - strongly agree, agree, uncertain, disagree and strongly disagree with assigned weight of 5, 4, 3, 2, and 1, respectively. The frequencies of each item were multiplied by the weight of the respective columns to obtain the weighted frequency. These were divided by the total frequency to arrive at the weighted mean which was represented by using a scale as shown below:

Assigned Weight	Description	Meaning/Interpretation
4.51 - 5.00	Strongly Agree (SA)	Highly Favorable
3.51 - 4.50	Agree (A)	Favorable
2.51 - 3.50	Uncertain (U)	Neutral

1.31 - 2.50	Disagree (D)	Unfavorable
1.00 - 1.50	Strongly Disagree (SD)	Highly Unfavorable

T-test for Independent Samples. This tool was used in comparing the perceptions of the pupil-respondents and those of the teachers. The formula by Walpole (1982:361) was applied as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(N_1-1)S_1^2 + (N_2-1)S_2^2}{N_1+N_2-2}(1/N_1 + 1/N_2)}}$$

Where: $\bar{X}_1$ refers to the mean of the responses of the pupil-respondents

X_2 refers to the mean of the responses of the teacher-respondents

N_1 refers to the number of cases for the first group of data

N_2 refers to the number of cases for the second group of data

S_1^2 refers to the variance of the pupil-respondents' perceptions

S_2^2 refers to the variance of the teacher-respondents' perceptions

t refers to the computed t-value

Pearson-product Moment Correlation Coefficient. This treatment was applied to determine the relationship between pupils' attitude towards MAPE and the considered variates using the following formula (Walpole, 1982:216):

$$r = \frac{N\Sigma XY - \Sigma X\Sigma Y}{\sqrt{[N\Sigma X^2 (\Sigma X)^2][N\Sigma Y^2 - (2Y)^2]}}$$

Where:

N refers to the number of pairs

ΣXY refers to the sum of the products of variate X and the dependent variable Y

ΣX refers to the sum of the variable X

ΣY refers to the sum of the variable Y

ΣX^2 refers to the sum of the squared X-values

ΣY^2 refers to the sum of the squared Y-values

Fisher's t. This statistical tool was used to determine the significance of the computed correlation coefficient, viz (Walpole, 1982:220):

$$\text{Fisher's } t = \frac{r\sqrt{N - 2}}{\sqrt{1 - r^2}}$$

Where r refers to the computed correlation coefficient

n refers to the number of pairs

r^2 refers to the square of the computed r

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the data gathered in answer to the specific questions posed including tabular and textual discussions relative to the hypothesis testing done.

Profile of Pupil-Respondents

Tables 1 to 3 disclose the profile of pupil-respondents of the District of Wright in terms of age, sex, and activities/contests participated.

Age. Table 1 shows the age profile of the pupil-respondents by grade level. Among the 100 Grade V pupils, 43 or 43 percent were eleven years old; 36 or 36 percent were ten years old; nine or nine percent were 12 years old; seven or seven percent were 13 years old; four or four percent were 14 years old; and one or one percent was 16 years old. The average age of the group was 11.04 years with a standard deviation of 1.2 years. It can be said that a majority of the Grade V pupils were at the right age for their present grade assuming that the entrance age of this group was seven years old. Among the 100 Grade VI pupils, 46 or 46 percent were 12 years old; 28 or 28 percent were 11 years old; 21 or 21 percent were 13 years

old; three or three percent were 14 years old; one or one percent was 15 years old; and one or one percent was 18 years old. Their average age was 12.08 years with a standard deviation of 1.10 years. It can be said that majority of the Grade VI pupils were at the right age for their present grade considering seven years as the entrance age of the group in Grade I.

It is evident that the age of the intermediate pupils in the District of Wright clustered around 11.5 years as shown in their average age which was 11.56 years with a standard deviation of 1.2 years.

Table 1

Age Distribution of the Pupil-Respondents by Grade Level

Age in Years	Grade Level				Total	Percent
	Grade V		Grade VI			
	Number	Percent	Number	Percent		
18	0	-	1	1.0	1	0.5
17	0	-	0	-	0	-
16	1	1.0	0	-	1	0.5
15	0	-	1	1.0	1	0.5
14	4	4.0	3	3.0	7	3.5
13	7	7.0	21	21.0	28	14.0
12	9	9.0	46	46.0	55	27.5
11	43	43.0	28	28.0	71	35.5
10	36	36.0	0	-	36	18.0
Total	100	100.0%	100	100.0%	200	100.0%
Average Age	11.04	-	12.08	-	11.56	-
S.D.	1.2	-	1.0	-	1.2	-

Sex. Table 2 presents the sex profile of the pupil-respondents by grade level. In Grade V, there were more females than males, on account that there were 61 or 61 percent out of 100 pupil-respondents who were girls as against 39 or 39 percent, males. In Grade VI, 74 or 74 percent out of 100 pupil-respondents were females and 26 or 26 percent were males. It can be noted that girls dominated the grades V and VI classes in the aforestated district owing to 135 or 67.5 percent of the 200 pupil-respondents were girls and 65 or 32.5 percent were boys. This is a common observation in almost all grade levels not only in the elementary level but also in the higher ladders of education. This occurrence may be due to the fact that girls are more interested in schoolwork than boys. It is also a known fact that boys are more often utilized by parents in farm work or livelihood activities conforming with research findings that boys enjoy activities that require manual or muscular strength.

Activities/Contests Participated. Table 3 depicts the activities/contests that the pupil-respondents participated related to MAPE. These were categorized as: 1) paligsahan sa pag-awit; 2) paligsahan sa pagguhit; 3) paligsahan sa pagsayaw; 4) kompetisyon sa isports; at 5) walang sinalihan. As gleaned from the table, among grade V pupils, 83 or 83 percent out of 100 respondents had not

Table 2

Sex Distribution of the Pupil-Respondents by Grade Level

Grade Level	Sex				Total	Percent
	Male	%	Female	%		
Grade V	39	39.0%	61	61.0%	100	100.0
Grade VI	26	26.0%	74	74.0%	100	100.0
Total	65	32.5%	135	67.5%	200	100.0

participated in any activity/contest; 12 or 12 percent had participated in sports competition; four or four percent had participated in painting/drawing contest; one or one percent had participated in singing contest; and no one had participated in dance contest. Among grade VI pupil-respondents, 86 or 86 percent of them had not participated in any activity/contest; six or six percent in each of the contests in painting/drawing and sports; one or one percent in each of the contests in singing and dancing.

In both grades, a great majority of the pupil-respondents had not participated in any of the aforecited contests/activities as evidenced by 169 or 84.5 percent of them and the remaining 31 or 15.5 percent had participated in the above-named contests/activities. This implies that these contests/activities require innate talent or skill

Table 3

Profile on the Activities/Contests Participated by the Pupil-Respondents by Grade Level

Activities/ Contests Attended	Grade Level				Total	Percent
	Grade V		Grade VI			
	Number	%	Number	%		
1. Paligsahan sa Pag-awit	1	1.0	1	1.0	2	1.0
2. Paligsahan sa Pagguhit	4	4.0	6	6.0	10	5.0
3. Paligsahan sa Sayaw	-	-	1	1.0	1	1.5
4. Kompetisyon sa Isports	12	12.0	6	6.0	18	9.0
5. Walang Sinalihan	83	83.0	86	86.0	169	84.5
Total	100	100.0	100	100.0	200	100.0

from contestants and rarely are there talents/skills bestowed upon everyone. This can also be explained that there are limited opportunities or conduct of these contests/activities; correspondingly a limited number are able to participate and there are more who cannot participate.

Profile of Teacher-Respondents

Tables 4 to 9 present the profile of the teacher-respondents with respect to: age, sex, educational

attainment, units earned in MAPE/PE, teaching experience, in-service training attended; and performance rating.

Age. Table 4 reflects the age distribution of the teacher-respondents by grade level they teach. As seen in the table, the grade V teachers were sporadically distributed as evidenced by SD = 9.6, in the different age groups with three or 27.3 percent clustered around 48-52 age range; two or 18.2 percent each in the age-ranges of 43-47 and 58-62; one or 9.1 percent each in the other age groups. No one fell between 23-27 years of age. The average age of the grade V teachers was 47.3 years. It can be concluded that majority of them were in their late forties. Similarly, the grade VI teachers were variably distributed (SD = 12.4) in the different age ranges between 23 and 62 years. Of the 12 teacher-respondents, three or 25 percent fell within each of the age groups 28-32 and 48-52; two or 16.7 percent fell within 23-27 years; one or 8.3 percent in each of the rest of the remaining age groups; and none fell within 33-37 years. It can be observed that the majority of the grade VI teachers were in their early forties as evidenced by their average age of 40.8 years.

Taking the intermediate teachers as a whole, it can be said that they were in their early forties with an average age of 43.9 years; however, the grade V teachers appeared older than their grade VI counterparts.

Table 4

Age Distribution of the Teacher-Respondents According to the Grade Level They Teach

Age in Years	Grade Level Handled				Total	Percent
	Grade V		Grade VI			
	Number	Percent	Number	Percent		
58 - 62	2	18.2	1	8.3	3	13.0
53 - 57	1	9.1	1	8.3	2	8.7
48 - 52	3	27.3	3	25.0	6	26.1
43 - 47	2	18.2	1	8.3	3	13.0
38 - 42	1	9.1	1	8.3	2	8.7
33 - 37	1	9.1	-	-	1	4.3
28 - 32	1	910	3	25.0	4	17.4
23 - 27	-	-	2	16.7	2	8.7
Total	11	100.0%	12	100.0%	23	100.0%
Average Age	47.3	-	40.8	-	43.9	-
S.D.	9.6	-	12.4	-	11.4	-

Sex. Table 5 discloses the sex distribution of the teacher-respondents by grade level. It can be deduced from the table that of the 11 grade V teachers, nine or 81.8 percent were females and only two or 18.2 percent were males. Likewise, the grade VI teachers were dominated by females with 10 or 83.3 percent out of 12 respondents and two or 16.7 percent were males. It can be said that the intermediate teachers handling MAPE in the District of

Table 5

Sex Distribution of the Teacher-Respondents by Grade Level They Teach

Grade Level Handled	Sex				Total	Percent
	Male	%	Female	%		
Grade V	2	18.2%	9	81.8%	11	100.0
Grade VI	2	16.7%	10	83.3%	12	100.0
Total	4	17.4%	19	82.6%	23	100.0

Wright were mostly females on account that 19 or 82.6 percent were females and only 4 or 17.4 percent were males. This is explained by the fact that the teaching profession appeals more to females than males.

Educational Attainment. Reflected in Table 6 is the data on the educational attainment of the teacher-respondents. It can be gathered that among the grade V teachers, nine or 81.8 percent were graduates from BSEEd/BEEd; one or one percent each from BSE and MAEd (CAR); and none from BSIE. Among the grade VI teachers, 11 or 91.7 percent had BSEEd/BEEd degrees; one or 8.3 percent had a BSIE degree; and none with BSE and MAEd (CAR) degrees.

The intermediate teachers in MAPE in the District of Wright had baccalaureate degrees, majority in BSEEd/BEEd.

This finding implied that the aforementioned teachers were professionally-prepared for their work. It can be mentioned, however, that they had less concern or less opportunity for professional growth along the subject area they taught. This can be attributed to the fact that preparation for elementary teaching did not provide for specialization but more on general education. This researcher also observed that among graduate schools in the vicinity, there were rare course offerings along MAPE; and if there were, most of them were on educational management, few in other specialization including Music, Arts and Physical Education.

Table 6

Teacher-Respondents' Profile in Terms of Their Educational Attainment

Educational Attainment	Grade Level Handled				Total	Percent
	Grade V		Grade VI			
	Number	Percent	Number	Percent		
MAEd (C.A.R.)	1	9.1	-	-	1	4.3
BSEEd/BEED	9	81.8	11	91.7	20	87.1
BSE	1	9.1	-	-	1	4.3
BSIE	-	-	1	8.3	1	4.3
Total	11	100.0%	12	100.0%	23	100.0%

Units Earned in MAPE/PE. The number of units earned by the teacher-respondents along MAPE/PE is shown in Table 7. Among the grade V teachers, two or 18.2 percent had earned six units; two or 18.2 percent had earned nine units; and one or 9.1 percent each earned 12, 15 and 18 units, respectively. On the average, the 11 teachers had earned seven units with a standard deviation of 6.45 units. In the group of grade VI teachers, three or 25 percent had earned nine units; one or 8.3 percent had earned six and 15 units, respectively. The teachers had earned an average of four units with a standard deviation of 5.33 units.

Taken as a whole, 23 intermediate teachers had earned an average of five units with a standard deviation of 5.43 units. This implies that intermediate teachers in the District of Wright do not upgrade themselves by taking advanced units in Physical Education. However, the respondents corroborated that, though, they are interested to take courses along MAPE/PE, they are prevented from doing so because they do not have the chance to enroll for financial reasons. If they have, they cannot enroll in PE/MAPE because very few schools nearby offer PE/MAPE courses.

Table 7

Distribution of the Number of Units in MAPE/PE Earned by the Teacher-Respondents by Grade Level

Number of Units Earned	Grade Level Taught: Grade V Number	Grade V Percent	Grade VI Number	Grade VI Percent	Total	Percent
18	1	9.1	-	-	1	4.3
15	1	9.1	1	8.3	2	8.7
12	1	9.1	-	-	1	4.3
9	2	18.2	3	25.0	5	21.7
6	2	18.2	1	8.3	3	13.0
None	4	36.4	7	58.3	11	47.8
Total	11	100.0%	12	100.0%	23	100.0%
Mean	7 units	-	4 units	-	5 units	-
S.D.	6.45 units	-	5.33 units	-	5.93 units	-

Teaching Experience in MAPE. As shown in Table 8 which depicts the profile of the teacher-respondents in terms of teaching experience, it can be gathered that most of the grade V teachers, i.e., eight or 72.7 percent had teaching experience of 1-5 years, followed by two or 18.2 percent who had 6-10 years and only one or 9.1 percent had 11-15 years. Majority of the grade V teachers were relatively young in their teaching career particularly on MAPE with an average teaching experience of 4.8 years, SD =

3.4. On the other hand, among the grade VI teachers, six or 50 percent had a teaching of 6-10 years; three or 25 percent had 21-25 years; two or 16.7 percent had 1-5 years; and one or 8.3 percent had 16-20 years of teaching experience. None had teaching experience between 11-15 years. It can be concluded that the intermediate teachers had been relatively in the service for quite sometime, the average teaching experience being 8.4 years. However, the grade VI teachers had a longer teaching experience of 11.8 years as compared to grade V teachers who had 4.8 years.

Table 8

Teacher-Respondents' Profile on Number of Years of Teaching PE/MAPE

No. of Years Teaching	Grade Level Handled				Total	Percent
	Grade V		Grade VI			
	Number	Percent	Number	Percent		
21 - 25	-	-	3	25.0	3	13.0
16 - 20	-	-	1	8.3	1	4.3
11 - 15	1	9.1	-	-	1	4.3
6 - 10	2	18.2	6	50.0	8	34.8
1 - 5	8	72.7	2	16.7	10	43.5
Total	11	100.0%	12	100.0%	23	100.0%
Average	4.8	-	11.8	-	8.4	-
S.D.	3.4	-	7.7	-	6.9	-

In-Service Training Attended. The data in Table 9 on in-service trainings attended by the teacher-respondents shows that among the 11 grade V teachers, five or 45.5 percent had attended seminars; three or 27.3 percent had attended workshops; two or 18.2 percent had witnessed demonstrations; and one or 9.1 percent had attended a summer institute. Among the grade VI teachers, five or 41.7 percent had attended seminars; three or 25 percent had undergone summer institutes; and two or 16.7 percent had attended in each of the workshops and demonstrations conducted. The data also showed that seminars were commonly held than the rest of the in-service trainings. It also implied that all the teacher-respondents had

Table 9

Profile on the In-Service Trainings Attended by the Teacher-Respondents

Type of Training	Grade Level Handled				Total	Percent
	Grade V		Grade VI			
	Number	Percent	Number	Percent		
Summer Institute	1	9.1	3	25.0	4	17.4
Workshops	3	27.3	2	16.7	5	21.7
Seminars	5	45.5	5	41.7	10	43.5
Demonstration	2	18.2	2	16.7	4	17.4
Total	11	100.0%	12	100.0%	23	100.0%

attended in-service trainings of some kind on the teaching of MAPE; thus, they were updated on the latest trends in teaching the subject.

Performance Ratings. It can be gleaned from Table 10 that all the 11 grade V teachers obtained performance rating of Very Satisfactory and no one got an Outstanding rating. On the other hand, 11 or 91.7 percent of the 12 grade VI teachers got Very Satisfactory performance rating and one or 8.3 percent got an Outstanding rating. The data implied that all intermediate teachers involved in the study were performing well in their work.

Table 10

Profile on the Performance Rating of the Teacher-Respondents

Performance Rating	Grade Level Handled				Total	Percent
	Grade V		Grade VI			
	Number	Percent	Number	Percent		
Outstanding	-	-	1	8.3	1	4.3
Very Satisfactory	11	100.0	11	91.7	22	95.7
Total	11	100.0%	12	100.0%	23	100.0%

Teachers' Perceptions of Pupils' Attitude Towards MAPE

The study also probed into the pupils' attitude towards MAPE along course content, teaching strategies and

instructional materials as perceived by their teachers. Five attitude indicators in each of the subject's components Music, Arts and Physical Education on the above-stated areas were submitted to teacher-respondents for agreement or otherwise using a five-point Likert scale. The results of their assessment are reflected in Table 11-13.

Course Content. Table 11 discloses the opinion of the teacher-respondents on the attitude of the intermediate pupils in the District of Wright along course content. In Music, the teacher-raters assessed the pupils' attitude toward content as "Agree" with indicator "My pupils find the lessons in Music interesting and enjoyable," registering the highest weighted mean of 4.39 and indicator "My pupils find it easy to define terms in Music written in Filipino language" having the lowest mean equal to 3.83. As a whole, the teachers assessed the pupils' attitude towards Music content as "Agree" with an average weighted mean of 3.99. This implied that their pupils found MAPE lessons enjoyable and interesting.

In Art, the teacher-respondents gave the indicator "My pupils find the lessons in Art interesting and enjoyable" a weighted mean of 4.65 which signifies as "Strongly Agree." The rest of the indicators were rated as "Agree" with

corresponding weighted means of 4.48 for "My pupils appreciate the lessons in Art"; 4.22 for "My pupils enjoy creating using art instruments"; 4.13 for "My pupils like to ask questions and discuss the answers about Art"; and 4.00 for "My pupils enjoy reading articles about Art in books, newspapers and magazines." As a whole, the teachers "agree" with the content in Art as evidenced by the sub-weighted mean of 4.30 equivalent to "Agree." It means that the teachers observed that their pupils liked the lessons they gave during Art period as they found them interesting and enjoyable.

Viewed by the teachers, the intermediate pupils found Physical Education lessons and content very much agreeable to them with indicator "My pupils enjoy the execution and demonstration in Physical Education activities" getting the highest weighted mean of 4.52 evaluated as "Strongly Agree." The other indicators: "My pupils find the subject matter presented in the lectures with execution and demonstration more stimulating and exciting"; "My pupils enjoy creating movement in gymnastics, dance and Physical Education activities"; "My pupils are confident in solving problems dealing with physical facilities and equipment"; and "My pupils find it easy to define terms in gymnastics, dance and sports written in Filipino language" with weighted means of 4.39, 4.26, 3.91 and 3.70, respectively,

Table 11

Attitude of the Pupils Towards MAPE
As Perceived by the Teachers
Along Course Content

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
A. Music								
1. My pupils find the lesson in Music interesting and enjoyable.	(50) 10	(48) 12	(3) 1	- -	- -	(101) 23	4.39	A
2. My pupils like to ask questions and discuss the answers about Music.	(20) 4	(52) 13	(18) 6	- -	- -	(90) 23	3.91	A
3. My pupils enjoy reading notes in Music.	(15) 3	(60) 15	(12) 4	(2) 1	- -	(89) 23	3.87	A
4. My pupils find it easy to define terms in Music written in Filipino language.	(20) 4	(48) 12	(18) 6	(2) 1	- -	(88) 23	3.83	A
5. My pupils enjoy reading articles in Music in books, newspapers and magazines.	(35) 7	(36) 9	(18) 6	(2) 1	- -	(91) 23	3.96	A
Subtotal	(140) 28	(244) 61	(69) 23	(6) 3	- -	(459) 115	3.99	A
B. Arts								
1. My pupils find the lesson in Arts interesting and enjoyable.	(85) 17	(20) 5	- -	(2) 1	- -	(107) 23	4.65	SA

Table 11 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
2. My pupils like to ask questions and discuss the answers about Arts.	(40) 8	(40) 10	(15) 5	- -	- -	(95) 23	4.13	A
3. My pupils enjoy reading articles in Arts in books, newspapers and magazines.	(20) 4	(60) 15	(12) 4	- -	- -	(92) 23	4.00	A
4. My pupils appreciate the lesson in Arts.	(65) 13	(32) 8	(6) 2	- -	- -	(103) 23	4.48	A
5. My pupils enjoy creating using art instruments.	(50) 10	(32) 8	(15) 5	- -	- -	(97) 23	4.22	A
Subtotal	(260) 52	(184) 46	(48) 16	(2) 1	- -	(494) 115	4.30	A
C. Physical Education								
1. My pupils find it easy to define terms in gymnastics, dance and sports written in Filipino language.	(15) 3	(48) 12	(18) 6	(4) 2	- -	(85) 23	3.70	A
2. My pupils find the subject matter presented in the lectures with execution and demonstration more stimulating and exciting.	(50) 10	(48) 12	(3) 1	- -	- -	(101) 23	4.39	A

Table 11 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
3. My pupils are confident in solving problems dealing with physical facilities and equipment.	(20) 4	(56) 14	(12) 4	(2) 1	- -	(90) 23	3.91	A
4. My pupils enjoy creating movement in gymnastics, dance and Physical Education activities.	(45) 9	(44) 11	(9) 3	- -	- -	(98) 23	4.26	A
5. My pupils enjoy the execution and demonstration in Physical Education activities.	(65) 13	(36) 9	(3) 1	- -	- -	(104) 23	4.52	SA
Subtotal	(195) 39	(232) 58	(45) 15	(6) 3	- -	(478) 115	4.16	A
Grand Total	(595) 119	(660) 165	(162) 54	(14) 7	- -	(1431) 345	4.15	A

Legend:

Weight	Description	Interpretation
4.51 - 5.00	Strongly Agree (SA)	Highly Favorable
3.51 - 4.50	Agree (A)	Favorable
2.51 - 3.50	Uncertain (U)	Neutral
1.31 - 2.50	Disagree (D)	Unfavorable
1.00 - 1.50	Strongly Disagree (SD)	Highly Unfavorable

all equivalent to "Agree." The average weighted mean for the component posted at 4.16 described as "Agree." This finding implied that intermediate pupils found Physical Education lessons stimulating and exciting especially

executing and demonstrating movements.

Based on the teachers' assessment, the course content of the MAPE components was found to be agreeable to the intermediate pupils as evidenced by the grand weighted mean of 4.15 corresponding to "Agree."

Teaching Strategies. The attitude of the intermediate pupils toward MAPE along teaching strategies is shown in Table 12. In Music, all indicators were rated as "Agree" with "My pupils feel free to participate and cooperate in class discussion" obtaining the highest weighted mean of 4.17 and "My pupils, most of the time enjoy reading notes, singing with their classmates" getting the lowest weighted mean of 3.83 resulting in an average weighted mean for this area of 4.00 equivalent to "Agree." It meant that the intermediate pupils approved of the teaching strategies employed by their teachers in teaching Music. They liked to participate and cooperate in all Music activities.

Under Art, the teachers evaluated the pupils' attitude as agreeable to the teaching strategies utilized by their teachers by giving all indicators a rating of "Agree" resulting to a sub-weighted mean of 4.19. The indicator "My pupils are creative in some activities in Art" had the biggest weighted mean of 4.16 and "My pupils find observations, lectures and making Art results an enjoyable

Table 12

Attitude of the Pupils Towards MAPE
As Perceived by the Teachers
Along Teaching Strategies

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
A. Music								
1. My pupils are creative in some activities in Music.	(40) 8	(32) 8	(18) 6	(2) 1	- -	(92) 23	4.00	A
2. My pupils feel free to participate and cooperate in the class discussion.	(35) 7	(52) 13	(9) 3	- -	- -	(96) 23	4.17	A
3. My pupils enjoy planning the activities in Music class.	(20) 4	(60) 15	(9) 3	(2) 1	- -	(91) 23	3.96	A
4. My pupils most of the time enjoy reading notes, singing with their classmates.	(25) 5	(52) 13	(3) 1	(8) 4	- -	(88) 23	3.83	A
5. My pupils are satisfied with the methods I use in teaching Music.	(25) 5	(56) 14	(12) 4	- -	- -	(193) 23	4.04	A
Subtotal	(145) 29	(252) 63	(51) 17	(12) 6	- -	(460) 115	4.00	A

Table 12 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
B. Arts								
1. My pupils find observation, lectures and making arts results an enjoyable experience.	(45) 9	(36) 9	(12) 4	(2) 1	- -	(95) 23	4.13	A
2. My pupils are satisfied with methods I use in teaching Art.	(40) 8	(48) 12	(6) 2	(2) 1	- -	(96) 23	4.17	A
3. My pupils most of the time enjoy making abstract designs with their classmates.	(45) 9	(44) 11	(6) 2	(2) 1	- -	(97) 23	4.22	A
4. My pupils are creative in some activities in Arts.	(45) 9	(44) 11	(9) 3	- -	- -	(98) 23	4.26	A
5. My pupils are interested in Arts activities.	(50) 10	(36) 9	(6) 2	(4) 2	- -	(96) 23	4.17	A
Subtotal	(225) 45	(208) 52	(39) 13	(10) 5	- -	(482) 115	4.19	A
C. Physical Education								
1. My pupils like to be good leaders in Physical Education activities.	(50) 13	(40) 10	(6) 2	(2) 1	- -	(98) 23	4.26	A
2. My pupils like to participate in dancing and sports games.	(60) 12	(40) 10	(3) 1	- -	- -	(103) 23	4.48	A

Table 12 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
3. My pupils feel challenged whenever I call them to recite, execute and demonstrate.	(45) 9	(44) 11	(9) 3	- -	- -	(98) 23	4.26	A
4. My pupils enjoy planning the activities in Physical Education class.	(35) 7	(44) 11	(15) 5	- -	- -	(94) 23	4.09	A
5. My pupils most of the time enjoy doing the rhythmic exercises, playing and dancing with their classmates.	(40) 8	(48) 12	(9) 3	- -	- -	(97) 23	4.22	A
Subtotal	(230) 46	(216) 54	(42) 14	(2) 1	- -	(490) 115	4.26	A
Grand Total	(600) 120	(676) 169	(132) 44	(24) 12	- -	(1432) 345	4.15	A

Legend:

Weight	Description	Interpretation
4.51 - 5.00	Strongly Agree (SA)	Highly Favorable
3.51 - 4.50	Agree (A)	Favorable
2.51 - 3.50	Uncertain (U)	Neutral
1.31 - 2.50	Disagree (D)	Unfavorable
1.00 - 1.50	Strongly Disagree (SD)	Highly Unfavorable

experience" obtained the smallest weighted mean of 4.13. This implied that the procedures and strategies employed by the teachers in teaching Art were found acceptable by the intermediate pupils.

In Physical Education, the teachers rated all

indicators as "Agree," the highest weighted mean of which registered at 4.48 for "My pupils like to participate in dancing and sports games" and the lowest was pegged at 4.09 which means "Agree" for "My pupils enjoy planning the activities in Physical Education classes." The sub-weighted mean resulted to 4.26 equivalent to"Agree." This meant that per teachers' perceptions, the intermediate pupils liked the way Physical Education was taught to them.

The teachers' evaluation of the pupils' attitude towards MAPE along teaching strategies pointed to the fact that they were satisfied with the strategies utilized by the teachers as confirmed by the grand weighted mean of 4.15 which means "Agree."

Instructional Materials. As depicted in Table 13, teachers' perceptions on the pupils' attitude towards MAPE along instructional materials revealed the following. In Music, one indicator was rated 4.65 described as "Strongly Agree" for "My pupils appreciate the use of models, charts and pictures in presenting lessons in Music." The rest of the indicators were assessed as "Agree" with weighted means ranging from 4.17 to 4.39. It registered a sub-weighted mean of 4.37 described as "Agree." This means that the intermediate pupils appreciated and were agreed with the different instructional materials used by the teachers with

their Music lessons.

Along Art, two indicators were evaluated with a weighted mean of 4.57 corresponding to "Strongly Agree." These were: 1) "My pupils appreciate the use of models, charts and pictures in presenting lessons in Art"; and 2) "My pupils feel good when Art activities are given." The rest of the indicators were assessed as "Agree" with weighted means of 4.39, 4.39 and 4.35. Respectively, they correspond to "My pupils appreciate the use of indigenous materials for art activities"; "My pupils feel excited whenever I assign them to bring some materials to be used during Art activities"; and "My pupils enjoy reading their textbooks in Art." In this component, the respondents rated the intermediate pupils' attitude towards instructional materials as "Agree" to all indicators as evidenced by the sub-weighted mean of 4.47.

Under Physical Education, the teachers strongly agreed that "My pupils appreciate the use of models, charts and pictures in presenting the lessons in Physical Education" with a weighted mean of 4.78. The remaining four activities were evaluated as "Agree" with weighted means of 4.43, 4.43, 4.26 and 4.00 which corresponded to: 1) "My pupils appreciate the use of indigenous materials used for gymnastics, dance and sports"; 2) "My pupils feel free to move in Physical Education activities done outside the

Table 13

Attitude of the Pupils Towards MAPE As Perceived by the Teachers Along Instructional Materials

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation
A. Music							
1. My pupils appreciate the use of model charts, pictures in presenting the lesson in Music.	(80) 16	(24) 6	(3) 1	- -	- -	(107) 23	4.65 SA
2. My pupils are interested to read their textbook in Music.	(55) 11	(40) 10	(6) 2	- -	- -	(101) 23	4.39 A
3. My pupils appreciate the use of indigenous materials for singing activities.	(45) 9	(48) 12	(3) 1	- -	- -	(98) 23	4.26 A
4. My pupils feel good whenever I assign them to bring some materials to be used during practicum in Music.	(45) 9	(52) 13	(3) 1	- -	- -	(100) 23	4.35 A
5. My pupils give importance to the materials used in Music.	(40) 8	(48) 12	(6) 2	(2) 1	- -	(96) 23	4.17 A
Subtotal	(265) 53	(212) 53	(21) 7	(4) 2	- -	(502) 115	4.37 A

Table 13 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation
B. Arts							
1. My pupils appreciate the use of model charts, pictures in presenting the lesson in Arts.	(70) 14	(32) 8	(3) 1	- -	- -	(105) 23	4.57 SA
2. My pupils appreciate the use of indigenous materials for art activities.	(50) 10	(48) 12	(3) 1	- -	- -	(101) 23	4.39 A
3. My pupils enjoy reading their textbook in Art.	(60) 12	(32) 8	(6) 2	(2) 1	- -	(100) 23	4.35 A
4. My pupils feel good when Arts activities are given.	(75) 15	(24) 6	(6) 2	- -	- -	(105) 23	4.57 SA
5. My pupils feel excited whenever I assign them to bring some materials to to be used during Arts activities.	(55) 11	(44) 11	(2) 1	- -	- -	(101) 23	4.39 A
Subtotal	(310) 62	(180) 45	(21) 7	(2) 1	- -	(513) 115	4.47 A
C. Physical Education							
1. My pupils appreciate the use of model charts, pictures in presenting the lesson in Physical Education.	(75) 14	(32) 8	(3) 1	- -	- -	(110) 23	4.78 SA

Table 13 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
2. My pupils appreciate the use of indigenous materials used for gymnastics, dance and sports.	(55) 11	(44) 11	(3) 1	- -	- -	(102) 23	4.43	A
3. My pupils feel free to move in Physical Education activities done outside the playing area.	(65) 13	(28) 7	(9) 3	- -	- -	(102) 23	4.43	A
4. My pupils are careful in using the equipment and materials used in Physical Education classes.	(30) 6	(44) 11	(15) 5	(2) 1	- -	(91) 23	4.00	A
5. My pupils feel excited whenever I assign them to bring some equipment and materials to be used during practicum.	(55) 11	(36) 9	(3) 1	(4) 2	- -	(98) 23	4.26	A
Subtotal	(275) 55	(181) 46	(33) 11	(6) 3	- -	(495) 115	4.28	A
Grand Total	(850) 170	(576) 144	(75) 25	(12) 6	- -	(1510) 345	4.37	A

Legend:

Weight	Description	Interpretation
4.51 - 5.00	Strongly Agree (SA)	Highly Favorable
3.51 - 4.50	Agree (A)	Favorable
2.51 - 3.50	Uncertain (U)	Neutral
1.31 - 2.50	Disagree (D)	Unfavorable
1.00 - 1.50	Strongly Disagree (SD)	Highly Unfavorable

playing area"; 3) "My pupils feel excited whenever I assign them to bring some equipment and materials to be used during practicum"; and 4) "My pupils are careful in using the equipment and materials used in Physical Education classes." The sub-weighted mean resulted to 4.28 evaluated as "Agree."

The raters' overall rating for the intermediate pupils' attitude towards MAPE along instructional materials posted at 4.37 described as "Agree." It implied that the intermediate pupils agreed and were satisfied with the materials employed with them by their MAPE teachers.

Pupils' Own Perceptions on Their Attitude Towards MAPE

In this study, the grades V and VI pupils were solicited of their opinions on their attitude towards MAPE along course content, teaching strategies and instructional materials. The same attitude statements were listed under each component, only that minor revisions of statements were made and translated into Filipino for easy understanding of the pupils. The results of their assessment are depicted in Tables 14-16.

Course Content. In Table 14, the data show the pupils' assessment of their attitude towards MAPE along course content. As can be gleaned in Music, the pupils strongly agreed with "I found the lessons in Music

interesting and enjoyable" by giving it a weighted mean of 4.58 followed by the rest of the indicators which were descriptively rated as "Agree." These were: 1) "I enjoy reading articles about Music in books, magazines and newspapers" with w weighted mean of 4.05; 2) "I enjoy reading notes in Music" with a weighted mean of 4.03; 3) "I like to ask questions and discuss answers about Music" with a weighted mean of 3.97; and 4) "I find it easy to define terms in Music written in Filipino language," with a weighted mean of 3.92. This resulted to an average weighted mean of 4.11 described as "Agree." This finding meant that the intermediate pupils themselves found the content of Music agreeable and satisfactory. They found Music lessons interesting and enjoyable.

Under Art, the indicator "I found the lessons in Art interesting and enjoyable" was given a rating of 4.53 described as "Strongly Agree." The other indicators had weighted means of 4.16, 4.02, 3.92 and 3.79 all equivalent to the interpretation "Agree." They corresponded to the respective indicators: "I enjoy reading articles about Art in books, newspapers and magazines"; "I enjoy creating using Art instruments"; "I like ask questions and discuss answers about Art"; and "I appreciate the lessons in Art." As a whole, the pupils expressed agreement with the course content in Art, as interesting and enjoyable by giving it a

weighted mean of 4.09 which means "Agree."

For Physical Education, the pupil-respondents expressed agreement with all the attitude statements with indicator "I find it easy to define terms in gymnastics, dance and sports written in Filipino language" obtaining the highest weighted mean of 4.17 and the indicator "I enjoy creating movement in gymnastics, dance and Physical Education activities," getting the lowest weighted mean of 3.93. This resulted to a sub-weighted mean of 4.01 denoting "Agree."

As a whole, the intermediate pupils themselves agreed and were satisfied with the lessons content in MAPE in the three components. They found them interesting and enjoyable. This can be attributed to the fact that it is in this subject that pupils can express their sentiments, joys, sorrows and all human feelings for that matter through music, art and physical education activities. This is a subject which appeals most to man's senses, relates to human being's expression of his innermost feelings and relieves his anxieties and tensions.

Table 14

Attitude of the Pupils Towards MAPE As Perceived by the Pupils Themselves Along Course Content

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation
A. Music							
1. My pupils find the lesson in Music interesting and enjoyable.	(720) 144	(140) 35	(45) 15	(8) 4	(2) 2	(915) 200	4.58 SA
2. My pupils like to ask questions and discuss the answers about Music.	(280) 56	(384) 96	(108) 36	(18) 9	(3) 3	(793) 200	3.97 A
3. My pupils enjoy reading notes in Music.	(395) 69	(236) 59	(153) 51	(18) 9	(2) 2	(804) 200	4.02 A
4. My pupils find it easy to define terms in Music written in Filipino language.	(345) 69	(276) 69	(123) 41	(36) 18	(3) 3	(783) 200	3.92 A
5. My pupils enjoy reading articles in Music in books, newspapers and magazines.	(460) 92	(232) 58	(81) 27	(30) 1	(8) 8	(811) 200	4.05 A
Subtotal	(2200) 440	(1268) 317	(510) 170	(165) 55	(18) 18	(4106) 1000	4.11 A
B. Arts							
1. My pupils find the lesson in Arts							

Table 14 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation
interesting and enjoyable.	(670) 134	(192) 48	(27) 9	(14) 7	(2) 2	(905) 200	4.53 SA
2. My pupils like to ask questions and discuss the answers about Arts.	(345) 69	(300) 75	(117) 39	(30) 15	(2) 2	(794) 200	3.97 A
3. My pupils enjoy reading articles in Arts in books, newspapers and magazines.	(500) 100	(188) 47	(126) 42	(12) 6	(5) 5	(831) 200	4.16 A
4. My pupils appreciate the lesson in Arts.	(295) 59	(284) 71	(132) 44	(40) 20	(6) 6	(757) 200	3.79 A
5. My pupils enjoy creating using art instruments.	(400) 80	(268) 67	(111) 37	(16) 8	(8) 8	(803) 200	4.02 A
Subtotal	(2210) 442	(1232) 308	(513) 171	(112) 56	(23) 23	(4090) 1000	4.09 A
C. Physical Education							
1. My pupils find it easy to define terms in gymnastics, dance and sports written in Filipino language.	(525) 105	(180) 45	(99) 33	(26) 13	(4) 4	(834) 200	4.17 A
2. My pupils find the subject matter presented in the lectures with execution and demonstration more stimulating and exciting.	(325) 65	(316) 79	(114) 38	(34) 17	(1) 1	(790) 200	3.95 A

Table 14 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
3. My pupils are confident in solving problems dealing with physical facilities and equipment.	(405) 81	(224) 56	(138) 46	(26) 13	(4) 4	(797) 200	3.99	A
4. My pupils enjoy creating movement in gymnastics, dance and Physical Education activities.	(360) 72	(260) 65	(132) 44	(30) 15	(4) 4	(786) 200	3.93	A
5. My pupils enjoy the execution and demonstration in Physical Education activities.	(425) 85	(216) 54	(129) 43	(26) 13	(5) 5	(801) 200	4.01	A
Subtotal	(2040) 408	(1196) 299	(612) 204	(142) 71	(18) 18	(4008) 1000	4.01	A
Grand Total	(6450) 1290	(3696) 924	(1635) 545	(364) 182	(59) 59	(12204) 3000	4.07	A

Legend:

Weight	Description	Interpretation
4.51 - 5.00	Strongly Agree (SA)	Highly Favorable
3.51 - 4.50	Agree (A)	Favorable
2.51 - 3.50	Uncertain (U)	Neutral
1.31 - 2.50	Disagree (D)	Unfavorable
1.00 - 1.50	Strongly Disagree (SD)	Highly Unfavorable

Teaching Strategies. Reflected in Table 15 is the assessment of the pupil-respondents on their own attitude towards MAPE pertaining to teaching strategies. It can be seen in the tables that in Music, they agreed to all indicators with weighted means ranging from 3.91 to 4.17. Two indicators, namely: "I am creative in some activities in Music" and "I am satisfied with the methods my teacher use in teaching Music" obtained a weighted mean of 4.17. "I enjoy planning the activities in Music class" got a weighted mean of 3.91. The sub-weighted mean for Music was pegged at 4.07 meaning "Agree" indicating that the pupils found the teaching strategies employed by their teachers agreeable and satisfactory.

Under Art, the respondents evaluated all indicators as "Agree" with "I am interested in Art activities" getting the highest weighted mean of 4.19 and "I am creative in some activities in Art" obtaining the lowest weighed mean of 3.86. Their overall rating was pegged at 4.05 which denoted "Agree" signifying that the pupils were satisfied with the methods used in teaching Art.

For the intermediate pupils, they were in agreement with the teaching strategies used in teaching Physical Education as shown in their assessment of the indicators thereat with weighted means ranging from 3.93 to 4.28. The highest weighted mean obtained was 4.28 for "I like to be a

Table 15

Attitude of the Pupils Towards MAPE As Perceived by the Pupils Themselves Along Teaching Strategies

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
A. Music								
1. My pupils are creative in some activities in Music.	(445) 89	(252) 63	(126) 42	(10) 5	(1) 1	(834) 200	4.17	A
2. My pupils feel free to participate and cooperate in the class discussion.	(415) 83	(292) 73	(87) 29	(26) 13	(2) 2	(822) 200	4.11	A
3. My pupils enjoy planning the activities in Music class.	(380) 76	(216) 54	(138) 46	(46) 23	(1) 1	(781) 200	3.91	A
4. My pupils most of the time enjoy reading notes, singing with their classmates.	(415) 83	(244) 61	(69) 23	(26) 13	(6) 6	(802) 200	4.01	A
5. My pupils are satisfied with the methods I use in teaching Music.	(490) 98	(244) 61	(69) 23	(26) 13	(5) 5	(834) 200	4.17	A
Subtotal	(2145) 429	(1248) 312	(531) 177	(134) 67	(15) 15	(4073) 1000	4.07	A
B. Arts								
1. My pupils find observation, lectures and making								

Table 15 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
arts results an enjoyable experience.	(445) 89	(228) 57	(111) 37	(30) 15	(2) 2	(816) 200	4.08	A
2. My pupils are satisfied with methods I use in teaching Art.	(480) 96	(212) 53	(90) 30	(30) 15	(6) 6	(818) 200	4.09	A
3. My pupils most of the time enjoy making abstract designs with their classmates.	(375) 75	(256) 64	(153) 51	(16) 8	(2) 2	(802) 200	4.01	A
4. My pupils are creative in some activities in Arts.	(325) 65	(268) 67	(144) 48	(30) 15	(5) 5	(772) 200	3.86	A
5. My pupils are interested in Arts activities.	(520) 104	(184) 46	(108) 36	(22) 11	(3) 3	(837) 200	4.19	A
Subtotal	(2145) 429	(1148) 287	(606) 202	(128) 64	(18) 18	(4045) 1000	4.05	A
C. Physical Education								
1. My pupils like to be good leaders in Physical Education activities.	(535) 107	(216) 54	(81) 27	(22) 11	(1) 1	(855) 200	4.28	A
2. My pupils like to participate in dancing and sports games.	(415) 83	(248) 62	(93) 31	(46) 23	(1) 1	(803) 200	4.02	A
3. My pupils feel challenged whenever I call them to recite, execute and demonstrate.	(340) 68	(320) 80	(87) 29	(30) 15	(8) 8	(785) 200	3.93	A

Table 15 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
4. My pupils enjoy planning the activities in Physical Education class.	(375) 75	(276) 69	(105) 35	(32) 16	(5) 5	(793) 200	3.97	A
5. My pupils most of the time enjoy doing the rhythmic exercises, playing and dancing with their classmates.	(405) 81	(272) 68	(75) 25	(40) 20	(6) 6	(798) 200	3.99	A
Subtotal	(2070) 414	(1332) 333	(441) 147	(170) 85	(21) 21	(4034) 1000	4.03	A
Grand Total	(6360) 1272	(3720) 932	(1578) 526	(432) 216	(54) 54	(12144) 3000	4.05	A

Legend:

Weight	Description	Interpretation
4.51 - 5.00	Strongly Agree (SA)	Highly Favorable
3.51 - 4.50	Agree (A)	Favorable
2.51 - 3.50	Uncertain (U)	Neutral
1.31 - 2.50	Disagree (D)	Unfavorable
1.00 - 1.50	Strongly Disagree (SD)	Highly Unfavorable

good leader in Physical Education activities" and the lowest weighted mean was 3.93 for "I feel challenged whenever I am called to recite, execute and demonstrate." The sub-weighted mean for Physical Education was pegged at 4.15 which signifies "Agree" implying that the pupil-respondents enjoyed Physical Education activities owing to the teaching strategies used by their teachers in teaching Physical Education.

As a whole, the attitude of the intermediate pupils towards MAPE relative to teaching strategies were assessed by themselves as "Agree" with a grand weighted mean of 4.05. It indicated that they liked the strategies employed by their teachers because they enjoyed, participated and were challenged to do Physical Education activities.

Instructional Materials. The data reflected in Table 16, present the pupils' assessment of their attitude towards MAPE in relation to instructional materials. Under Music, all the attitude statements were evaluated as "Agree." The indicator "I give importance to the materials used in Music" received the highest weighted mean of 4.18 over all other indicators while "I appreciate the use of indigenous materials for singing activities" got the lowest weighted mean of 3.91. The weighted mean for this component was pegged at 4.06 described as "Agree."

Under Art, all indicators were assessed as "Agree" with weighted means ranging from 4.02 to 4.22. The indicator that obtained the highest weighted mean was "I feel good when Art activities are given" while "I enjoy reading my textbooks in Art" got the lowest weighted mean. The sub-weighted mean for Art resulted to 4.15 which means "Agree."

In Physical Education, the pupil-respondents evaluated

Table 16

Attitude of the Pupils Towards MAPE As Perceived by the Pupils Themselves Along Instructional Materials

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
A. Music								
1. My pupils appreciate the use of model charts. pictures in presenting the lesson in Music.	(255) 51	(272) 68	(45) 15	(22) 11	(5) 5	(599) 150	3.99	A
2. My pupils are interested to read their textbook in Music.	(455) 91	(268) 67	(81) 27	(24) 12	(3) 3	(831) 200	4.16	A
3. My pupils appreciate the use of indigenous materials for singing activities.	(410) 82	(204) 51	(117) 39	(46) 23	(5) 5	(782) 200	3.91	A
4. My pupils feel good whenever I assign them to bring some materials to be used during practicum in Music.	(435) 87	(216) 54	(126) 42	(24) 12	(5) 5	(806) 200	4.03	A
5. My pupils give importance to the materials used in Music.	(495) 99	(232) 58	(81) 27	(24) 12	(4) 4	(836) 200	4.18	A
Subtotal	(2050) 410	(1192) 298	(450) 150	(140) 70	(22) 22	(3854) 950	4.06	A

Table 16 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
B. Arts								
1. My pupils appreciate the use of model charts, pictures in presenting the lesson in Arts.	(520) 104	(196) 49	(93) 31	(20) 10	(6) 6	(835) 200	4.18	A
2. My pupils appreciate the use of indigenous materials for art activities.	(495) 99	(216) 54	(87) 29	(30) 15	(3) 3	(831) 200	4.16	A
3. My pupils enjoy reading their textbook in Art.	(430) 86	(220) 55	(114) 38	(34) 17	(4) 4	(802) 200	4.01	A
4. My pupils feel good when Arts activities are given.	(515) 103	(208) 52	(99) 33	(18) 9	(3) 3	(843) 200	4.22	A
5. My pupils feel excited whenever I assign them to bring some materials to to be used during Arts activities.	(475) 95	(240) 60	(108) 36	(14) 7	(2) 2	(839) 200	4.20	A
Subtotal	(2435) 487	(1080) 270	(501) 167	(116) 58	(18) 18	(4150) 1000	4.15	A
C. Physical Education								
1. My pupils appreciate the use of model charts, pictures in presenting the lesson in Physical Education.	(465) 93	(184) 46	(135) 45	(26) 13	(3) 3	(813) 200	4.07	A

Table 16 (cont'd.)

Areas/Indicators	Responses 5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)	Total	Weighted Mean/ Interpretation	
2. My pupils appreciate the use of indigenous materials used for gymnastics, dance and sports.	(335) 67	(272) 68	(138) 46	(36) 18	(1) 1	(782) 200	3.91	A
3. My pupils feel free to move in Physical Education activities done outside the playing area.	(460) 92	(232) 58	(105) 35	(22) 11	(4) 4	(823) 200	4.12	A
4. My pupils are careful in using the equipment and materials used in Physical Education classes.	(540) 108	(200) 50	(84) 28	(20) 10	(4) 4	(848) 200	4.24	A
5. My pupils feel excited whenever I assign them to bring some equipment and materials to be used during practicum.	(350) 70	(292) 73	(114) 38	(14) 7	(12) 12	(782) 200	3.91	A
Subtotal	(2150) 430	(1180) 295	(576) 192	(118) 59	(24) 24	(4048) 1000	4.05	A
Grand Total	(6635) 1327	(3452) 863	(1527) 509	(374) 187	(64) 64	(12052) 2950	4.09	A

Legend:

Weight	Description	Interpretation
4.51 - 5.00	Strongly Agree (SA)	Highly Favorable
3.51 - 4.50	Agree (A)	Favorable
2.51 - 3.50	Uncertain (U)	Neutral
1.31 - 2.50	Disagree (D)	Unfavorable
1.00 - 1.50	Strongly Disagree (SD)	Highly Unfavorable

all indicators with the qualitative category of "Agree." The indicator "I am careful in using the equipment and materials used in Physical Education classes" had a weighted mean of 4.24 which was the highest and the lowest was 3.91 for indicator "I appreciate the use of indigenous materials used for gymnastics, dance and sports" and "I feel excited whenever I am assigned to bring some equipment and materials to be used during practicum." It resulted to a sub-weighted mean of 4.05 which means "Agree."

The grand weighted means for all three components was pegged at 4.09 which signifies as "Agree." It manifested that the intermediate pupils were in agreement that the instructional materials used by their teachers were good, agreeable and satisfactory to them.

Comparison of Perceptions of Teachers and Pupils Relative to Pupils' Attitude Towards MAPE

Table 17 summarizes the responses of the teachers and pupils in terms of pupils' attitude towards MAPE. On course content, the teachers "agree" with all the indicators, with Art given a weighted mean of 4.30. In like manner, the pupils agree with all indicators giving Music a weighted mean of 4.11. The combined assessment of the two groups resulted in a combined weighted mean of 4.20 for Art which means "Agree," followed by Physical Education (Wted $\bar{x}$ = 4.09) and Music (Wted $\bar{x}$ = 4.05) which resulted to

a sub-weighted mean of 4.11 described also as "Agree."

On teaching strategies, the teachers rated all indicators under the three components as "Agree" with the following weighted means: Physical Education - 4.26; Art - 4.19; and Music - 4.00. The pupils had the following evaluation as: Music - 4.07; Art - 4.05; and Physical Education - 4.03 equivalent to "Agree." The combined assessment of the two groups resulted in Physical Education obtaining the highest combined weighted mean of 4.15, followed by 4.12 for Art and 4.04 for Music in that order. The sub-weighted mean of this area was 4.10 still equivalent to "Agree."

Along instructional materials, the teachers gave Art the highest rating of 4.47; Music, 4.37; and Physical Education, 4.28 all interpreted as "Agree." On the other hand, the pupils' assessment was similar with the teachers' with the following results: Art, 4.15; Music, 4.06; and Physical Education, 4.05 all signifying "Agree." They differ, though, on the means with teachers' rating higher than those of the pupils'. The combined weighted mean of the two groups posted at 4.23 which denoted agreement to teachers' use of instructional materials in teaching MAPE.

As gleaned from the table, the grand weighted mean in all areas and components appears to be 4.22 for the teachers and 4.07 for the pupils, resulting in a combined

Table 17

Summary of Responses of the Teachers and Pupils in Terms of the Pupils' Attitudes Toward MAPE

Component/Areas	Teacher's Responses Weighted Mean	Interpretation	Pupils' Responses Weighted Mean	Interpretation	Combined Responses Weighted Mean	Interpretation
Course Content						
Music	3.99	A	4.11	A	4.05	A
Arts	4.30	A	4.09	A	4.20	A
P.E.	4.16	A	4.01	A	4.09	A
Sub-mean	4.15	A	4.07	A	4.11	A
Teaching Strategies						
Music	4.00	A	4.07	A	4.04	A
Arts	4.19	A	4.05	A	4.12	A
P.E.	4.26	A	4.03	A	4.15	A
Sub-mean	4.15	A	4.05	A	4.10	A
Instructional Materials						
Music	4.37	A	4.06	A	4.22	A
Arts	4.47	A	4.15	A	4.31	A
P.E.	4.28	A	4.05	A	4.17	A
Sub-mean	4.37	A	4.09	A	4.23	A
Grand Mean	4.22	A	4.07	A	4.15	A

Legend:

Weight	Description	Interpretation
4.51 - 5.00	Strongly Agree (SA)	Highly Favorable
3.51 - 4.50	Agree (A)	Favorable
2.51 - 3.50	Uncertain (U)	Neutral
1.31 - 2.50	Disagree (D)	Unfavorable
1.00 - 1.50	Strongly Disagree (SD)	Highly Unfavorable

grand mean of 4.15 which means "Agree." It appears, most likely, that both assessment are nearly similar, expressing

almost the same sentiment and opinion.

In Table 18, the data on teachers' and pupils' responses were statistically treated using t-test for independent samples. On course content, the teachers rated it with a weighted mean of 4.15 evaluated as "Agree" and the pupils themselves rated it "Agree" with a weighted mean of 4.07 resulting in a combined weighted mean of 4.11 described as "Agree." Testing the mean difference of 0.08, it was found out that the computed t-value was 0.844, lesser than the tabular t-value of 2.776 at .05 level of significance, df=4. Thus, the hypothesis which stated that "there is no significant difference between teachers' and pupils' perceptions on the pupils' attitude towards MAPE with respect to course content" was accepted. This meant that the teachers' perceptions were consistent with those of the pupils-respondents. Both groups of respondents agreed that the course content of MAPE was interesting and were agreeable to the pupils.

As regards teaching strategies, the teachers rated all indicators as "Agree" with a weighted mean of 4.15; likewise the pupils assessed all indicators as "Agree" with a weighted mean of 4.05 resulting in a combined mean of 4.10. The mean difference was 0.10. To determine whether this difference was significant or not, t-test was applied. The computed t-value turned out to be 1.273 which was

lesser than the tabular t-value of 2.776 at .05 level of significance with 4 degrees of freedom. On this basis, the null hypothesis which stated that "there is no significant difference between the perceptions of the two groups of respondents relative to pupils' attitude towards MAPE along teaching strategies" was accepted. Again, it proved that the teachers' assessment was consistent with those of the pupils. It implied that both teachers and pupils themselves believed that the teaching strategies employed by teachers in teaching MAPE were favorable and satisfactory.

Along instructional materials, the teacher-respondents evaluated all indicators "Agree" in all MAPE components with a weighted mean of 4.37. On the other hand, the pupil-respondents gave it a rating of 4.09 equivalent to "Agree"; thus, the mean difference of 0.28. To test its significance, t-test was applied which resulted to a computed t-value of 4.416 which turned out greater than the tabular t-value of 2.776 at .05 level of significance with df = 4. This result gave enough reason for the researcher to reject the null hypothesis that "there is no significant difference between the perceptions of the two groups of respondents relative to pupils' attitude towards MAPE along instructional materials." This implied that the teachers' opinion varied significantly from that of the pupils. This

Table 18

T-test Results for Comparing the Perceptions of the Teachers and Students in Relation to the Pupils' Attitude Towards MAPE

Component	Computed t-value	Tabular* t-value	Evaluation
1. Course Content	0.844	2.776	Accept Ho
2. Teaching Strategies	1.273	2.776	Accept Ho
3. Instructional Materials	4.416	2.776	Reject Ho

* Derived from the Table of Critical t-values at $\alpha = .05$ df = 4

further meant that the teachers who were the users of these instructional materials in their MAPE lessons noted from the pupils the impact greater or more accurately than the pupils did. It could be discerned that the pupils might have varied reactions, more dispersed as evidenced by the lower rating (Wted x = 4.09) considering that different teachers of different competencies handled and utilized the instructional materials.

Relationship Between Pupils' Attitude and Some Pupil-Related Variates by Grade Level

Table 19 shows the computed correlation coefficient between pupils' attitude and some pupil-related variates

Grade VI. Pupils' attitude and their age had a correlation coefficient of -0.14 which indicated a rather low correlation. The negative sign, however, showed that the twelve-year-old grade VI pupils comprising 46% of the group, tend to exert influence on the group's attitude towards MAPE by giving it to a higher assessment. However, when the computed r was tested for its significance using the Fisher's t, the result turned out to be 1.40 which was lesser than the critical t-value of 1.960 at .05 level of significance with 98 degrees of freedom. Therefore, the hypothesis that stated that "there is no significant relationship between the grade VI pupils' attitude towards MAPE and their age" was accepted. This indicated that age among grade VI pupils did not affect their responses to the attitude indicators. This meant, moreover, that age of grade VI pupils did not influence their attitude toward MAPE.

Relative to sex, the computed r was -0.20 which generally meant that the grade VI girls tend to influence their attitude as reflected in their ratings to the behavior indicators on account that 74 out of 100 were girls. Moreover, when the computed r was tested for its significance using Fisher's t, the computed t-value was 2.02 which turned out greater than the critical t-value of 1.960 at .05 significance level with df = 98. Thus, the

hypothesis that "there is no significant relationship between the grade VI pupils' attitude towards MAPE and their sex" was rejected. It clearly meant that sex influenced a great deal on the pupils' attitude, indicating that girls generally exhibited a favorable attitude towards MAPE.

For the contests/activities participated by grade VI pupils, the corresponding correlation coefficient was 0.14 equivalent to a low correlation. Moreover, when this was tested for its significance, Fisher's t yielded a computed t-value of 1.40 which was numerically lesser than the critical t-value of 1.960 at .05 level of significance with 98 degrees of freedom. This gave the researcher evidence to accept the hypothesis which stated "there is no significant relationship between the grade VI pupils' attitude towards MAPE and their participation in MAPE contests/activities." This meant that the pupils' participation in MAPE contests/activities did not influence their attitude towards the subject. Even without their participation in contests and other activities in MAPE, the pupils love what they did in Music, Art and Physical Education classes. They found MAPE content, teaching strategies used in teaching these components and the instructional materials employed by their teachers as agreeable and satisfactory to them.

Table 19

Computed Pearson-r Between Pupils' Attitude and Pupil-Related Characteristics by Grade Level

Grade Level	Variates	Pearson-r	Computed Fisher's t-value	Evaluation*
V	Age	0.006	0.06	Not Significant
	Sex	-0.070	0.69	Not Significant
	Competitions/ Activities Participated	0.103	1.03	Not Significant
VI	Age	-0.14	1.40	Not Significant
	Sex	-0.20	2.02	Significant
	Competitions/ Activities Participated	0.14	1.40	Not Significant

* Evaluation was done at t-value of 1.96 at α = .05 and df = 98
Not Significant - Accept Ho
Significant - Reject Ho

As a summary, among the three pupil-related variates considered in this study, namely: age, sex and contests/ activities participated, only sex turned out to have affected the attitude of grade VI pupils towards MAPE. The two others, age and contests/activities participated did not change or influence their attitude towards the subject.

Relationship Between Pupils' Attitude and Some Teacher-Related Variates by Grade Level

Table 20 reflects the computed correlation coefficient comparing pupils' attitude and some teacher-related

characteristics such as age, sex, educational attainment, units earned in MAPE/PE, teaching experience, in-service trainings attended and performance ratings of teachers computed separately by grade level.

Grade V. Between the pupils' attitude and the age of the teacher-respondents, it can be gleaned from the aforesaid table that the computed correlation coefficient was -0.09 denoting a negligible correlation. Testing its significance, Fisher's t was employed. The result yielded a computed t-value of -0.895 which was lower than the critical t-value of 1.960 at .05 level of significance, df = 98. With this, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and their teachers' age" was accepted. This implied that teachers' age did not affect the pupils' attitude towards the subject.

As regards teachers' sex and grade V pupils' attitude towards MAPE, the correlation coefficient was 0.33 denoting a direct relationship. However, when Fisher's t was applied to test its significance, the computed t-value turned out to be 3.461 which proved to be greater than the critical t-value of 1.960 at α = .05, df = 98. Thus, the hypothesis which stated that "there is no significant relationship between the grade V pupils' attitude towards

MAPE and sex of teacher" was rejected. It meant that there existed a relationship between teachers' sex and pupils' attitude. It implied further that sex influenced pupils' attitude towards MAPE.

Educational attainment of teachers and pupils' attitude towards MAPE had a correlation coefficient of 0.21. This result showed that the higher the educational attainment of the teachers, the greater is its influence on pupils' attitude towards the subject. Moreover, the computed Fisher's t-value turned out to be 2.126, greater than the critical t-value of 1.960. α = .05 with 98 degrees of freedom. This triggered the rejection of the hypothesis which stated that "there is no significant relationship between pupils' attitude towards MAPE and the teachers' educational attainment." This implied that teachers' educational attainment did not affect the pupils' attitude towards the subject. It indicated that the higher the educational attainment of teachers the greater is its influence on the attitude of the grade V pupils towards MAPE.

The units earned by teachers in MAPE and the pupils' attitude appeared to be directly related as shown by the correlation coefficient of -0.34. It means that teachers who had earned more units in MAPE/PE exerted negative influence on the pupils' attitude towards the subject than

those who had fewer units or none at all. It was confirmed by the computed t-value of -3.579 when Fisher's t was applied. It proved to be numerically greater than the critical t-value of 1.960 at .05 level of significance with df = 98. This caused the researcher to reject the hypothesis which stated that "there is no significant relationship between pupils' attitude towards MAPE and the number of units earned by teachers along MAPE/PE." It indicated that the more courses teachers take along MAPE or Physical Education, the lower is their influence on the pupils' attitude towards MAPE. This may be explained by the fact that these teachers possibly because of overconfidence of their knowhow became more strict and complacent of what they were doing without taking pains of improving their teaching anymore.

Between pupils attitude towards MAPE and teaching experience of teachers, the correlation coefficient was -0.06 denoting a low correlation. To test its significance, the computed Fisher's t-value was -0.60 which was found to be numerically lesser than the critical t-value of 1.960 at .05 level of significance with df = 98. Thus, the hypothesis which stated that "there is no significant relationship between pupils' attitude and the teachers' teaching experience" was accepted. It implied that teaching did not play a significant role in influencing

pupils' attitude towards MAPE.

Relative to in-service trainings attended by teachers, the correlation coefficient arrived at was 0.14. The computed Fisher's t-value for this was pegged at 1.40 which is obviously lesser than the critical t-value of 1.960 at .05 level of significance with 98 degrees of freedom. This signaled the researcher to accept the hypothesis which stated that "there is no significant relationship between pupils' attitude towards MAPE and the in-service trainings of teachers." This finding proved that pupils' attitude was not anyhow affected by attendance of teachers in in-service trainings.

The performance ratings of the teachers were related with the pupils' attitude and the computed r turned out to be zero which meant no correlation. Further testing revealed a zero Fisher's t-value which further meant the acceptance of the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the teachers' performance ratings." This implied that the degree to which teachers performed in their work did not influence their pupils' attitude towards the subject. Teachers' performance in class did not guarantee a chain positive effect on attitude of their pupils.

In summary, among the seven teacher-related variates,

namely: age, sex, educational attainment, units earned in MAPE/PE, teaching experience, in-service trainings attended, and performance ratings, three (sex, educational attainment, units earned in MAPE/PE) showed significant relationship with pupils' attitude. The four other teacher-related characteristics were proven to have not caused any influence on pupils' attitude among grade V pupils.

Grade VI. The comparison between the teachers' age and pupils' attitude revealed a correlation coefficient of -0.005 signifying a very low correlation. This meant that age insignificantly related with attitude of grade VI pupils. To test the significance of the computed r, Fisher's t was applied. It turned out that the computed t-value was -0.05 which was lower than the critical value of 1.960 at .05 level of significance with df = 98. It meant that the hypothesis which stated that "there is no significant relationship between the grade VI pupils' attitude towards MAPE and their teachers' age" was accepted. It further meant that age did not affect or influence the pupils' attitude.

For the gender or sex of teachers, it can be noted from the table that the computed correlation coefficient was 0.06. Generally, it meant that a low correlation existed between sex and attitude. Applying the Fisher's t

to ascertain its significance, the computed t-value was 0.60, lesser than the critical t-value of 1.960, α = .05 and df = 98. Thus, the hypothesis which state that "there is no significant relationship between sex of teachers and pupils' attitude towards MAPE" was accepted. It meant that sex did not influence the pupils' attitude.

On the relationship between educational attainment of teachers and pupils' attitude, it can be seen from the table that the computed correlation coefficient is -0.25. It implies an inverse relationship, meaning the lower the educational attainment of the teacher the higher were the ratings they gave to pupils' attitude. This can be attributed to the fact that majority of the teacher-respondents had baccalaureate degrees only and few had advanced units in MAPE/PE. When tested for its significance, the Fisher's t-value turned out to be -2.56, higher than the critical t-value of 1.960 at .05 level of significance with 98 degrees of freedom. Hence, the hypothesis which stated that "there is no significant relationship between the educational attainment of teachers and pupils' attitude towards MAPE" was rejected. It proved that educational attainment did affect the pupils' attitude towards the subject. It meant that should teachers upgrade themselves along MAPE/PE, pupils' attitude would be correspondingly favorable. As it is, with mere

baccalaureate degrees and with few advanced units in MAPE/PE, the teacher-respondents influenced the pupils' attitude negatively.

Units earned in MAPE/PE by the teachers had an inverse relationship with pupils' attitude towards the subject as evidenced by the computed r of -0.21. It implied that the teachers who have MAPE/PE units gave higher ratings to pupils' attitude as compared to the proportion who did not have MAPE/PE units. The computed Fisher's t-value was found to be -2.13, greater than the critical t-value of 1.960, α =.05 with df = 98. Therefore, the hypothesis which stated that "there is no significant relationship between the units earned by teachers in MAPE/PE and pupils' attitude towards the subject" was rejected. It showed that teachers who have taken MAPE/PE courses tend to influence negatively the pupils' attitude. It can be attributed to the fact that as teachers had the benefit of knowledge expertise on the subject they tend to become overconfident in themselves, considering that they knew more than the rest of the teachers, they take teaching for granted and do not prepare for their lessons anymore. This exerted a negative impact on the pupils.

The computed correlation coefficient relating teaching experience and pupils' attitude was 0.08 signifying a low correlation. When tested for its significance, the

Fisher's t-value turned out to be 0.79 which was numerically lower than the critical t-value of 1.960 at .05 level of confidence, df = 98 which is evaluated as not significant. This prompted the researcher to accept the null hypothesis which stated that "there is no significant relationship between teaching experience of teachers and pupils' attitude towards MAPE." It meant that the number of years a teacher stayed in the service did not influence their pupils' attitude towards the subject. This can be reasoned out by the fact that the teacher-respondents average teaching experience was 8.4 years, not too long to have influenced the attitude of the intermediate pupils.

Relative to in-service trainings of teachers and pupils' attitude towards MAPE, the computation yielded a correlation coefficient of -0.21. The negative sign, generally meant that attendance in in-service trainings of teachers affected the attitude of their pupils towards the subject. To test the significance of the computed r, Fisher's t was applied and turned out to be -2.13 which was significant at .05 level of significance with 98 degrees of freedom. Thus, the hypothesis which stated that "there is no significant relationship between in-service trainings attended by teachers and pupils' attitude towards MAPE" was rejected. It clearly showed that the in-service trainings teachers attended influenced the attitude of pupils in the

negative direction. It cannot be denied that such upgrading improves teachers' procedure in teaching and the pupils' performance in the subject, but in this study it was found out that it did otherwise. This may be explained that as teachers learn more on their subject, they most likely become overconfident, stricter or may be arrogant or take the pupils for granted and did not teach well anymore.

The comparison between the performance ratings of teachers and the pupils' attitude towards MAPE, yielded a correlation coefficient of -0.28 which indicated that performance rating influenced the pupils' attitude negatively. Testing its significance, the computed Fisher's t-value was pegged at 2.89 which was numerically higher than the critical t-value of 1.960 at .05 level of significance, df = 98. It gave the researcher enough evidence to reject the hypothesis which stated that "there is no significant difference between the performance rating of teachers and pupils' attitude towards MAPE." It implied that teachers who performed well in his work most likely became complacent in what they were presently doing and did not exert effort anymore to make better their teaching. Moreover, the mass rating or grading of teachers with very satisfactory (VS) is widespread in the division with no teacher receiving a performance rating lower than VA as revealed in the performance rating profile. This certainly

Table 20

Computed Pearson-r Between Pupils' Attitude and the Teacher-Related Characteristics by Grade Level

Grade Level	Variates	Pearson-r	Computed Fisher's t-value	Evaluation*
V	Age	-0.09	-0.895	Not Significant
	Sex	0.33	3.461	Significant
	Educational Attainment	0.21	2.126	Significant
	Unit Earned in MAPE	-0.34	-3.579	Significant
	Teaching Experience	-0.06	-0.60	Not Significant
	In-service Trainings	0.14	1.40	Not Significant
	Performance Rating	0	0	Not Significant
VI	Age	-0.005	-0.05	Not Significant
	Sex	0.06	0.60	Not Significant
	Educational Attainment	-0.25	-2.56	Significant
	Unit Earned in MAPE	-0.21	-2.13	Significant
	Teaching Experience	0.08	0.79	Not Significant
	In-service Trainings	-0.21	-2.13	Significant
	Performance Rating	-0.28	2.89	Significant

* Evaluation was done at t-value of 1.96 at α = .05 and df = 98
Not Significant - Accept Ho
Significant - Reject Ho

had significant effect on the pupils' attitude since they could tell the difference between good teaching from the not-so-good teaching.

To summarize, of the seven teacher-related

characteristics, namely: age, sex, educational attainment, units earned in MAPE/PE, teaching experience, in-service trainings attended and performance rating, four of these characteristics significantly related with the formation of attitude among grade VI pupils towards MAPE. These are: educational attainment, units earned in MAPE/PE, in-service trainings and performance rating. The remaining three showed no relationship with attitude.

Implication of the Study

Based on the results of the study, it was crystallized that among the three pupil-related characteristics, namely: age, sex and activities/competitions participated, none significantly influenced pupils' attitude towards MAPE among grade V respondents. However, among grade VI pupils, sex showed significant relationship with pupils' attitude. On the other hand, from among the seven teacher-related characteristics such as age, sex, educational attainment, units earned in MAPE/PE, teaching experience, in-service training and performance rating, three (age, educational attainment, units earned in MAPE/PE) bore significant relationship with pupils' attitude among grade V pupils. Whereas, in the group of grade VI pupils, the teachers' educational attainment, units earned in MAPE/PE, in-service trainings attended and performance rating showed high relationship with pupils' attitude. These findings

generated implications towards development of positive attitude of pupils towards MAPE and towards improvement of teaching and learning in the subject.

The finding that sex correlated highly with attitude led the researcher to conclude that inasmuch that there were more girl-respondents than boys, it went without saying that this superiority in number influenced a great deal the overall ratings of the intermediate pupils. It implies that the present set-up of combining boys and girls in MAPE classes enhances pupils' attitude towards the subject and, therefore, should be continued in class organizations. It may seem detrimental if they will be separated in groups. This can be attributed to the fact that at the age of intermediate pupils which ranges from 12-13 years or over, is the age of puberty or pre-adolescent stage. This is characterized by: 1) Boys and girls are conscious of being "boys" and of being "girls"; 2) They are conscious of their looks, grooming, behavior, mode of dressing; 3) They develop liking for the opposite sex; 4) They develop appreciation for achievement of the opposite sex, to name a few. Based on the foregoing, the psychological impact of being mixed in class may lead towards congenial atmosphere of "showing off" and excelling in class activities via a healthy competition, "joining the bandwagon" attitude and a growing appreciation for one

another. These are enhanced by sharing, active participation, a sense of camaraderie and friendly relationship with one another, with malice towards none. This can be strengthened under the skillful guidance of the MAPE teacher by providing them opportunities to do activities in Music, Art and Physical Education together, channeling every energy of these young boys and girls towards enjoyment, satisfaction and creativity.

For the teacher's part, sex, educational attainment, units earned in MAPE/PE, in-service trainings and performance ratings were found to relate significantly with the intermediate pupils' attitude towards MAPE. Educational attainment, units earned in MAPE/PE and in-service trainings all contribute to teachers' obtaining high performance ratings. High educational attainment, taking courses along MAPE/PE, attending seminars and trainings hone the teaching skills of the teachers in terms of mastering lesson content, employing better teaching strategies and improving their dealings with their pupils. Hence, encouraging teachers to enroll in advanced courses in MAPE/PE or in graduate schools and taking every opportunity in attending Physical Education seminars and trainings should be pursued by school administrators. These skill-developing activities engaged by teachers would help them perform better and as a result, achieve higher

performance ratings.

In the case where the results were significant but in the negative direction as in the teachers' educational attainment, units earned in MAPE/PE and in-service training attended, this occurrence can be explained by the mere fact that these teachers achieved knowledge expertise on the subject they were teaching and that they exhibited overconfidence in teaching. They tend to become complacent without exerting effort anymore to improve their teaching performance. Thus, pupils under their charge discerned this difference and somehow influence them to change their attitude towards the subject.

Sex was another variate that influenced pupils' attitude. Female teachers are seen better teachers than males when it came to MAPE. As observed, there are more female teachers in schools. They make better teachers for Music, Art and Physical Education. It can be attributed to the fact that female teachers are more industrious, resourceful, creative and can get along well with children. Young children look up to female teachers because they are energetic, full of bright ideas and very creative owing to the nature of the subject being taught.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the salient findings of the study, the conclusions arrived at, based on the results of the analysis as well as the recommendation made based on the conclusions formulated.

Summary of Findings

The following were the significant findings of the study:

1. The average age of the grade V pupils was posted at 11.04 years with a standard deviation of 1.2 years while the average age of the grade VI pupils was 12.08 years with a standard deviation of 1.10 years. The average age of the intermediate pupils taken as a whole clustered around 11.5 years with a standard deviation of 1.5 years.

2. Among the grade V pupils, 61 or 61 percent out of 100 were girls while 39 or 29 percent were boys. In grade VI, 74 or 74 percent out of 100 pupils were girls, 26 or 26 percent were boys. The intermediate pupil-respondents were dominated by girls accounting for 135 or 67.5 percent of them as against the boys who comprised 65 or 32.5 percent.

3. Relative to the MAPE activities/contests participated, 83 or 83 percent of the 100 grade V pupils

had not participated in any activity or competition; 12 or 12 percent had participated in sports competition; four or four percent had participated in painting/drawing contest; one or one percent had participated in signing contest; and none in the dancing contest. Among the grade VI pupils, 86 or 86 percent had not participated in any contest/activity; six or six percent in each of the contests in painting/drawing and sports; and one or one percent in each of the contests in singing and dancing. As a whole, great majority of the intermediate pupils had not participated in any MAPE activity/contest as evidenced by 169 or 84.5 percent of them and the remaining 31 or 15.5 percent had participated in the mentioned activities/contests.

4. The average age of the grade V teachers was 47.3 with a standard deviation of 9.6 years, while the average age of the grade VI teachers was 40.8 with a standard deviation of 12.4. The age distribution of the intermediate teachers clustered around 43.9 years with a standard deviation of 11.4.

5. As to sex of the grade V teachers, nine or 81.8 percent of the 11 respondents were females and only two or 18.2 percent were males. The grade VI teachers were composed of 10 or 83.3 percent females and two or 16.7 percent, males. The intermediate teachers were dominated

by females as there were 19 or 82.6 percent out of 23 respondents and only from or 17.4 were males.

6. The educational attainment profile of the intermediate MAPE teachers showed that 20 or 87.1 percent out of 23 had baccalaureate degrees of BSEEd/BEEd and one or 4.3 percent each having BSIE, BSE and MAEd (CAR) units, respectively.

7. In terms of the number of units earned by the intermediate teachers along MAPE/PE, the data showed that they have an average of five units with a standard deviation of 5.43 units.

8. The teaching experience of the teacher-respondents clustered around 8.4 years with a standard deviation of 6.9 years the grade VI teachers having longer teaching service than the grade V teachers.

9. The in-service training profile of intermediate teachers showed all the intermediate teachers had attended trainings of some kind with 10 or 43.5 percent of them attended seminars; five or 21.7 percent attended summer institutes; and four or 17.4 percent attended in summer institute and demonstration.

10. The performance ratings of the intermediate teachers generally fall within the description of "very satisfactory." This was supported by the data on their performance rating where 22 or 95.7 percent got "very

satisfactory" rating and one or 4.3 percent had an "outstanding" rating.

11. Based on the teachers' assessment, the course content of Music, Art and Physical Education was found to be agreeable to the intermediate pupils as evidenced by the grand weighted mean of 4.15 corresponding to "Agree."

12. The teachers' evaluation of the pupils' attitude towards MAPE along teaching strategies was that they were satisfied with the strategies utilized by the teacher as confirmed by the grand weighted mean of 4.15 which meant "Agree."

13. Along instructional materials, the teacher raters' overall rating for the pupils' attitude towards MAPE posted at 4.37 described as "Agree."

14. The pupils' own assessment of their attitude towards MAPE along course content was estimated to be favorable and satisfactory for them supported by a weighted mean of 4.11 equivalent to "Agree."

15. In relation to teaching strategies used in Music, Art and Physical Education, the pupils themselves agreed that these were enjoyable and challenging to them as evidenced by a weighted mean of 4.05 which correspond to "Agree."

16. As viewed by the pupils themselves, they found the instructional materials employed by teachers in

teaching Music, Art and Physical Education agreeable and satisfactory to them with a weighted mean of 4.09 signifying "Agree."

17. The computed t-value for comparing the perceptions of the teachers and pupils themselves relative to the pupils' attitude towards MAPE along course content, resulted to 0.844 which proved to be lesser than the tabular t-value of 2.776 at α = .05 and df = 4. Thus, the hypothesis which stated that "there is no significant difference between the perceptions of the two groups of respondents on the pupils' attitude towards MAPE with respect to course content" was accepted.

18. The computed t-value for comparing the perceptions of the two groups of respondents relative to the pupils' attitude towards MAPE along teaching strategies posted at 1.273 which was lesser than the tabular t-value of 2.776 at .05 level of confidence with 4 degrees of freedom. On this basis, the hypothesis which stated that "there is no significant difference between the perceptions of the two groups of respondents on the pupils' attitude towards MAPE with respect to teaching strategies" was accepted.

19. The computed t-value for comparing the perceptions of the two groups of respondents relative to the pupils' attitude towards MAPE along instructional

materials registered at 4.416 which turned out greater than the tabular t-value of 2.776, α = .05 and df = 4. Hence, the hypothesis which stated that "there is no significant difference between the perceptions of the two groups of respondents on the pupils' attitude towards MAPE with respect to instructional materials" was rejected.

20. To find out whether age of the grade V pupils affected their attitude towards MAPE, the computed correlation coefficient of 0.006 was subjected to Fisher's t-test. The computed t-value was 0.06 which was found to be numerically lesser than the tabular t-value at 1.960. This led to the acceptance of the hypothesis which stated that "there is no significant relationship between the pupils' age and their attitude towards MAPE."

21. To find out whether sex of the grade V pupils affected their attitude towards MAPE, the computed correlation coefficient of -0.070 was subjected to Fisher's t-test. The computed t-value was 0.69 which was numerically lesser than the tabular t-value of 1.960. Therefore, the hypothesis which stated that "there is no significant relationship between the pupils' sex and their attitude towards MAPE" was accepted.

22. Relative to the competitions/activities participated by grade V pupils, the computed correlation coefficient was 0.103. Consequently, the computed Fisher's

t-value was 1.03 which was numerically lesser than the tabular t-value at 1.960. Therefore, the hypothesis which stated that "there is no significant relationship between the competitions/activities participated by pupils and their attitude towards MAPE" was accepted.

23. Between the grade VI pupils' age and their attitude towards MAPE, the correlation coefficient was -0.14. The computed Fisher's t-value was 1.40 which proved to be lesser than the tabular t-value at 1.960. Therefore, the hypothesis which stated that "there is no significant relationship between the pupils' age and their attitude towards MAPE" was accepted.

24. Relative to the grade VI pupils' sex, the computed correlation coefficient was -0.20. The computed Fisher's t-value was 2.02 which turned out to be greater than the tabular t-value at 1.960. Thus, the hypothesis which stated that "there is no significant relationship between the pupils' sex and their attitude towards MAPE" was rejected.

25. For the competitions/activities participated by grade VI pupils, the corresponding correlation coefficient was 0.14. The computed Fisher's t-value was 1.40 which was numerically lesser than the tabular t-value at 1.960. Thus, the hypothesis which stated that "there is no significant relationship between the competitions/

activities participated by grade VI pupils and their attitude towards MAPE" was accepted.

26. Between the pupils' attitude and the age of MAPE teachers, the computed correlation coefficient was -0.09. The computed Fisher's t-value posted at -0.895 which was lesser than the tabular t-value at 1.960. Therefore, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the age of teachers" was accepted.

27. As regards teachers' sex and the grade V pupils' attitude towards MAPE, the computed correlation coefficient was 0.33. The computed Fisher's t-value turned out to be 3.461 which proved to be greater than the tabular t-value at 1.960. Hence, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the sex of teachers" was rejected.

28. In relation to the units earned by teachers in MAPE/PE and the pupils' attitude to MAPE, the computed correlation coefficient was -0.34. The Fisher's t-value was -3.579 which proved to be numerically greater than the tabular t-value at 1.960. Thus, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the units earned by teachers" was rejected.

29. Relative to in-service trainings attended by

teachers, the correlation coefficient arrived at was 0.14. The computed Fisher's t-value was pegged at 1.40 which was numerically lesser than the tabular t-value at 1.960. Therefore, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the in-service trainings attended by teachers" was accepted.

30. Between the grade V pupils' attitude towards MAPE and the performance ratings of teachers, the computed correlation coefficient posted at zero and the Fisher's t-value was similarly zero. Consequently, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the teachers' performance ratings" was accepted.

31. Among the seven teacher-related characteristics, sex, educational attainment and units earned in MAPE showed significant relationship with the attitude of grade V pupils towards MAPE.

32. The comparison between the attitude of grade VI pupils and the age of teachers revealed a correlation coefficient of -0.005. The computed Fisher's t-value was pegged at -0.05 which was lesser than the tabular t-value at 1.960. Therefore, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the age of teachers" was

accepted.

33. For the gender or sex of teachers and the attitude of grade VI pupils, the correlation coefficient registered at 0.06. The Fisher's t-value was 0.60 which was numerically lesser than the tabular t-value at 1.960. Hence, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the sex of teachers" was accepted.

34. On the relationship between the educational attainment of teachers and grade VI pupils' attitude, the computed correlation coefficient resulted to -0.25. The computed Fisher's t-value posted at -2.56 which turned out to be greater than the tabular t-value at 1.960. Thus, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and educational attainment of teachers" was rejected.

35. Relative to units earned in MAPE by the teachers and grade VI pupils' attitude, the computed r was -0.21. The Fisher's t-value came out to be -2.13 which proved to be greater than the critical t-value at 1.960. The hypothesis, therefore, which stated that "there is no significant relationship between the pupils' attitude towards MAPE and units earned by teachers in MAPE" was rejected.

36. The computed correlation coefficient relating to

teaching experience and grade VI pupils' attitude towards MAPE was calculated at 0.08. The Fisher's t-value posted at 0.79 which was numerically lesser than the critical t-value at 1.960. This led to the acceptance of the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the teachers teaching experience."

37. Anent the relationship of in-service trainings attended by teachers and the grade VI pupils' attitude towards MAPE, the computed r resulted to -0.21. The Fisher's t-value turned out to be -2.13 which was numerically greater than the critical t-value at 1.960. Thus, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the teachers' in-service trainings they attended" was rejected.

38. The comparison between the performance ratings of teachers and the grade VI pupils' attitude towards MAPE yielded a correlation coefficient of -0.25. The Fisher's t-value was pegged at 2.80 which proved to be greater than the critical t-value at 1.960. Therefore, the hypothesis which stated that "there is no significant relationship between the pupils' attitude towards MAPE and the performance ratings of teachers" was rejected.

39. Of the seven teacher-related characteristics,

educational attainment, units earned in MAPE/PE, in-service trainings and performance rating showed a significant relationship with the attitude of grade VI pupils towards MAPE.

Conclusions

On the basis of the aforestated findings, the following conclusions were drawn:

1. The intermediate pupils in the District of Wright are in their exact grade levels in relation to their age and, therefore, they have started grade one at the age of 7. This group is dominated by girls, a factual condition in all grade levels, school and educational levels. Owing to the fact that majority of these pupil;s have not participated in MAPE contests and activities, it can be concluded that the District sparingly provide for these activities in the subject and therefore, opportunities for the pupils to join such activities are limited.

2. The MAPE teachers in the District of Wright are considered in their middle-age as reflected in their age distribution. They are dominated by female teachers, a condition which is true to all grade levels, schools and educational levels. In their professional level, they can be considered as experienced teachers and have adequate in-service trainings to enhance their expertise in teaching the subject. However, they are just beginning to realize

the significance of growing professionally owing to the fact that they are just starting to earn credit units in MA and advanced courses in MAPE/PE as shown in their profiles for educational attainment and units earned along MAPE/PE. Finally, their performance ratings of "very satisfactory" is indicative that they are performing well in their teaching job as well as in their relationship with their pupils.

3. The intermediate pupils' and MAPE teachers' assessment of the pupils' attitude towards the subject along course content, teaching strategies and instructional materials corresponded to the qualitative description of "Agree," it can be concluded that: a) MAPE lessons are interesting and enjoyable to pupils; b) the teaching strategies employed by MAPE teachers are agreeable and satisfying to the pupils to whet their appetite for learning; and c) the instructional materials used trigger appreciation, enjoyment and excitement among the pupils for the subject.

4. The test of hypothesis comparing the perceptions of the teachers and pupil concerning with the pupils' attitude towards MAPE along course content, teaching strategies and instructional materials indicated that there was no significant difference. It can be concluded that the observations of the two groups of respondents were

consistent with each other and, therefore, obtaining in the aforecited district. The MAPE teachers are truly performing their job descriptions to the best of their ability along the aforecited areas, thereby creating a favorable attitude among their pupils towards MAPE.

5. The results of the tests of hypothesis relative to relationship between pupils' attitude towards MAPE and some pupil-related variables among grade VI pupils showed that no relationship existed. However, among grade VI pupils, sex appeared to influence pupils' attitude while age and MAPE contests/activities participated do not.

6. The results of the tests of hypothesis relative to relationship between pupils' attitude towards MAPE and some teacher-related variables among grade V pupils showed that sex, educational attainment and units earned in MAPE influence pupils' attitude towards MAPE. Age, teaching experience, in-service trainings and performance rating do not. In the grade VI level, educational attainment, units earned in MAPE, in-service training and performance rating influence or affect the pupils' attitude towards MAPE, while age, sex and teaching experience do not.

Recommendations

In view of the aforesaid conclusions, the following recommendations are herein presented in order to foster

positive attitude among intermediate pupils towards MAPE and to improve the teaching-learning process:

1. On the basis that majority of the intermediate pupils had not participated in MAPE activities and contests, the district and school administrators, including cultural arts and PESS coordinators should include more activities and contests along Music, Art and Physical Education in their action plans with the end in view of promoting rapport and wholesome relationship with teachers and fellow pupils that will redound to developing favorable attitude towards the subject.

2. It was found out that educational attainment, units earned in MAPE/PE and in-service training correlated significantly with pupils' attitude towards the subject in the negative direction, it is recommended that educational managers should motivate the teachers not only to attend advanced studies in MAPE, enroll in graduate schools, and participate in in-service trainings to enhance their teaching competencies which obviously influence among pupils towards positive and favorable attitude towards the subject but also to strive to improve their teaching considering that they have already good background knowledge of the subject they are teaching. To remain complacent will not do justice to the effort, time and money involved in undertaking these activities.

3. Performance ratings of teachers appeared to have influenced to pupils' attitude, it is recommended that school heads should rate their teachers objectively to inspire them to do better each rating period. Dubious and subjective ratings will only trigger confusion and discontentment among peers thereby affecting actual performance in their jobs. This will lead to the decline in their work, correspondingly, the decline in pupils' performance and attitude.

4. In this study the girl-respondents outnumbered the boy-respondents a great deal. Chances are, the pupils' overall responses were influenced by the girls. It is recommended that a sequel study be made on the same variables where the boy- and girl-respondents are equal or almost equal in number.

5. A study focusing on teachers' attitude towards MAPE and relating this with the same variables treated in this study may be undertaken.

6. In another study where pupils' attitude may be correlated with their achievement in MAPE, may be undertaken.

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Salve, Marietta S. "The Teaching of Physical Education in the Central District of the Division of Cebu City: Implementation to the Improvement of the Program," (Unpublished Master's Thesis, University of the Visayas, Cebu City, 1991).

Yu, Alejo Pua, "The Physical Education Program in the Division of Samar in Relation to Pupils Physical Fitness," (Unpublished Master's Thesis, Leyte Institute of Technology, Tacloban City, 1988).

D. OTHER SOURCES

PRODED Trainor's Manual, 1983.

The Philippine Constitution, 1986.

APPENDICES

Appendix A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

May 20, 1998

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably problem No. 1:

1. ATTITUDE OF INTERMEDIATE PUPILS TOWARDS THE MUSIC, ARTS, AND PHYSICAL EDUCATION (MAPE) PROGRAM IN THE DIVISION OF SAMAR: AN EVALUATION.

2. EFFECTIVENESS OF MODULAR INSTRUCTION IN SPORTS FOR THIRD YEAR HIGH SCHOOL STUDENTS.

3. INNOVATIVE FOLK DANCES OF SAMAR BASED ON COLOR CODING MUSICAL SYSTEM.

I hope for your early favorable action on this request.

Very truly yours,

(SGD.) TEODORA B.ABAIGAR
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

Appendix B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: ABAIGAR, TEODORA B.
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE: Master of Arts

AREA OF SPECIALIZATION: Physical Education

TITLE OF PROPOSED THESIS/DISSERTATION: ATTITUDE OF INTERMEDIATE PUPILS TOWARDS MUSIC, ARTS AND PHYSICAL EDUCATION (MAPE) PROGRAM IN THE DIVISION OF SAMAR: AN EVALUATION

(Sgd.) TEODORA B. ABAIGAR
Applicant

ALFREDO D. DACURO, Ph.D.
Name of Designated Adviser

APPROVED:

(Sgd.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

CONFORME:

(Sgd.) ALFREDO D. DACURO, Ph.D.
Adviser

In 3 copies: 1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the Applicant

Appendix C

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Catbalogan, Samar

July 27, 1998

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

M a a m:

I have the honor to request permission to conduct a research and avail of the results of the Regional Elementary Assessment Test (REAT) and rank in the Division of Samar for the last two school years 1996-1997 and 1997-1998.

The result of this REAT will be used in my research study entitled "MUSIC, ARTS AND P.E. (MAPE) IN THE DIVISION OF SAMAR: AN EVALUATION."

I hope for your favorable action on this request.

Very truly yours,

(SGD.) TEODORA B. ABAIGAR
Researcher

A P P R O V E D :

(SGD.) JESUSITA L. ARTECHE, Ph.D.
Schools Division Superintendent

Appendix D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
GRADUATE & POST-GRADUATE STUDIES

June 27, 1998

The Dean
Graduate School
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Pre/Final Oral Defense of my Thesis/Dissertation entitled "ATTITUDE OF INTERMEDIATE PUPILS TOWARDS THE MUSIC, ARTS AND PHYSICAL EDUCATION (MAPE) PROGRAM IN THE DIVISION OF SAMAR: AN EVALUATION" on the date convenient for your Office.

Very truly yours,

(SGD.) TEODORA B.ABAIGAR
Graduate Student

Recommending Approval:

(Sgd.) ALFREDO D. DACURO, Ph.D.
Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate & Post-Graduate Studies

Date: July 12, 1998

Time: 9:30 A.M.

Appendix E

Republic of the Philippines
Department of Education, Culture and Sports
Region VIII
Catbalogan, Samar

July 27, 1998

The Schools Division Superintendent
Division of Samar
Catbalogan, Samar

M a d a m:

In view of my desire to start gathering data for my proposed thesis entitled "Attitude of the Intermediate Pupils Towards the Music, Arts and Physical Education Program: An Evaluation," I have the honor to request permission from your good office to administer questionnaires in the central and complete elementary schools in the District of Wright on August, 1998.

I am hoping for a kind and favorable consideration on this request and assuring you of my highest esteem and gratitude.

Very truly yours,

(SGD.) TEODORA B. ABAIGAR
Researcher

A P P R O V E D :

(SGD.) JESUSITA L. ARTECHE, Ph.D.
Schools Division Superintendent

Appendix F

SURVEY QUESTIONNAIRE FOR MAPE TEACHERS IN THE DISTRICT OF WRIGHT, DIVISION OF SAMAR

TO THE RESPONDENTS :

Greetings :

You have been selected as a respondent in this research study entitled "Attitude of Intermediate Pupils Towards the Music, Arts, and Physical Education (MAPE) Program in the Division of Samar: An Evaluation." The purpose of the questionnaire is your perception in Pupils Attitudes towards MAPE class. Your complete and honest response is therefore solicited. Rest assured your identity is held confidential.

Thank you very much for your anticipated cooperation.

(SGD.) TEODORA B. ABAIGAR
Researcher

- -

I. PERSONAL INFORMATION

Name _____ (Optional) _____

Age _____ Sex _____

School _____ Address of School _____

Highest Educational Attainment _____

Major _____ Minor _____

Total number of years teaching MAPE/MSEP _____

Performance Rating (For the last two years) _____

In-Service trainings attended:

Types of Training in MAPE:	Place/Sponsor	Date
Summer Institute	_____	_____
Workshop	_____	_____
Seminars	_____	_____
Demonstration	_____	_____
Film Forum	_____	_____
Sports Clinic	_____	_____

PART II. ATTITUDE TOWARDS MUSIC, ARTS, AND PHYSICAL EDUCATION

Direction: Below are statements that express pupils' attitude towards Music, Arts, and Physical Education. Rate each statement that best express your feeling of your pupils' attitude toward the subject as you observe them, by checking the number opposite each statement using the following:

5 if you Strongly Agree (SA)
4 if you Agree (A)
3 if you are Uncertain (U)
2 if you Disagree (D)
1 if you Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
A. Course Content					
1. Music					
a. My pupils find the lesson in Music interesting and enjoyable.					
b. My pupils like to ask questions and discuss the answers about Music.					
c. My pupils enjoy reading notes in Music.					

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
d. My pupils find it easy to define terms in Music written in Filipino language.					
e. My pupils enjoy reading articles in Music in books, newspapers and magazines.					
2. Arts					
a. My pupils find the lesson in Arts interesting and enjoyable.					
b. My pupils like to ask questions and discuss the answers about Arts.					
c. My pupils enjoy reading articles in Arts in books, newspapers and magazines.					
d. My pupils appreciate the lesson in Arts.					
e. My pupils enjoy creating using art instruments.					
3. Physical Education					
a. My pupils find it easy to define terms in gymnastics, dance and sports written in Filipino language.					
b. My pupils find the subject matter presented in the lectures with execution and demonstration more stimulating and exciting.					
c. My pupils are confident in solving problems dealing with physical facilities and equipment.					
d. My pupils enjoy creating movement in gymnastics, dance and Physical Education activities.					

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
e. My pupils enjoy the execution and demonstration in Physical Education activities.					
B. Teaching Strategies					
1. Music					
a. My pupils are creative in some activities in Music.					
b. My pupils feel free to participate and cooperate in the class discussion.					
c. My pupils enjoy planning the activities in Music class.					
d. My pupils most of the time enjoy reading notes, singing with their classmates.					
e. My pupils are satisfied with the methods I use in teaching Music.					
2. Arts					
a. My pupils find observation, lectures and making arts results an enjoyable experience.					
b. My pupils are satisfied with methods I use in teaching Art.					
c. My pupils most of the time enjoy making abstract designs with their classmates.					
d. My pupils are creative in some activities in Arts.					
e. My pupils are interested in Arts activities.					

	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
3. Physical Education					
a. My pupils like to be good leaders in Physical Education activities.					
b. My pupils like to participate in dancing and sports games.					
c. My pupils feel challenged whenever I call them to recite, execute and demonstrate.					
d. My pupils enjoy planning the activities in Physical Education class.					
e. My pupils most of the time enjoy doing the rhythmic exercises, playing and dancing with their classmates.					
C. INSTRUCTIONAL MATERIALS					
1. Music					
a. My pupils appreciate the use of model, charts, pictures in presenting the lesson in Music.					
b. My pupils are interested to read their textbook in Music.					
c. My pupils appreciate the use of indigenous materials for singing activities.					
d. My pupils feel good whenever I assign them to bring some materials to be used during practicum in Music.					
e. My pupils give importance to the materials used in Music.					
2. ARTS					
a. My pupils appreciate the use of model, charts, pictures in presenting the lesson in Arts.					

	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
b. My pupils appreciate the use of indigenous materials for arts activities.					
c. My pupils enjoy reading their textbook in Art.					
d. My pupils feel good when Arts activities are given.					
e. My pupils feel excited whenever I assign them to bring some materials to be used during Arts activities.					
3. PHYSICAL EDUCATION					
a. My pupils appreciate the use of model, charts, pictures in presenting the lesson in Physical Education.					
b. My pupils appreciate the use of indigenous materials used for gymnastics, dance and sports.					
c. My pupils feel free to move in Physical Education activities done outside the playing area.					
d. My pupils are careful in using the equipment and materials used in Physical Education classes.					
e. My pupils feel excited whenever I assign them to bring some equipment and materials to be used during practicum.					

Thank you !

Appendix G

Surbey Talatanungan Para sa Mga Mag-aaral na Tagasagot

Mahal kong mag-aaral:

Isa ka sa mga piling mag-aaral na tagasagot sa pananaliksik na pinamagatang "Musika, Sining, at Pampalakas ng Katawan na Programa: Isang Pagpapahalaga." Maaari bang pakaisiping mabuti at matapat na sagutin ang bawat katanungan, ayon sa inyong damdamin kung kayo ay nasa klase ng MAPE. Huwag mag-iiwan ng blanko sa mga katanungan. Katulad sa etikang pananaliksik ang inyong mga sagot ay iingatang mabuti.

Maraming salamat sa inyong inaasahang pakikiisa.

(SGD.) TEODORA B. ABAIGAR
Mananaliksik

I. Katanungan Personal

Pangalan _____ (hindi pilit) Gulang _____ Kasarinlan _____

Paaralan _____ Address ng Paaralan _____

Mga Dinaluhang Seminar:

a. Musika _____

b. Sining _____

c. Pampalakas ng Katawan _____

Paligsahang Dinaluhan:

a. Paligsahan sa Pag-awit

b. Paligsahan sa Pagguhit

c. Paligsahan sa Sayaw

d. Kompetisyon sa Isports

Lakad-Lakbay (Tiyakin)

II SALOOBIN SA MUSIKA, SINING AT EDUKASYON SA PAGPAPALAKAS

Direksiyon: Simula sa ibaba ay mga pangungusap na nagpapahayag ng iyong saloobin ukol sa asignatura ng MAPE. Paki-tsek (/) sa espasyo ng inyong matapat na damdamin ukol sa bawat salaysay gaya ng:

5 kung ikaw ay Lubos na Sumasang-ayon (LS)
4 kung ikaw ay Sumasang-ayon (S)
3 kung ikaw ay Di-tiyak (DT)
2 kung ikaw ay Di-sumasang-ayon (DS)
1 kung ikaw ay Lubos na Di-Sumasang-ayon (LDS)

Pagpapahayag ng Saloobin	L n S	S	D-T	D-S	L n D-S
A. Nilalaman ng Kurso:					
1. Musika					
a. Nawiwili at nagagandahan ako sa mga aralin sa Musika.					
b. Gusto kong magtanong at makipagtalakayan tungkol sa Musika.					
k. Nawiwili ako sa pagbasa ng nota.					
d. Madali sa akin ang pagpapakahulugan sa mga katawagan sa Musika na nakasulat sa Filipino.					
e. Kinawiwilihan kong magbasa ng mga babasahin tungkol sa Musika.					
2. Sining					
a. Nawiwili at nagagandahan ako sa mga aralin sa Sining.					
b. Gusto kong magtanong at makipagtalakayan tungkol sa Sining.					

Pagpapahayag ng Saloobin	L n S	S	D-T	D-S	L n D-S
k. Nawiwili ako sa paggawa ng mga gawaing Sining.					
d. Madali sa akin ang pagpapakahulugan sa mga katawagan sa Sining na nakasulat sa Filipino.					
e. Kinawiwilihan kong magbasa ng mga babasahin tungkol sa Sining.					
3. Edukasyon sa Pagpapalakas					
a. Mas magana at nakaka-aliw ang mga paksang tinatalakay sa panayam na may pagpapakita at pagsasagawa.					
b. Madali sa akin ang pagpapakahulugan sa mga katawagan sa Edukasyong Pagpapalakas na nakasulat sa Pilipino.					
k. May tiwala ako sa paglutas ng mga suliraning nauukol sa kagamitang pisikal at mga pasilidad.					
d. Nawiwili akong tumuklas ng galaw sa aming himnastika, sayawan at gawaing pisikal.					
e. Nawiwili akong magsagawa at magpakita sa aming gawain sa Edukasyong Pagpapalakas.					
B. Mga Pamamaraan ng Pagtuturo					
1. Musika					
a. Nagiging malikhain ako sa mga gawaing Musika.					
b. Malaya akong nakakasali at nakikiisa sa talakayan sa klase.					
k. Nawiwili akong magplano ng mga gawain para sa klase sa Musika.					

Pagpapahayag ng Saloobin	L n S	S	D-T	D-S	L n D-S
d. Kadalasan nawiwili akong magbasa ng mga nota at kumanta kasama ang aking mga kaklase.					
e. Kuntento ako sa mga pamamaraan ng pagtuturo na ginagamit ng aming guro sa Musika.					
2. Sining					
a. Sa pakiwari ko na ang pagmamasid, panayam at paggawa ng gawaing Sining ay nagdudulot ng sa akin ng kawili-wiling karanasan.					
b. Kuntento ako sa mga pamamaraan ng pagtuturo na ginagamit ng aming guro sa Sining.					
k. Kadalasan nawiwili akong gumawa o lumikha ng mga disenyong abstrak kasama ang aking mga kaklase.					
d. Nagiging malikhain ako sa mga gawaing Sining.					
e. Madali akong matuto sa paraan ng pagtuturo ng aking guro.					
3. Edukasyon sa Pagpapalakas					
a. Gustong-gusto kong maging mabuting lider sa mga gawain sa Edukasyon Pagpapalakas.					
b. Gustong-gusto kong mawili sa mga sayaw at laro.					
k. Pakiramdam ko'y ako ay nahahamon kapag tinatanong ako ng aming guro sa pagsagot, pagsagawa at pagpapakita.					
d. Nawiwili akong magplano ng mga gawain sa aming klase.					

Pagpapahayag ng Saloobin	L n S	S	D-T	D-S	L n D-S
e. Kadalasan nawiwili akong magsagawa ng mga pagsasanay ritmiko, paglalaro at pagsasayaw kasama ng aking mga kaklase.					

C. Kagamitang Pampagtuturo	L n S	S	D-T	D-S	L n D-S
1. Musika					
a. Nagugustuhan ko ang paggamit ng huwaran, tsart o larawan ng aming guro sa paglalahad ng aralin sa Musika.					
b. Interesado akong magbasa ng aming aklat sa Musika.					
k. Nagugustuhan ko ang paggamit ng mga kagamitang lokal para aming gawaing Musika.					
d. Gustong-gusto kong magdala ng mga kagamitan sa klase tuwing aatasan ako ng guro.					
e. Binibigyan ko ng halaga ang mga kagamitang gamit sa Musika.					
2. Sining					
a. Nagugustuhan ko ang paggamit ng huwaran, tsart o larawan ng aming guro sa paglalahad ng aralin sa Sining.					
b. Interesado akong magbasa ng aming aklat sa Sining.					
k. Nagugustuhan ko ang paggamit ng mga kagamitang lokal para aming gawaing Sining.					

C. Kagamitang Pampagtuturo	L n S	S	D-T	D-S	L n D-S
d. Mabuti ang aking pakiramdam kapag binibigyan kami ng mga gawaing Sining.					
e. Gustong-gusto kong magdala ng mga kagamitan sa klase tuwing aatasan ako ng guro.					
3. Edukasyon sa Pagpapalakas					
a. Nagugustuhan ko ang paggamit ng huwaran, tsart o larawan ng aming guro sa paglalahad ng aralin sa Edukasyon sa Pagpapalakas.					
b. Nagugustuhan ko ang paggamit ng mga kagamitang lokal para sa aming gawain sa Edukasyon sa Pagpapalakas.					
k. Malaya akong nakakakilos kapag isinasagawa ang mga gawaing Edukasyon sa Pagpapalakas sa palaruan.					
d. Maingat ako sa paggamit ng mga kagamitan at materyal na ginagamit sa klase ng Edukasyon sa Pagpapalakas.					
e. Gustong-gusto kong magdala ng mga kagamitan sa klase tuwing aatasan ako ng guro.					

Maraming Salamat Po.

CURRICULUM VITAE

CURRICULUM VITAE

NAME	:	TEODORA B. ABAIGAR
ADDRESS	:	Pequit, Paranas, Samar
DATE OF BIRTH	:	December 20, 1970
PLACE OF BIRTH	:	Brgy. Lokilokon Paranas, Samar
PRESENT POSITION	:	Teacher II
STATION	:	Bato Elementary School
CIVIL STATUS	:	Married

EDUCATIONAL BACKGROUND

Elementary	Catbalogan II Central Elementary School Catbalogan, Samar 1978-1983
Secondary	Samar State Polytechnic College Catbalogan, Samar 1983-1987
College	Samar College Catbalogan, Samar 1987-1991
Graduate Studies . . .	Samar State Polytechnic College Catbalogan, Samar
Curriculum Pursued . .	Master of Arts
Major	Physical Education

CIVIL SERVICE ELIGIBILITY

Professional Board Examination for Teachers, 1992

SEMINARS/TRAINING ATTENDED

Training for Basic Leadership Course at GSP, Samar council

last July 16-19, 1992.

Division-Based Regional Training Program for Grades I and II teachers in English, Science, Mathematics and GMRC held at Girl Scout Bldg. on June 9-11, 1993.

Troop Program Workshop at GSP, Samar Council last July 17-18, 1993.

Re-Echo Seminar-Workshop on Teaching Strategies in Elementary Mathematics (1995).

Training on Reading Enhancement for Elementary School that focus on Strategies in Teaching Reading, 1995.

District-Based Division Training for Teacher in EN-SC. Math Sept. 27, 1996.

District Training on Corrective Reading - Sept. 27-28, 1996.

District Cooperative Orientation-Seminar, Aug. 8, 1997.

Division Basic Leadership Training Course, Sept. 5-7, 1997 at Pabanog Elementary School.

Value Orientation Seminar Sept. 16, 1997
Wright Central Elementary School

Division District Based Orientation Conference Work-shop on the National Culture of Excellence
Nov. 20-21, 1997 Wright Central

Seminar for P.E.
Nov. 7, 1997

Orientation Conference Workshop on the centennials of the Philippine Revolution year of the Filipino Heroes
Dec. 12-14, 1996

NDEP, PIR & P.E. District Re-echo
Seminar Workshop held in WSES Oct. 30-31, 1997

District-Based Division Training on the Implementation of the School Based - Reading Program, Wright Central School last Dec. 18, 1997

District Re-echo Seminar on Ecological Waste Management, Feb. 12-13, 1998

LIST OF TABLES

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