

**LIVED EXPERIENCES OF MAPEH TEACHERS IN THE GEOGRAPHICALLY
CHALLENGED HIGH SCHOOLS IN SAMAR DIVISION**

A Thesis

Presented to

The Faculty of the College of Graduate Studies

Samar State University

Catbalogan City, Samar

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education (M.A.Ed.)

Major in Music, Arts, and Physical Education

SEAN EDWARD S. SALUDAR

March 2019

APPROVAL SHEET

In partial fulfilment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION**, this thesis entitled **"LIVED EXPERIENCES OF MAPEH TEACHERS IN THE GEOGRAPHICALLY CHALLENGED HIGH SCHOOLS IN SAMAR DIVISION"**, has been prepared and submitted by **SEAN EDWARD S. SALUDAR**, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

March 6, 2019

Date


ROWEL A. DACANAY, M.A.Ed.

Instructor I, SSU

Adviser

Approved by the Committee on Oral Examination on March 6, 2019 with a rating of **PASSED**.


ESTEBAN A. MALINDOG JR., Ph.D.

Dean, College of Graduate Studies, SSU

Chairman


FELISA E. GOMBA, Ph.D.

Vice President for Academic Affairs, SSU

Member


RONALD L. ORALE, Ph.D.

Vice President for Planning, Research
and Extension, SSU

Member


RANDY E. PACADALJEN, Ed.D.

Director, SDCAP, SSU

Member


PEDRO S. CABRALES, M.A.

Assistant Professor III, SSU

Member

Accepted and approved in partial fulfilment of the requirements for the degree, **Master of Arts in Education**, major in **Music, Arts, and Physical Education**.

March 6, 2019

Date


ESTEBAN A. MALINDOG, Jr., Ph.D.

Dean, College of Graduate Studies, SSU

ACKNOWLEDGMENT

I would like to express my sincerest thankfulness to my **RESPONDENTS** from the different Geographically Challenged High Schools in Samar Division, thank you for trusting me and sharing your experiences which inspires me to work hard and appreciate things.

I would like to thank my thesis adviser, **MR. ROWEL A. DACANAY**, for constantly pushing me to work hard and finished my thesis writing on time. He consistently allowed this paper to be my own work, however redirected me in the right way, whenever I need it.

I would like also to thank **DR. ESTEBAN A. MALINDOG, JR.**, Dean, College of Graduate Studies, Samar State University because his office was always open whenever I ran into a trouble spot or had a question about my research or writing.

I would like also to express my sincerest gratitude to my research panelists whom I consider as experts who were involved in scrutinizing my Master's thesis; **DR. RONALD L. ORALE, DR. FELISA E. GOMBA, DR. RANDY E. PACADALJEN AND PROF. PEDRO S. CABRALES**. Also to **MS. FANKIS AIKA A. AGA** who constantly updates me whenever there are changes of schedules and taking down notes for the betterment of this research.

The Researcher

DEDICATION

I humbly dedicate this research to the following people whom continuously inspires me to do this research with ease and confidence:

To my parents **MAMA BABY** and **TATAY NANDING** for your unconditional love making me inspired every day, for without your guidance I would not achieved this. Thank you also for the moral and financial support even without me saying anything you have reached out voluntarily. To my ever supportive siblings whom I get my energy, **KUYA GLENN, ATE AI - AI, KUYA AVAL, AMOR, JOY, PAYE.**

To my cute nephews **KUYA JOBOY, BABY BASTI** and **BABY ART**, for being my stress reliever.

To my ever supportive partner in crime **FLORO R. CABUEÑAS, JR.**, for being there for me and constantly showers me with moral support and inspiration. Thank you also for the thousand cups of coffee – literally.

To my **KUYA TJ** even if he has already left this world, for inspiring me to reach for my dreams. You are the person whom I look up to.

Above all to the **ALMIGHTY FATHER**, who gave wisdom and strength to finish this research.

The Researcher

ABSTRACT

This study aimed at exploring the Lived Experiences of MAPEH teachers in the Geographically Challenged High Schools in Samar Division during the School Year 2018-2019. In this study phenomenological research was used to describe structures of experiences gained by the MAPEH teachers from the geographically challenge high school in Samar Division in order to arrive at a deeper understanding of any given phenomena. All of the nine teachers from the geographically challenge high schools in Samar Division encounters challenges. Transportation is one of the pressing issues that the teachers were suffering. The MAPEH teachers from the isolated high schools in Samar Division aspires to have complete school facilities and equipment which they can used in their everyday classes, teachers were also aspiring for the revision of the curriculum hence the students cannot relate to the current curriculum. The coping strategies of the teachers from the GIDA schools, were to contextualized and localized the materials which the teachers need. From the analysis it can be understood that the most of the dilemmas that the teachers are facing are the insufficient number of classrooms which are not convenient for learning. Most of the schools don't have any access to technology due to the absence of electricity. Training-Workshop on Effective Classroom Management solely for GIDA School should be conducted by the Samar Division. The schools from isolated areas have different managerial skills and needs than those from the mainland schools.

TABLE OF CONTENTS

	Page No.
TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGEMENT	iii
DEDICATION	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
 CHAPTER I: THE PROBLEM AND ITS SETTING	 1
Rationale	1
Statement of the Problem	3
Theoretical Framework	4
Significance of the Study	5
Scope and Delimitation	5
Definition of Terms	7
 CHAPTER II: REVIEW OF RELATED LITERATURE AND STUDIES	 11
Related Literature	11
Related Studies	27
 CHAPTER III: METHODOLOGY	 33
Research Design	33
Instrumentation	33

Validation of Instrument	34
Sampling Procedure	34
Data Analysis	35
Ethical Consideration	37
CHAPTER IV: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	39
Result	39
Discussion	78
CHAPTER V: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	82
Summary of Findings	82
Conclusions	83
Recommendations	85
REFERENCES	88
APPENDICES	86
CURRICULUM VITAE	127
LIST OF TABLES	130
LIST OF FIGURES	132

CHAPTER I

THE PROBLEM AND ITS SETTING

Rationale

MAPEH has great importance in everyday life. At the very least, music and arts provide an outlet for relaxation. Physical education teaches the importance of keeping the body active and moving. Health helps to teach how to stay well and things that they should and should not do to their bodies (Lopez, 2016).

The Philippine constitution emphasized the importance of Physical Education. Article XV Section 19 of the 1987 Philippine Constitution states that the state shall promote physical education and sports program, league competitions, amateur sports, including trainings for international competitions, to foster, self - discipline, teamwork, and excellence for a development of a healthy and alert citizenry.

The presence of Physical Education in every school was also being emphasized in Republic Act 5708 otherwise known as An Act Providing for the Promotion and Financing of an Integrated Physical Education and Sport Development Program for Schools in the Philippines or The Schools Physical Education and Sports Development Act of 1969. An integrated physical education and sports development program in all schools in the Philippines shall be undertaken by the Department of Education and it should be given importance to all type of educational institution in the country.

However, the current performance of the Physical Education program in the DepEd was declining (Briones, 2018). According to Enhanced Basic Education Information System (EBEIS) of the Department of Education, MAPEH subject always got a low Consolidated Mean Percentage Scores (MPS) of 46.00 percent which is 29.00 percent lower to the average passing MPS of 75.00 percent in relation to the national results. This means that, a low MPS result manifest a low academic performance in Physical Education (Lopez, 2017). Furthermore, the decreasing status of the Philippines in the sports arena like Olympics, and SEA Games was also manifested every year, and this was because of the low quality of Physical Education and Sports Development Program for our athletes (Lapus, 2016).

Having world class athletes begins in school's sports competition and Physical education program and intervention (Lapus, 2016). However, in the country where there were scarcity of school facilities and perennial problems on the number of classrooms and textbooks, this were the factors to reckon with (Luistro, 2014). According to EBEIS and Philippine Statistics Authority (PSA) survey, there were 5, 078 public secondary schools, and 1, 589 of which were found in the Geographically Isolated and Disadvantaged Areas (GIDA). The students have to endure long distances on foot and deal with heartrending hardships specifically in far - flung areas where physical accessibility to schools can impede the pursuit of basic education (Briones, 2018).

In Samar particularly, wherein it is considered as one of the poorer provinces in the country (PSA, 2017) with communities in the far - flung villages or geographically isolated and disadvantaged areas (GIDA) as the poorest.

Base on the DepEd - Samar Division database, there were 83 secondary high schools and 33 of which were found in the GIDA. Schools considered as GIDA are still many in Samar Division (see figure 1). Teacher's in these areas carry their book bags, and other personal things while they need to walk kilometers of rough terrains, climb hills and mountains, wade across brooks or cross rivers on a makeshift bridge – to get to and from the school daily, in sweltering heat or pounding rains (Legaspi, 2012). In the Philippine setting; research articles regarding the lived experiences of PE teachers rendering services in Sports development and Physical education program in GIDA places were very few (Abcalen, 2015).

This study is a perfect avenue to explore the lived experiences of MAPEH teachers from the geographically challenged high schools particularly in Samar Division where there is almost no electrical power or internet connection, and they are required to walk kilometers away from the mainland or town proper. This study will emphasize the situation of these teachers, and how they cope with the ever changing technology despite of their distance from the mainland schools. This could also give the teachers a platform to share their strategies, methodologies and innovations in teaching MAPEH.

Statement of the Problem

This study aimed at exploring the Lived Experiences of MAPEH teachers in the Geographically Challenged High Schools in Samar Division during the School Year 2018 – 2019.

Theoretical Framework

This study utilized hermeneutic phenomenology to uncover the lived experiences of public school teachers of varying experiences. Phenomenology is founded on the concept that through inquiry, one may move past awareness of things, experiences or understandings to arrive at the very essence of the thing itself or the phenomenon (Creswell, 2007; Sokolowski, 2000; Shank, 2002). Shank (2002) discussed how for Heidegger, hermeneutic phenomenology was the uncovering of the awareness of a lived experience through studying written records. Creswell (2007) described hermeneutic phenomenology as using texts to make sense of the phenomenon which are our lived experiences. Furthermore, Phenomenology is a broad discipline and method of inquiry in philosophy, developed largely by the German philosophers Edmund Husserl and Martin Heidegger, which is based on the premise that reality consists of objects and events ("phenomena") as they are perceived or understood in the human consciousness, and not of anything independent of human consciousness.

The theory on Phenomenology by Husserl and Heidegger is very relevant to the present study because both pertain to the analysis of lived experiences of human beings. This study centered on the lived experiences of MAPEH Teachers in the Geographically Challenged High Schools in Samar Division, wherein it would have an in - depth understanding on these phenomena of the experiences of MAPEH teachers.

Significance of the Study

This study would provide important benefits to several stakeholders.

To the DepEd key administrators. The result of the study will serve as a baseline data for the improvement of MAPEH subject particularly in the geographically challenged areas like providing new and functional learning materials, computers, and equipment that would be useful in teaching MAPEH. This would be an eye opener that the quality of education should be inclusive.

To the Department of Education. This study will give them the platform for an in-depth critique and revision of the curriculum guide, teachers' guide, and learners' materials in order to become appropriate to the needs and situations of the teachers and students alike in the geographically challenged high schools.

To the teacher. The findings of the study will encourage them to improve or enrich the content, methodology, instructional materials and procedures in teaching MAPEH.

To the future researchers. The result of this study would serve as a rich reference material or information for further research work along MAPEH subjects and that the other issues pertaining to the geographically challenged high schools in Samar Division.

Scope and Delimitation

This study explored the lived experiences of MAPEH Teachers in the geographically challenged high schools in Samar Division. The researcher used total

enumeration to identify these geographically challenged high schools in Samar Division as part of the respondents.

The respondents were the MAPEH teachers from; Baquiw National High School with one identified respondent. The School is 5.5 km away from the town of Tagapul-an, Samar, a six-hour ride using a motorboat from Calbayog City.

Next is Costa Rica National High School with one respondent. The school is a 4.6 km away from its town proper Almagro, Samar, a five-hour motorboat ride from Calbayog City; the researcher has one respondent in Birawan National High School which is located in the municipality of Daram, Samar, the school is 7.6 kilometers from the town proper, Birawan can be travelled through “habal – habal” which will take two to three hours because of the rough terrain, or four hours of motorboat ride from Catbalogan City.

Another school which the research considered was Casapa National High School in Jaibong, Samar it can be access through a bus ride going to Calapi, Paranas, Samar, then a two-hour “habal – habal” ride to the last point of Brgy. Pusungan, then a one to two hours of walk to Casapa National High School.

Next was the Plaridel National High School in the Municipality of Villareal, Samar, this school is considered by the researcher as one of GIDA schools because it is 9.1 kilometers away from its town proper, from Villareal you need to ride a “habal – habal” to the last point of Brgy. Polangi, then a one-hour hike to Plaridel NHS. Next is the Malino National High School, which is 10 kilometers away from Jiabong Samar, and one- to two-hour “habal - habal ride.

Next school which the research considered was Bioso National High School is a 10 kilometers away from Zumaraga, Samar and a four-hour motorboat ride from Catbalogan City. Last is Oeste National High School which is 10 kilometers away from Tarangnan proper, and a one-and-a-half-motorboat ride.

This study was conducted during the school year 2018 – 2019.

Definition of Terms

The researcher used conceptual and operational definitions for the following terms so that the reader could understand these words better as used in the context of the present study.

Geographically Challenged High School. This refers to the public high schools that are found in the far-flung communities. Mostly they are classified as Barangay/Community High School or Integrated School due to its significant distance from the district offices in the town or city proper where most of the Central Schools are located (Luistro, 2014).



Figure 1: Locale of the Study

This is a kind of landscape that are in the remote areas, commonly an island, rivers and mountain areas that can be reached within two to six hours by walking or motorized vehicles (Yarrow, 2013).

Geographic Challenged Area. GCA is some kind of problem the country faces because of its geography or also known as a demarcated area of the Earth.

Key-informants. It refers to the person with whom an interview about a particular organization, social program, problem, or interest group is conducted. They are the experts who are most knowledgeable of the issue (survey-research-methods/n260.xml)

Lived experiences. It refers as it is explored and understood in qualitative research, is a representation and understanding of a researcher or research subjects' human experiences, choices, and options and how those factors influence one's perception of knowledge (qualitative-research-methods/n250.xml).

It is fully described as a person's lived experience of an event or an experience itself in a specific phenomenon. In other words, it stresses that it provides an understanding of an experience from those who have lived it (qualitative-research-methods/n250.xml).

MAPEH. It refers to a field of study associated with the teaching and learning of Music, Art, Physical Education and Health

(MAPEH_education, n.d.). The same definition is used with a modification that it is a subject in the high school curriculum.

10

MAPEH major (teaching MAPEH subject). A licensed professional high school teacher who is a qualified graduate of Bachelor of Secondary Education major in Music, Art, Physical Education and Health (Tamondong, 2014).

Mean percentage score (MPS). It indicates the ratio between the number of correctly answered items and the total number of test questions or the percentage of correctly answered items in a test (reyadel.wordpress.com/tag/mean-percentage-score/, 2009).

Non-MAPEH major (teaching MAPEH subject). It is defined as “out-of-field” teaching - teaching a subject without specific training in that subject. Specifically, their college degree does not imply relation to MAPEH Subject (Hobbs, 2015).

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

Through the effort of the researcher in exploring for vital information relative to the present study, both foreign and local references were reviewed including published and unpublished materials such as books/thesis, dissertations and other crucial materials and sources of information which helped the researcher towards the aim of the study.

Related Literature

The existing education system and the dreadful learning outcomes it produces are lamentable. Conversation about school drop-outs, decrease in academic achievements and transportation problem were all present in our country today (Schollar, 2011, p. 291). Counting vacant positions, in totality, our country need 0.8 million new teachers. And nearly one-fourth out of 1.5 million schools are run by single teachers or multi-grade teachers (Briones, 2017, p. 12). Hiring teachers in far-flung schools and supporting them become key requirements for better learning outcomes in elementary and secondary school classes (Guha, 2016, p. 16).

Herewith, sending qualified new teachers to rural schools have not really worked. Even if they do, they struggle in the sad reality of rural schools – inadequate classroom with mixed age groups, non-existent infrastructure and acute apathy (Lipsky, 2015, p. 46). Wherever teachers could have been recruited from nearby towns or villages, still teachers tend to transfer after they were hired (Selvin, 2013, p. 77).

12

However, being in isolated workplaces, these teachers require constant supervision and monitoring. These teachers need more training and continuous support - both in terms of pedagogy as well as teaching aids (Briones, 2017, p. 17). While initial training workshops are being focused upon by state's education department, continuous support is an opportunity area to improve upon (Lapuz, 2010, p. 16).

The problem about education, particularly in the far – flung areas, is not just true in the Philippines but all throughout the globe (UNICEF, 2015, p. 13). In Afghanistan for example, they too are concerned about the quality of teaching and the level of their educational performance through literacy rate wherein most of their schools are situated in the remote areas of the country.

As cited by Ramin (2013, p. 49), education has been moving on path to progress in the capital and its suburbs but people of the far-flung districts of Nimroz complain the vital sector faces formidable challenges that need to be resolved without further delay. Residents and officials of Nimroz province said most of the schools in the province face lack of professional teachers, textbooks and proper buildings. Lack of professional teachers, lack of security in remote districts and unavailability of potable water inside

schools are among challenges that are hampering the progress of education in some localities (Deci, 2000, p. 221).

13

Reluctance of professional teachers to discharge duties in remote areas' schools, growing insecurity and lawlessness were hampering education in most of the province in its neighboring country like Lebanon and Israel (Ryan, 2000, p. 201). Ibrahim (2014, p. 54), said the biggest problem that the students had been facing was the absence of textbooks, which could not be delivered on time to schools. Fifty percent of the books could not be given to students, forcing the students to buy the books from the market.

The non-availability of books on time is causing wastage of time and left negative impact on the student's studies. The problem led to the failure of most students in the examinations and some were able only to get passing marks (Nleya, 2010, p. 78).

Moreover, Samiullah (2014, p. 33), said that the absence of professional teachers could also be one of the main problem being faced by the students. Professional teachers were not ready to teach in the schools of remote districts with low pay. Demanding the government to take steps to ensure provision of every possible facility to teachers and adopt measures to recruit competent and eligible teachers in larger interests of the coming generation.

Hadi (2014, p. 97) agreed to Samiullah's absence of professional teachers in remote areas, Hadi complained regarding lack of professional teachers and absence of school buildings. Hadi asked relevant departments should work out stringent measures to resolve the issue of professional teachers, adding teachers were getting low pay, forcing other educated persons to stay away from teaching sector.

The issue regarding the presence of teachers were being cited as well by Sabir (2016, p. 31). According to Sabir that lawlessness, insecurity and deteriorated order in remote districts create hurdles in the way of promoting education. Furthermore, the absence of school buildings, lack of professional teachers, unavailability of textbooks in schools and lack of facilities to teachers' community were among challenges being faced by the education sector not just in areas of Afghanistan, Lebanon and Israel but also to some developing countries like African countries.

Africa also suffers the same situations. Mulkeem (2014, p. 61) reveals that African countries have made substantial progress towards widening access to primary education over the last decade. Regionally, the Gross Enrollment Rate (GER) increased from 78.00 percent in 1998, to 91.00 percent in 2002. However, enrollment has increased more rapidly in urban areas than in rural areas, and increasingly the majority of out-of-school African are rural children.

Many factors contribute to lower educational participation in rural areas. On the demand side, rural children may be less interested in attending school. This is because, the opportunity costs of attending schools are often higher in rural areas (Lockheed and Verspoor, 2011, p. 158).

The reason of which was in most of the agricultural countries just like the Philippines and Africa, many of the rural area are dependent on their children for help at busy times of the agricultural year such as harvest time. Schools are usually designed to follow rigid schedule both in terms of time of the day and term dates, and often expect

children to be in school during busy periods in the agricultural calendar (Taylor, 2011, p. 136).

15

The mindset of parents in rural areas who often have a lower level of education has been one of the factors to consider with regards to mindset of the children in most isolated areas (Mulhall, 2011, p. 122) and may attach a lower value to schooling. The perceived lack of relevance of schooling may be enhanced by a rigid curriculum, often designed for a context (and sometimes culture) removed from that in rural areas. Rural schools rarely adapt the curriculum to make use of local examples, or to link the curriculum to local needs (Nhundu, 2011, p. 124).

Shumba (2011) elaborately discusses that even where parents place a value on schooling, they may be less able to help their children learning. Parents in rural areas are less likely to be educated themselves, and so have less ability to provide support for their children. Some report that they are embarrassed to discuss school topics with their children, because of their own lack of knowledge. Further, homes in rural areas are often ill-equipped to meet the needs of children to study, and often lack facilities like electricity.

The idea of Shumba was supported with the situations cited by Figueroa (2016) wherein children in rural areas may be considered more difficult to educate. They are likely to have less parental encouragement to go to school, and more alternative demands on their time, such as helping with agricultural tasks. When they attend school, they may find the curriculum less relevant to their lives, and find less support for their learning from the home environment.

On the contrary, according to United Nations Fund for Children (UNICEF) it is neither the parents nor their children are the factors that contributes to lower performance of isolated areas, even the governments may find it more difficult to supply quality education services in rural areas. Three factors combine to weaken the quality of teaching in rural areas. First, in many countries, teachers prefer to teach in urban areas. As a result, rural schools may be left with empty posts, or have longer delays in filling posts. Even if posts are filled, rural schools may have fewer qualified teachers, if the better qualified teachers have a greater choice of jobs. Sometimes the rural schools have less experienced teachers, as the more experienced teachers find ways to move to the more desired schools.

Second, teachers in rural schools may teach less than their counterparts in urban areas. Any trip away from the rural area, to visit a doctor, to collect pay, to engage in in-service training, or to visit family may involve long journeys and involve missed school days. In addition, where teachers walk long distances to school, they may tend to start late, and finish early. As transport difficulties often make supervision visits from inspectors less frequent in isolated schools, there is little to prevent a gradual erosion of the school year.

Third, even when teachers are teaching, the quality of their work may be lower. Rural teachers often have less access to support services than their urban counterparts, and fewer opportunities to attend in-service courses. In some cases, they also have difficulty in accessing books and materials. In addition, because the parents tend, in

general, to be less educated, they are less likely to monitor the quality of teaching, or to take action if the teaching is of poor quality.

The combination of these demand-side and supply-side factors means that those children in rural areas are the most difficult to engage in education and also have lower quality educational provision. It is hardly surprising then, that rural areas show lower participation in education, and lower attainment (Gaynor, 2012, p. 112).

Additionally, addressing this disparity is a major challenge for education policy makers. Some action may be taken to address the demand-side issues. Parent perception of education might be enhanced through awareness-raising activities, and curricula could be modified and made more appropriate (Hedges, 2013, p. 102).

However, it is clear that much of the solution lies in the supply-side, that is, in ensuring adequate numbers of appropriately trained, motivated and engaged teachers in rural schools (Lopez, 2007, p. 80).

While there is no doubt that many countries face challenges of teacher supply, there are also severe equally serious challenges of teacher deployment (Lim, 2016, p. 29). In many countries there are qualified teachers in urban areas who are unemployed, while there are unfilled posts in rural areas. This pattern of simultaneous surplus and shortage is strong evidence that the problem of teachers for rural schools will not be solved simply by providing more teachers. There is a need for policies that will ensure that the teacher reach the schools where they are needed (Lawrence, 2007, p. 97).

Likewise, the inability to implement planned deployment has serious consequences. In Ghana, a recent survey of 262 newly trained teachers posted to four

rural districts, showed that 115 failed to arrive at their teaching post. This widespread failure to accept rural posts undermines the rational posting system (Hedges, 2013), and contributes to a lack of conviction among administrators that significant progress can be made in addressing patterns of unbalanced deployment (Gottelmann-Duret et al. 2015, p. 132).

To answer the issue, many countries have considered decentralizing the teacher hiring process to a local level. In terms of teacher deployment, decentralization brings both benefits and risks. The more local the system, the more likely it is to be able to keep in touch with the needs of the schools, to respond quickly and flexibly to needs (Lipsky, 2015, p. 47).

18

However, a local structure may also open up a greater possibility of undue influence being exerted by powerful individuals on deployment decisions, especially in countries with a weak administrative capacity at district and local levels (Hallak, 2016, p. 94).

In many instances in Africa, administrators operating at the local level are exposed to the pressure of influential personalities in local communities, and it is not unusual to see their decisions being biased. Improved systems of ‘checks and balances’ are needed to ensure countrywide equity, justice and efficiency in teacher deployment (Gottelmann-Duret, 2015, p. 43).

The same is true with the situations in the Philippines, where most of the local officials are issuing congressional items for teachers that their parents were politically affiliated. As a result, if the teachers are assigned in the far flung schools, they could

easily have transferred to the mainland schools because of this system of giving congressional items (Luistro, 2014, p. 67).

Some countries have attempted to make working in rural areas more attractive through the use of incentives. In some cases, these may be financial incentives, in the form of a hardship allowance, travel allowance, or subsidized housing. In other areas the incentives may be non-monetary, including, for example, special study leaves or better training opportunities (Gaynor, 2012, p. 17; Craig, Kraft & Plessis, 2012).

19

In Mozambique, there is a system of financial bonuses for teachers who locate in rural areas. Schools are classified into four location categories, ranging from urban schools to the most isolated schools, and teachers are paid a salary bonus depending on the location of the school. Although the bonus payments appear attractive, they are weakened by two factors: First, the payment depends on both location and on teacher qualification. For the teachers with low qualifications (the bulk of primary teachers) there is no bonus at all. For teachers with a mid-level qualification (N3, IMAP qualification), the difference between teaching in a provincial town and a remote school is relatively small (only 14.00 percent of salary). Second, teachers who teach two shifts receive a bonus of 60.00 percent of their basic salary. Two shift schools are found more frequently in the areas of a high population density, and so teachers in towns and cities are more likely to have the option of additional earnings from this source (Ministry of Education, 2016, p. 231).

In Lesotho, the country also practices the idea of the Ministry of Education in Mozambique. Wherein there is a hardship allowance paid as a flat fee of M275 per month.

This is equivalent to 20.00 percent of salary for an unqualified teacher, but only 10.00 percent of salary for a teacher with a diploma qualification. This is generally acknowledged to be too small to encourage the more highly qualified teachers to locate in remote areas. As one DRT explained, even the cost of travel to collect the monthly cheque, and the cost of commodities, especially fuel, could outweigh the value of this bonus. In addition, the hardship allowance is determined by very general classifications of schools. Teachers in remote rural schools in the lowlands do not receive the allowance, while teachers in towns in mountain districts do (Ministry of Education and Training – Lesotho, 2017, p. 334).

The situation in Mozambique and Lesotho is partly the same here in the Philippines. Teachers in elementary that were assigned in the isolated areas and handling multi-grades are given a cash incentive through hardship allowance.

20

This are given monthly but released annually making it hard for the teachers to suffice their monthly salary to fuel the cost of living and travel expenses of this teachers (Lapus, 2010, p. 39). However, elementary teachers are lucky enough to be granted by this cash incentives, yet secondary school teachers that were also assigned in isolated areas were not entitled for the said incentives (Corpuz, 2016, p. 44).

These cases highlight two general lessons concerning the use of incentives. First, the incentives need to be substantial to outweigh the social and economic costs of living in an isolated area. Second, incentive systems require a fair system of classification of schools. General classifications may provide bonuses to teachers working in small towns, while doing relatively little to increase the teacher supply in the most isolated schools.

Another issue that were pressing the teachers in the GIDA were Managing teachers. One concern is that teacher absenteeism may be higher in rural areas. In Uganda it is reported that some 21 teachers in small rural schools commit fewer hours to classroom teaching in favor of their private work e.g. gardening perhaps as a means of supplementing their incomes. This pattern is likely to be repeated in other countries (Education for All, 2017, p. 18).

The physical remoteness of the school may encourage absenteeism. In some countries the need to travel to collect pay is a major cause of teacher absence. In Lesotho, most rural teachers leave the school to collect their salary cheques at the end of each month. This can involve an absence of up to three days, where the school is deserted, with one teacher left behind to keep control (Hallak, 2016, p. 56).

21

According to Duret, (2015) monitoring of teacher is also more difficult in rural areas, for a number of reasons: First, schools' principals often travel to district offices to make administrative arrangements. In Uganda, for example, the head teacher is responsible for arranging salary increments, and adjustments for each teacher. The more remote the school, the longer the head teacher is away from the school for these purposes. Second, remote schools are less likely to be visited by external inspectors. In Malawi, it was noted that absenteeism is more frequent in remote schools where the atmosphere is more relaxed and visits by inspectors are less frequent. Third, the monitoring of teachers by the local community is often weaker in remote rural areas. The local community may place a lower value on education, may be less educated themselves, and so feel less able to challenge the authority of teachers.

Another reason cited by UNCESCO is system failures, which undermine teacher morale and damage the system. These include failure to pay teachers on time and delays in promotion and transfer. Teachers in rural schools often feel neglected by the authorities, and perceive that they are unfairly treated in terms of access to promotion, transfers and other benefits. Such perceptions may encourage a lower morale among rural teachers.

Another persistent issue that revolves around GIDA schools were unwelcome consequences of poor monitoring and disciplinary systems in rural schools is that they may become more open to child abuse. Models of child abuse suggest that it is associated with power and authority (Nhundu and Shumba, 2011, p. 152). In rural areas, pupil poverty, and respect for teachers, places teachers in a greater position of power over children.

22

Moreover, teacher discipline is often limited by cumbersome systems for dealing with difficulties. In Mongolia, teachers who misbehave are given a warning by the head teacher. If they reoffend they receive a formal warning from the inspector of schools, and finally the case is referred to the district service commission. Poor communication with rural schools can make these procedures slow to react, thus diminishing their impact. Relatively few teachers are actually dismissed for disciplinary offences (Lee, 2016, p.26).

Emotional aspect between the teachers' stressful work environment and personal concerns affects greatly to their teaching (Lockheed, 2011, p. 212). The management of teachers goes beyond ensuring attendance. Teacher management is also concerned with ensuring that teachers deliver the best possible education. There is some evidence to

suggest that the quality of teacher in rural areas may be lower than in urban areas (Kuruppu, 2011, p. 34). One study of rural schools in Tanzania, Sri Lanka, India and Ethiopia found that rural classrooms were very passive. Pupils in the “average” schools visited in this research were rarely required to participate actively in lessons, other than to repeat by rote what had been said by the teacher or to sing and clap (Taylor, 2011, p. 141).

As a result, teachers made little use of local materials, and did little to make the curriculum relevant to the local conditions. Teachers said that they felt wary about moving away from what was laid down on the printed page, even though they might be surrounded by rich and varied resources outside the classroom and school environment. The rigidity of primary school curricula and examinations seemed to discourage teachers from moving beyond the boundaries of the subject area (Mulhall, 2011, p. 144).

23

This were happening because of the inconsistency of school monitoring and teachers reinforcement (Taylor, 2013, p. 57). Schools in rural areas are less likely to be inspected because of lack of transport, geographical factors (isolation, floods and bad infrastructures) and financial facilities (Gottelmann, 2015, p. 203). In China, a recent report on the inspection service concludes that School inspection is most unlikely to be contributing in any way to the quality of education provided in China’s schools. Inspections were limited by transport difficulties, while the quality of inspection was limited by the expertise of the inspectors.

There have also been criticisms of the quality of inspection. Hedges (2013) report cases in Ghana where inspection had become ritualized to the point where it involved

only an inspection of lesson notes. As one teacher described it: So sometimes teachers will prepare lesson notes, but will not intend to teach. Someone will prepare big bundle of notes and transfers the notes. So in this way the supervisors are stressing on the lesson notes, the teachers will take advantage, prepare lesson notes and not teach, and go away (Hedges, 2013, p. 360).

There situations are not that far from what the Philippines is experiencing when it comes to Educational Issues. From the lack of chairs and classrooms, remote high schools, very low academic performances, this are all presently experiencing by the teachers in the Philippines. Far-flung schools are as much a part of the educational system as any public school in the city. But not too much attention gets focused on them, as stated by the former DepEd Secretary Armin Luistro (2014).

24

In the present situation of our country's educational sector, they are constantly battling on the issue of providing quality education in the far-flung schools. Like for example the students of Sugpon National High School and Caoayan Elementary School in Sugpon, Ilocos Sur need to walk kilometer distances, enduring the geographical highly elevated location of the school. Some of them even hail from Porporiket and Bulalaan, Sudipen, La Union, which require day-to-day crossing of the legendary Amburayan River; they use a makeshift "banca." Amidst experiencing danger for years, most especially during rainy season, the students never give up; they were in school on the opening of classes.

Furthermore, in an article released by The Manila Times on February 28, 2016, they have sited that every day, elementary pupils in the remote village of San Jose, Donsol town ride in a balsa or bamboo raft after a 30-minute to an hour of trekking to attend classes uphill of San Jose Elementary School, located some 20 kilometers away from town proper here. But during rainy days and bad weather, pupils are not allowed to report to school for safety reasons, Ryan Homan (2016) teacher-in-charge in this impoverished village of San Jose, Donsol town in Sorsogon province told The Manila Times.

According to Homan, most of the students ride in boats, rafts and some walk for at least an hour just to attend classes. This is the reason why some students do not attend school especially during bad weather, while some do not want to go to school as they live too far from the school and end up as drop-outs,” Homan added.

25

San Jose village is some 20 kilometers away from Donsol proper and is located uphill. It can be reached by motorboat from town proper after an hour cruise passing through the zigzagging wide river here that runs from Albay to Donsol River, where the renowned firefly watching can be seen.

To address this problem, Homan, created a doable strategy to be able to reach out the students through “Balsa-basa: Bankaarama and Walk for Knowledge” in far-flung area anchored on a Department of Education policy to address illiteracy.

Banka-araman means reaching through a boat while Walk for Knowledge means trekking to reach the houses of children. Homan said that most of his students ride in boats, rafts and some walk for at least an hour just to attend classes here.

In the Philippines despite of being in GIDA, teachers were often innovative enough to stress out quality teaching to their learners. There is plenty of evidence that good quality teaching makes a difference (Briones, 2017, p. 20). Projects stressing active learning methods have shown marked increases in learning performance. Analysis of the READ projects in Mindoro showed consistent increase in literacy scores, where teachers used a series of basic pedagogical skills to improve learning of reading (Schollar, 2011, p. 55).

Another intervention that was being made by the government through the Department of Education (DepEd), with Yellow Boat of Hope Foundation and Bikes for the Philippines, has launched the Pedals and Paddles Project, which aims to bring boats and bikes to schoolchildren in far-flung areas.

26

In launching the program, Education Secretary Armin Luistro said the DepEd was committed to delivering quality basic education to Filipino learners, including those in areas where transportation remained a challenge. He said the department wanted to let every student know the DepEd “had not forgotten them and they are not alone.” Luistro (2014) said schools that needed boats and bikes to give children access to education and keep them in school had been identified.

Through the partnership, he said, students' performance in school would improve by reducing their travel time. Children would also be encouraged to attend school and study hard. While students at Janlud Primary School in Libacao, Aklan, can get to school in two minutes, their peers at Pangapuyan Elementary School in Talon-Talon, Zamboanga, travel by boat for 90 minutes. For students at Sawmill Elementary School in Masbate, travel time is four hours. Pedals and Paddles Project aims to reduce travel time of students through the distribution of boats and bicycles.

Luistro (2014) said the simple project would touch many lives. He said the heart of the project was in the people's "personal commitment to the learner and community" to bring the school to Filipino children. Stressing that the DepEd could not do it alone, he said the agency needed everyone's participation in addressing the growing needs of learners.

27

This research review's purpose is to help the reader understand different aspects posed by the research on the lived experiences of MAPEH Teachers in the geographically Challenged High School in Samar Division. This is significant hence teachers from these geographically challenged high school's needs government assistance just like the innovations of the upper mentioned countries.

There has been much research and discussion conducted on lived experiences of teachers assigned in the geographically challenged areas, most of the research found was on the situations of the teachers in the area where schools received minimal help from the educational sector, teaching strategies, incentives and the way of living of these

teachers. More research and exploration is required to gain a better understanding to these situations.

Our country is the last in Asia to adapt the K to 12 educational system. We were able to upgrade the quality of education that every schools have to offer. However, to fully attain this goal and become globally competitive, we need to modernize our classrooms, equip our teachers by providing them relevant trainings, improve our school facilities, and learning materials, and provide computers, science apparatuses, and sports facilities.

Related Studies

The following studies were considered by the researcher as similar studies.

28

Wallace and Irons explores the lived experiences of the public school teachers in terms of novice and experts (Wallace and Irons, 2007). This study investigated the impact of varying years of teaching practice, comparing the differences based upon assignment (elementary or secondary) and by investigating their lived experiences as a teacher. By investigating the lived experiences of public school teachers at various stages of their career, this researcher sought to understand how "effective" teachers set themselves apart from other highly qualified teachers.

The study found out that teachers who provided responses for the research described the experience of being a public school teacher from three perspectives: "Who I Am," "What I Do," and "External Factors" that influenced their teaching practice. These same three themes were repeated for all respondents regardless of the amount of

teaching experience. Responses varied with experience. This study did not identify major differences in the lived experience between public school teachers with teaching assignments at the elementary and secondary levels in the geographically challenged schools in Texas.

This study utilized hermeneutic phenomenology to uncover the lived experiences of public school teachers of varying experience. Data were collected from information contained in the 2008 Teacher of the Year (Texas Education Agency, 2007) application. Seven Teachers of the Year applications were obtained through a request for public records submitted to the Texas Education Agency. Data were analyzed using Colaizzi's (1978) method for qualitative data analysis. Colaizzi's method established a strict procedure to follow which resulted in uncovering the meaning contained in the qualitative data.

29

The aforementioned study of Wallace and Irons (2007) is relevant to the present study because both researches utilized hermeneutic phenomenology of qualitative research, as well as dealt with the lived experiences of the public school teachers. The only difference however is that Wallace' and Irons' (2007) research deals with the lived experiences of the public school teachers in terms of being a novice and experts from geographically challenged high schools and in the mainland public high schools.

Additionally, the study of Brukaber (2016) about the Teacher's Journey: A Phenomenological Study of the Lived Experience of Beginning Teachers was concerned with the challenges beginning teachers face when they enter the field of education. Through the use of reflective practice, beginning teacher personal reflections of

experience were recorded and analyzed to discern particular experiences that present as the most challenging to these novice educators. In this qualitative study, on the other hand, the experiences of purposefully chosen candidates in their first 3 years of teaching were analyzed. The research method of interpretive phenomenology was used to analyze teacher reflections for the purpose of obtaining a better understanding of the experiences beginning teachers deem as most challenging and if these challenges include differentiation of instruction, classroom management, and the unexpected expectations required of the teaching profession most specially for the novice teachers that were being assigned in the geographically challenged areas.

Both the Brubaker's (2016) study and the current study deal with almost the same respondents – teachers from geographically challenged schools. The same method was utilized by the researcher. However, researches also differ in terms of concept as Brubaker focuses on the experiences of the newly hired teachers that are assigned in the geographically challenged areas. The only modification done in the present study dealt with MAPEH teachers from the geographically challenged high schools in Samar Division.

The published dissertation of Lawrence (2017) about High School Transformation: The Lived Experience of Teachers Moving to Small Learning Environments is also relevant to the present study because the purpose of his study was to explore the lived experiences of teachers in schools that had been transformed into small learning environments. This qualitative, phenomenological study captured the voice of teachers to

share their attitudes and perceptions. Through a series of open-ended questions, teachers recalled detailed accounts of challenges, concerns, and needs the teachers had encountered during the transformation to small learning environments. A total of 10 teachers from Metro Atlanta area were interviewed. In completing the interviews, the research questions were answered. Questions from the interview guide were aligned with the research questions to ensure data collected was germane to the study.

The study of Lawrence (2017) was also considered by the researcher as related to the present study because it pertained to the teachers' lived experiences in small learning environments. Both researches used qualitative method, however, his study centered on the larger context to smaller version of the school, while this research focused only on the experiences of the teachers in the geographically challenged high school teachers teaching MAPEH.

The studies of Quejada and Orale (2018) about Lived Experiences of Elementary Teachers in a Remote School in Samar, Philippines was being considered by the researcher as a relevant study. This study tried to document the lived experiences of six far-flung elementary school teachers in south- western part of Samar.

31

Experiences of teachers in this school are similar to many teachers in Geographically Isolated and Depressed Areas (GIDA) in the country. According to the findings of this study, the school, their students, and the community exhibits poverty. The school lacks the much-needed teaching-learning materials resources and many of the students are slow – learners and some are non- readers. The study of Quejada and Orale

(2018) also found out that teachers need to ride a motorcycle and walk for kilometers in sometimes slippery/muddy trails to reach the school.

The study of Quejada and Orale (2018) was considered as a related study because both revolves around the lived experiences of teachers in geographically challenged schools within Samar. The present study also gathers data from observation and interviews of the teacher – participants. However, the study of Quejada and Orale (2018) used ethnographic research design while the researcher uses phenomenological research and the respondents were secondary high school teachers.

The research on Understanding the Lived Experiences of Secondary Teachers Instructing in Remote Places by Strother (2013) were also being consider by the researcher. In the research conducted by Strother (2013), teacher participants revealed that they lacked the knowledge and experience to use technology effectively to enhance the learning process of students because of the school location. Teachers expressed appreciation for accessibility to information, student accountability, and customization of assessments and grading practices. Classroom management and student communication and social skills were deemed to be impacted negatively by some teacher participants. ³²

The research of Strother also found out that teaching in harsh environment could be a hindrance in teaching – learning hence, most of the teaching strategies of today relies on technology.

The research considered the study of Strother (2013) because both researches explores the lived experiences of high school teachers and undergo phenomenological research design.

The upper mentioned studies were considered to help the research understand better the research process and concepts underlying in making this study.

CHAPTER III

METHODOLOGY

This chapter includes discussion of the methods and procedures. It presents research design, instrumentation, and validation of the instruments, sampling procedures, data collection and data analysis of the study.

Research Design

The researcher utilized qualitative method of phenomenology concept. Qualitative research allows attaining insight into people's behaviors, attitudes, motivations, aspirations, culture, experiences, lifestyles and even knowledge (Husserl, 1938). In this study, phenomenological research was used to describe structures of experiences gained by the MAPEH teachers from the geographically challenged high school in Samar Division in order to arrive at a deeper understanding of any given phenomena.

Instrumentation

The researcher conducted informal interview and observation to the MAPEH teachers from the identified geographically challenged high schools in Samar Division as the main source of data gathering of the study. The researcher utilized a simple checklist as the researcher's guide during the informal interview and observation. The entire procedure was recorded and documented.

Validation of Instrument

For the validity of the instrument, the researcher used the content validation / expert validation. The questionnaire was presented to the research adviser, research teacher and panelist as well as to the MAPEH teachers. Their comments and suggestions

tested the validity of the questionnaire and served as the bases of the researcher to finalize the question.

Sampling Procedure

Since the study is focused on the MAPEH teachers both MAPEH Majors and Non – MAPEH majors teaching MAPEH subject coming from the geographically challenged public high school in the Samar Division, the researcher used Total Enumeration Sampling Procedure for all the schools. The researcher carefully chose the following geographically challenged public high schools in Samar Division; Baquew National High School (Tagapul-an , Western Samar), Costa Rica National High School (Almagro, Western Samar), Birawan National High School (Daram, Western Samar), Casapa National High School (Jiabong, Samar), Malino National High School (Jiabong, Western Samar) and San Andres National High School (Villareal, Western Samar).

Table 1 shows the total number of respondents per school and their years in teaching MAPEH.

Table 1

Respondents per School

Name of School	Number of Respondents	Years in Teaching
-----------------------	------------------------------	--------------------------

Baquiw NHS	1	7 years
Costa Rica NHS	1	10 years
Birawan NHS	1	5 years
Casapa NHS	1	4 years
Plaridel NHS	2	2 years
		10 years
Malino NHS	1	8 years
Bioso NHS	2	2 years
Oeste NHS	2	4 years
		8 years
Total	9	

Data Analysis

Prior to describing the analytical procedure of the data set, a brief description of data collection and transcripts formation were summarized as follows:

Semi-structured, face-to-face interviews and observations were conducted using interview guide and checklist, respectively. Participants were encouraged to talk freely and tell stories using their own words or in *waray-waray*. The interview lasted for five to 10 minutes and all of the interviews and observations were conducted by the researcher.

36

All MAPEH Teachers (both major and non-majors) were the respondents who were engaged in the study. They were teaching the subject for two to 10 years. The transcripts were double-checked by the research adviser.

Colaizzi's method of data analysis is an approach to interpreting qualitative research data often on educational setting, medicine and social sciences, to identifying

meaning and information organized into themes or categories. Qualitative research uses surveys with open-ended question or loosely structured interviews to uncover how people think and feel in certain situations. This research likewise applied Colaizzi's seven steps to analyze the data collected in a survey or interview.

The following steps represented Colaizzi process for phenomenological data analysis (Sanders, 2003; Speziale & Carpenter, 2007). First, each transcript was read and re-read in order to obtain a general sense about the whole content. Second, for each transcript, significant statements that pertain to the phenomenon under study were extracted. These statements were recorded on a separate sheet noting their pages and lines numbers. Meanings were then formulated from these significant statements. The formulated meanings were sorted into categories, sub-themes, and themes. After that, the findings of the study were integrated into an exhaustive description of the phenomenon under study. Then, the fundamental structure of the phenomenon was described. Finally, validation of the findings from the research participants was compared to the researcher's descriptive results with their experiences.

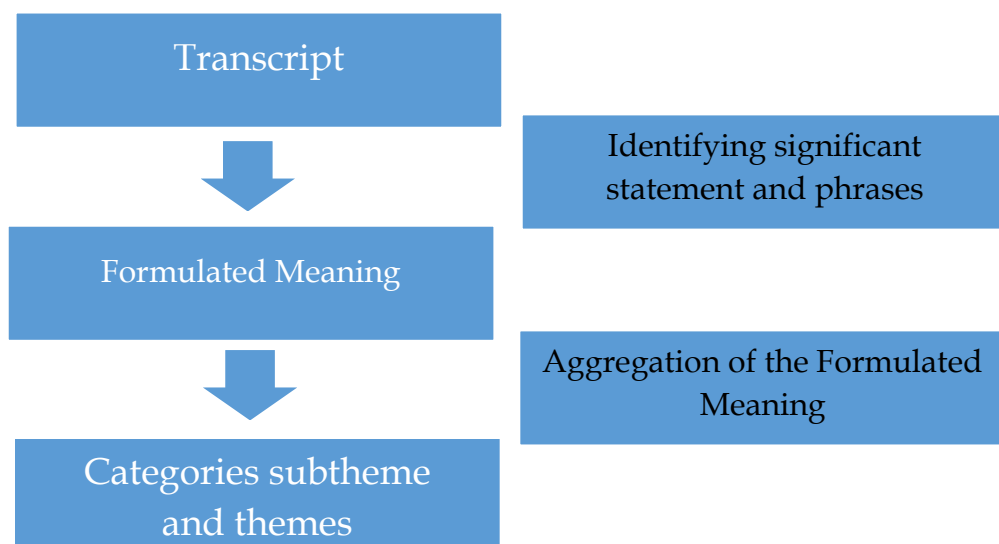
Figure 2 illustrates the process of descriptive phenomenological data analysis created by Colaizzi (1978).

37

Ethical Consideration

A letter request was made by the researcher to asked permission from the school head before the conduct of the study. The researcher also gave waiver and consent letter before the actual data collection for them to be informed about the purpose of the research. Guaranteed to the participants that their anonymity will be safeguarded and

highlighted. The participants were informed that they were allowed to pull out from the proceedings at any time without any explanation. All the recordings and transcriptions were deleted after the extraction of the themes and necessary statements.



**Figure 2. A Summary of Colaizzi's Strategy for Phenomenological
Data Analysis**

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains the detailed presentation of results and discussion as specified in this study. The detailed presentation, analysis and data have been reached as

a result of interviewing the nine MAPEH teachers who have lived experiences in the geographically challenged high schools in Samar Division. The data analysis has been categorized into seven themes to wit: (1) Challenges and Struggles; (2) Transportation; (3) Management; (4) Strategies (5) Professional Growth; (6) Aspirations; (7) Coping Mechanisms in perceived obstacles.

40

Result

From the data analysis, seven themes were mentioned to wit: (1) Challenges and Struggles; (2) Transportation; (3) Management; (4) Strategies (5) Professional Growth; (6) Aspirations; (7) Coping Mechanisms in perceived obstacles. The seven themes and subthemes that emerged suggest that the MAPEH teachers from the geographically challenged high schools in Samar Division indeed faced different kinds of experiences in which those experiences have given them key points on what to do to accomplish their mission and thrive in teaching despite of their location and situations. A variety of experiences helped them manage well their students and also assisted them how to surpass the experiences amidst the adversities they have encountered. At the end of time, through those mentioned lived experiences, they have shown bravery to face all of those, and they did not let those experiences be the reason to fail in the mission they have chosen. Thus, there is no doubt that they deserved the feast of victory.

Theme 1. Challenges encountered by the teachers in the geographically challenged high school. For those teaching in the identified geographically challenged high schools in Samar Division, they have encountered both major and minor problems

particularly in classroom utilization, access to learning materials, and even their personal knowledge since they are not MAPEH majors, yet they are forced to teach the subject because they do not have a choice. Consequently, this affects also their teaching and the way they handle their students. Another problem is the lack of support coming from their school head him/herself as well as peer discrimination. Since teachers want to let the student experience or just even see the reality on how to play certain instruments, they are forced to use their own money just to provide materials or equipment. These challenges that the MAPEH teachers from the geographically challenged high schools in Samar Division have encountered served as their weaknesses but those weaknesses will also serve as their strength. Theme 7, coping mechanisms in perceived obstacle, will prove that all of those obstacles have served as their living proof that they can surpass everything. Eight subthemes were identified by the researcher out of the utterances of the key – informants as presented below:

Subtheme A. Scarcity of the Classroom Utilization

“Kinahanglan namon magborrow san room sa elementary para la ma accommodate amun students. An amun classroom mga makeshifts la mga turo pagud an atop so babaga an dire siya condusive for learning”.

(We need to use classrooms in the elementary school to accommodate our students. We use makeshift classrooms where roofs leak and these are not conducive for learning - Teacher 1).

“Danay tungod kay waray room, an 2 ka sections ig –uusa nala namun. Bali 84 tanan sa usa nga room, an iba waray lingkuran tapos waray electric fan mapaso sa sakob. An tendency, kasasakit sa but –ol nga maaringasa dire sira nahilibaro”.

(Since there are no available classrooms, we need to fuse two classes so 84 students are congested in one classroom. Other students do not have chairs anymore, and the room is very hot because there is no electric fan. I sometimes get sore throat. They do not pay attention that is why there is no learning at all – Teacher 2).

“Nagkaklase kami sa gawas since kulang classroom, peru ok la kay MAPEH mangud, kailangan talaga an activity”.

(We hold classes outside since we do not have enough classrooms, but it is fine since MAPEH requires more on activities – Teacher 6).



The scarcity of classrooms was being experienced in the geographically challenged high schools in Samar Division. Most of the classrooms were borrowed from the nearby elementary or church, some schools created makeshift classrooms just to accommodate learners (as being shown in figure 1), others tend to fuse two sections in one classrooms which is shown in figure 2 (Teacher 1, Teacher 2 and Teacher 3). According to Dorman, Aldridge, and Fraser (2016) classroom environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive. A positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions (Bucholz & Sheffler, 2017).



Figure 2: This classroom uses chairs from the nearby church to accommodate 80 - 90 students in one classroom

Subtheme B: Access to Learning Materials is impossible to reach in the far – flung schools.

“As a MAPEH teacher, waray available nga mga modules ngan materials danay nakukurian kami...since waray kami liwat internet connection an school ngan signal sa lugar kinahanglan pa namun kumadto sa Catbalogan para la mag download”.

(As a MAPEH teacher, one problem is the absence of modules and materials that is why it is very hard for us. Since our school does not have

both internet connection and signal, we need to go to Catbalogan just to download our materials – Teacher 1).

“An MPS san MAPEH ansya an pinakahamubo sa ngatan nga subjects kay kulang kami libro as reference materials”.

(The MPS of MAPEH is the lowest among all the subjects because we lack books as reference materials – Teacher 2).

“Waray kami books, Grade 7 kay diba amo kasi adto an pinaka syahan, so waray kami hadto mga books nga pwede namun magamit, so an curriculum syempre an mga competencies man didto an aton susundan, so nakukurian kami kay waray books, then an competencies niya hirayo hinduro labi na san mga books nga ginhataag”.

(We don’t have books for Grade 7 to be used, and it is hard for us to follow the competencies in the curriculum because sometimes the competencies are unattainable – Teacher 3).

“Makuri amon teaching experience didto kay waray libro, waray reference kailangan pa ig research tos kuri pa kay waray internet ngadto kay waray signal. Waray liwat kami san school igprovide san CG’s and TG’s”.

(I have a very difficult teaching experience because we don’t have books, no references to be used, no internet connect, no signal. The school does not provide us CGs and TGs – Teacher 4).

“Advantage sa mainland kasi during san PE Class or music, pagkadi sa music teaching ada na an mga instruments san ira available where as did kinahanglan man gud an local or an contextualize teaching”.

45

(It is an advantage for the mainland schools to have their instruments ready for their Music and PE classes, while we need to use local materials and contextualize our teaching – Teacher 5).

“I struggle talaga hin text books, we only have 10 textbooks peru akun klase is 60, so kakuri”.

(One struggle I face is the lack of textbooks. We only have 10 available textbooks for a class with 60 students, and it is very difficult – Teacher 6).

Most of the respondents do not have modules and teachers cannot access to the internet hence the schools were located in the isolated areas and most of their learning materials were downloaded coming from the cities (Teacher 1, Teacher 4, and Teacher 2). Others perceived about the irrelevance to the learners’ situations and unattainable competencies of the curriculum (Teachers 3 and 5). The importance of Instructional Materials or Educational resources is to improve students’ knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. It also clarifies important concepts to arouse and sustain student’s interests, give all students in a class the opportunity to share experiences necessary for new learning, help make learning more permanent (Marbas, 2017).

Subtheme C. Inadequate Knowledge of the teachers in teaching MAPEH.

“Pagnagpapakadto ako sa Catbalogan, nagdodownload gud ako mga music nga magagamit ko gud, kay may ada kasi sa libro mga ginpaparefer nga ha youtube meada sira ginhahatag sa urhi na dapat iplay sa klase”.

46

(When I go to Catbalogan City, I see to it that I can download music which I can use in my classes. Some books suggest materials from Youtube as a reference that can be used in class – Teacher 1).

“Maiha kami maka proceed san next topic kay diba English an MAPEH so kailangan namun nga warayun talga para la maintindihan talaga”.

(We cannot proceed immediately to the next topic because MAPEH use English as a medium of instruction, so I still need to code switch to aid in understanding – Teacher 2).

“Sa music kaurugan itun nga akun na propoblemahan kay an mga kabataan kasi pag –abot sa music minsan dire nakakaintindi kay mga classical music na bobored. Ginrerelate ko nala sa yana nga mga singers”.

(One problem in teaching music is the students’ understanding of classical music because it bores them. What I do is to relate the lesson to the present singers that we have – Teacher 7).

“We have four components in MAPEH, and I found out nga an pinakamakuri is an Music talaga”.

(We have four components in MAPEH, and I found out that Music is the most difficult component – Teacher 9).

Teachers struggles a lot because of the integration of classical music to the curriculum and other foreign music (Teacher 7 and Teacher 9). The subject also used English language making it hard to understand among the learners and the teachers need to download learning resources in the nearby city (Teacher 1 and Teacher 2). Supelveda (2018) emphasizes that language barriers can be a great hindrance in teaching process. The use of long sentences and unfamiliar words can be a great struggle in teaching. Martir (2018) also highlights that subject content must be relevant to the learners for them to fully understand the concept of the subject. The availability of the learning resources also helps the learner in comprehending things, for without it teaching – learning process will be unmanageable.

Subtheme D. Challenges in the pedagogy of MAPEH Teachers in the Isolated High Schools.

“Tungod kaya di kami sa harayo ng lugar bibihira la an nakadi so danay maski dire ko major gintututduan ko nala”.

(Because of the remote location of our school, we are often visited by the supervisor that is why even if it is not my major, I am forced to teach the subject – Teacher 1).

“Ginkarawat ko kay magalang an mga students makuri pag adjust kay makuri sira tutduan kay halipot la ira attention, plus waray pa libro and teachers guide”.

(I accepted the job because the students are polite. It is very hard to adjust because they have short attention and we also do not have books and teacher guides – Teacher 2).

“As a teacher san harayo nga school, danay overload na kami kay tag walo amun subjects, kapot ko an Grades 7 and 10 meada ako subject nga MAPEH, araling panlipunan ngan ESP. Makuri talaga igmanage an 80 plus nga mga students in one classroom, iba – iba an attitude, mahirap e control.”

48

(As a teacher in a far flung school, sometimes I am overloaded because we are handling eight subjects. I am handling Grade 7 to 10. I teach MAPEH, Social Studies and ESP. It is indeed very hard to manage more than 80 students in one classroom especially that the attitude of these students is uncontrollable – Teacher 3).

“In terms san sports, waray kami equipments nga ginpoprovide an school, like for example an throwing events, sa running event naman an pinaka place is dire patag makuri kaya da mismo siya sa Baranggay, dire ine appropriate for training delikado”.

(In terms of sports, we don't have enough equipment because the school cannot provide them such as in the throwing events. In the running event, the place is very bumpy and it is located in the *barangay*, and it is not appropriate for training. It is very dangerous also – Teacher 6).

“As a non MAPEH major, nakurian ak sa katikangan because dire man ak talaga MAPEH major, since ginhatag sa akun an MAPEH, ginkarawat ko itun labi na san nahibaro ako nga upat ngean itunnga components tos upat nga computations”.

(As a non MAPEH major, I struggle a lot in handling this subject because I am not really trained for this. Since they have given me the subject, I just accepted it. It has added to my burden when I found out that the subject is composed of four components and that it requires four computations – Teacher 7).

49

“Bilang isang MAPEH teacher ay isang mahirap na gawin sympre dapat flexible kami. Pagmaghimo kami san amun lesson plan, an grades kay 4 components gud itun hiya, makadi sa music paano mo man ito igtututdo? Makuri talaga igtutdo an music kay you know what dire gud ak madati ha music, maaram ako kumanta maaram ako kun paano ito ipahibaro sa ira an mga different notes, an mga pitch names peru pagbasa nah an mga notes doon ako nagkakaroon ng problema.”

(Being a MAPEH teacher is a hard job simply because we need to be flexible. When we are making our lesson plans, the grades should be in four components, in music how could I able to teach? Music is indeed a very hard component you know why? I could hardly understand it. I know how to sing. I also know how to transfer the knowledge to my learners such as the different notes and pitch names. However, when it comes to reading musical notes, it gives me a large problem – Teacher 8).



Figure 3: GIDA Schools have a huge areas for sports and other recreational activities, however it cannot be utilized because the surface is bumpy and even fully covered by mud when it rain. 50

Teachers in the GIDA schools are struggling in teaching MAPEH due to its location (Teacher 1) others have an issue on the over loading of subjects being taught, since there were only few teachers in the school (Teacher 3). Shortage of learning materials (Teacher 2) and the unavailability of sports facilities because (Teacher 6) hinders the teachers in teaching the subject. For the non MAPEH majors, they were not fully trained in handling the subject (Teacher 7) likewise for the MAPEH majors, it was also a challenge for them because the components were not relevant to the learners' situations (Teacher 8). According to Majoni (2017), distance and the overloading of subject loads greatly affect the quality of teaching. Similarly, the absence of materials and equipment also affects the pedagogy. Mupa (2015) also believes that in order for the learners to understand the concept and become aware of the lessons it should be relevant to them.

Subtheme E. Problems of the Teachers in Handling their Students.

“Nakaka encounter ako mga estudyante nga naato talaga sa imo, itun nga imo ginsasaway peru gindadaku-an ka la boses ngan ginduduro ka la...may ada liwat, waray kami mga students every Thursday kay adto nagtatrabaho. Ginsusugu sira san ira mga parents pamalit or else waray sira kakaunon.”

(I have encountered students who will actually fight back. There are times when you ask them to behave, but they will just shout in return. There are times when we don not have any students on Thursdays because they are working in the farm while others are being tasked by their parents to buy in the mainland or else they do not have any food – Teacher 4).

51

“Usually teaching special students or those with special needs. Kay there are some nga kailangan mo gud pakisabutan peru dire mo la lalabtan san tiupay nga an pagdisiplina dire the same san regular students kasi didi sa island meada gud kita mga students nga may special needs and we do not have special teachers nga kinahanglan maghandle sa ira.”

(Usually teaching special students or those with special needs really challenges me a lot because there are some that you need to please. I discipline these students differently from my regular students. In this island, I have students that need special attentions and we do not have special education teachers to handle these kinds of students – Teacher 5).

“An mga kabataan nga ira behaviors nira nga mga agresibo mga pasaway. Meada ako 3 out of 50 students’ nga dire talaga sira makafocus, tos nagdidiscuss ako. I

think there is a slight insanity peru dire koi to gin-iisip kay you know what special hiya sa akun peru gin -iintindi ko hiya kun ginpapaano ko hiya mapapa -amo an iya mga classmate yan kun paano liwat siya magbebehave sa eskwelahan kay iya mga classmate gin sasakitan kay kakaiba siya, so gin kakaestorya ko iya nanay kun ano ba talaga ine iya problema, nasiring an nanay nga paiba – iba kuno itun iya mode, so ine nga bata is meada bipolar disorder, nalaman ko liwat nga may problema sa ira balay in terms san ira pagkaun, kay itun nga bataa ginsusugo man ngean ito pagpakabuhi.”

52

(The students’ behaviors are very aggressive and hard headed. I have three out of 50 students who could not focus on the discussions. I think there is a slight insanity, but I never thought of that because I treat them as special or close to my heart. I am trying to understand them, and how I could be able to please them. I wanted to know how they should behave in my class because their classmates keep on bullying them for the reason that they are different from the regular students. What I did was to conduct home visitation and even talked to the parents. According to the mother, he showed different attitudes and modes. In my observations, this student has a bipolar disorder. I also discovered that even in their own home there are problems encountered by this student. For example, they are tasked to do a work for a living to have food – Teacher 8).

Aside from the problems on the curriculum, the teachers also face from their students, wherein they encountered students with aggressive behaviors,

undisciplined and student with special needs in the GIDA schools, where the access to education was limited. According to Sun, Daniel, and Shek (2012) research findings have shown that school misbehavior not only escalated with time but also lowered academic achievement and increased delinquent behavior, most of the learners who were misbehaving were the results of problems in family and mental or emotional problems specially in the remote places where medications seems impossible to reach.

Subtheme F. Lack of Support system from the Co - teachers and School

53

Head.

“Amon kasi school head, parang wala siyang focus pagdating sa sports, sabi pa nya walang nagagawa ang sports sa mga bata kasi ang focus niya is academics, as a result nawawarayan na gana. As a MAPEH teacher, masakit yun, because dapat ansya iton an imo pinakagamit sa school. Our target as a MAPEH major is hindi lang madevelop mentally but physically as well imo mga bata.”

(Our school head doesn't support sports activities. According to her "sports could not do anything when it comes to the learning of the students". Her focus is purely in academics. As a result, I have lost my eagerness to contribute to the school. As a MAPEH teacher, it is very painful because it is supposedly your purpose in school. Our target as a MAPEH major is not only to develop our learners mentally but also their physical well-being – Teacher 3).

“In terms of choosing an athletes, sometimes nagkakmeada discrimination kay mead mga mag iha na nga teachers tos naghahandle nira MAPEH liwat, sko being the only 1 MAPEH major in CASAPA tos babaye pagud, dire sira namamati sa akun.”

(In terms of choosing athletes, sometimes there is discrimination because there are teachers that handle MAPEH for a long time. Being the only MAPEH major and it happens that I am the only girl in our school; they don't listen to all my suggestions and ideas – Teacher 4).

54

In most schools that the researcher visited, “seniority” becomes an issue to teachers, they cannot fully express their opinions during school conferences. The school heads also seldom visited the school (Teacher 3 and Teacher 4). According to Demjaha, Minov, Stoleski, Zafirova (2015), most of the stress that teachers encountered in workplace was because of the peers and the school head. In the study, work-related stress was due to peer discrimination and lack of support coming frothier superiors (Demjaha et al. 2015).

Theme 2. Transportation. The researcher identified two major means of transportation in this research which will be presented in subtheme A and B. The main problem of teachers in the geographically challenged high schools in Samar Division is transportation where they had to allocate an entire day just for traveling. One of the participants had stated that it would take six to eight hours of travel from his own locality to his station. There are teachers that come from Northern Samar, Eastern Samar

and even from some places in Leyte who teach in schools in Samar Division, and most of these teachers are assigned in the farthest island and highland high schools.

Subtheme A: Island – based Travel of the Teachers.

“I’m from eastern samar, nakadi ako Tacloban, then from Tacloban, minsan Sta. Rita kami, but usually didi kami naagi ha villareal baktas, so na 4 hourss danay na 6 hours usually it amun travel. Then minsan pagnagkakaurusa kami didi kami na agi sa Babatngun maagi, so Tacloban ngadi liwat ha Babatngun, so an amon liwat problem ngadi ha babatngun is mabalod, minsan nakaka experience kami gidadagku-I nga talaga nga balod na feeling mo masakay dida ha iyo pumpboat so parang , O my God ano ba ine nga amon travel, waray kami mapipili, dagat mabalod, kun adi liwat kami sa land, it’s either magbaktas ka or magbaktas ka talaga, no choice tos mahonda ka pa tos malusad kala ngahaw, mahonda na liwat tos malusad na liwat.”

55

(I’m from Eastern Samar. I travel to Tacloban City, then from Tacloban we would travel again to Villareal. Sometimes we prefer the Sta. Rita to Villareal route. Then, from Villiareal it would take us four to six hours to travel. Sometimes, if we would agree, we will travel from Tacloban to Babatngon but the problem is if we will use the Babatngon – Villareal route we will be facing huge waves. Sometimes, we would experience unimaginable waves wherein we would have thought that it would clash with our motorboat. I would sometimes say “O My God, what kind of travel experience is this” but we do not have a choice because if we will

choose to travel by water there would be huge waves while if we will go for land travel, we need to walk, then ride a motor cycle and walk again – Teacher 3).

“The challenge there is an pagface han mga gidadagku-e nga mga balod during san mga habagat nga panahon. Ako kay from Catbalogan pa ak na ukoy, so ma travel ako pa tarangnan tos from there matravel na liwat ako pumpboat pa station.”

(The challenge there is how you would be able to face gigantic waves during south wind monsoon. I reside in Catbalogan City, so I still have to travel from Catbalogan to Tarangnan, then from Tarangnan I will ride a motorboat to reach my station – Teacher 5).

“Nag struggle ako especially kun panahon san habagat kay sympre mabalod, peru since I am a teacher kinahanglan ko ilubon.”

(I struggle a lot in travelling especially during the south wind monsoon because that’s the time where I encounter huge waves, but I am a teacher so I have to endure it – Teacher 6)

56

“Na assign ako sa island, so an akun travel, from Calbayog to Catbalogan then pagtinaboktabok for 3 hours from catbalogan to Birawan, an materials danay dire namun na aachieved kay adto man kami sa puro, waray liwat internet ngadto.”

(I am assigned in an island school, so my travel is from Calbayog to Catbalogan. Then, the travel time is three hours from Catbalogan to Birawan. The learning materials are sometimes not available because we’re in the island, and there’s no internet connection also – Teacher 7).

“From Birawan, Daram Samar ako so masakay ako tikang ha amon pakadto sa catbalogan bali usa nga pasahirusan ha dagat tapos pagkadi ko sa Catbalogan, masakay na liwat ako ha Bioso nga pasaherosan para mahingadto ako situn nga school nga akun gintututduan.”

(I am from Birawan, Daram Samar. From there, I would take a motorboat to Catbalogan. When I arrive in Catbalogan, I would take another public transport motorboat bound for Bioso where I am teaching – Teacher 8).

The teachers faced gigantic waves during the *habagat* season and consumes three to six hours of travel just be in school (Teachers 3, 5, 6, 7 and Teacher 8). According to Calfas (2018), traveling for work causes stress to the worker specially when crossing seas and rivers. Psychological disturbance and physical fatigue may occur during and after the travel most specially teachers in the far – flung schools.



Subtheme B. Land – based Travel of the Teachers.

“Harayo talaga tos ginbabaktas peru kay waray ako choice trabaho akun biling so ansya adto nga ginkarawat ko...nakukurian talaga ako masyado kay damo landslide dire pantay an dalan...damo amun dara nga mga personal na gamit, madalunot an agia-an ngan kun na uran naabot 1 hour an baktas.”

(The school is very far so I need to walk because I don’t have a choice, and I am looking for a job that is why I accepted it. It is really very hard because along the way there are landslides, and bumpy land terrains. We bring a lot of our personal things, the area is very slippery and when it rains it would take us one hour to reach there – Teacher 2).

“Akun travel is from Jiabong to Casapa, Motiong 2 hours and 30 minutes to nagtatravel pa kami baktas pasulod 1 hour, malapak an amun ginbabaktas danay nahihibalindas pa kami maski san burod ak.”

(My travel will be from Jiabong to Casapa, Motiong Samar, and it would take me two hours and 30 minutes. We still need to walk for one hour to get to the community where the school is situated. The area is very muddy and I even experienced being slipped when I was pregnant – Teacher 4).



Teachers from far-flung schools received hardship allowance from DepEd, however, in exchanged was a one to three hours of trekking in the slippery and muddy trails and encountered man-made and natural hazards (Teacher 2 and Teacher 4). According to Chatterton (2017) difficulties in recruiting and retaining professional teachers in isolated areas have been attributed to the relative lack of predominantly urban-based amenities and services, such as state-of-the-art health care, institutions of higher education, diverse cultural and recreational activities.

Theme 3. Management. Management is the act of handling functions and responsibilities, controlling situations, and directing people towards achieving a common goal. Theme 3 can be explained by two subthemes which are Classroom Management and Discipline in which MAPEH teachers really do focus when managing their students for them to learn comprehensively the concept of the subject. From the analysis, it can be understood that the lived experiences of MAPEH teachers in the geographically challenged high school in Samar Division are making importance of those two subthemes for they believe that the success or failure of everything depends on how it is planned, executed, evaluated and corrected. The following utterances of the key informants were presented below:

Subtheme A. Classroom Management of the Teachers in the GIDA Schools.

“Proactive kasi ako, labi na kun magawas kami kun an topic kinahanglan talaga nga gumawas, halimbawa PE kami basketball amun topic, makadto kami hit basketball court, before kami gumawas gintutugon ko na akun students na asya

ine atun bubuhaton didto diba naghahatag na ako mga do's and don't's. kun lecture method naman, mahilig ako magdownload video clips tos ginpapakita ha ira nga video halimbawa Asian music mas maupay kun ginpapakita sa ira, para mas maintindihan nira."

(I am proactive especially when our topic needs to be done outside the classroom. For example, during a PE class, we need to be in basketball court if the lesson requires us to go there. But, before we go outside I would orient them first what to do outside and give them the do's and don'ts. If its lecture method, I'm fond of downloading video clips, and would let them watch videos. For instance, in Asian music, it is very effective when they watch videos for them to understand better – Teacher 1).

"If individual nahihirapan sila sa mga task, by pair mahirap pa din, by group naman medyo hindi pa effective, peru yung ginawa ko ang per Baranggay nakita ko na mas active sila at participative dahil pag -umuuwi sila at least may time sila dun mag usap – usap. Ginpipili ko an mga baltok nga students then an akun ginbubuhat, gin gogroupo ko hira, ginpipili ko an student nga medyo maluya tos gin didivide ko hira, then an usa nga student nga medyo maaram tos tatagan ko liwat hiya hin assistant usa liwat nga student para at least duha sira nga mag lead, my task is to facilitate nala ha ira."

(If the students were to be tasked individually and by pair, it is still hard for them. If it is grouped, it is still not effective. What I do is to group them per barangay and I can see that they are active and participative as well

because when they went home they have time to talk about the task. I chose the fast learners to be their leader and group them with the below average learners. Then, the average learners will assist the leaders so that both of them will lead the group. So, my task as a teacher is just to facilitate them – Teacher 3).

“Mga outdoor activities ngane kasi mas active an mga bata ngadto ha gawas kesa ha naadi ha sulod han klase kay madali hira mahubya, peru depende han topic kuno бага kinahanglan gud gumawas, nagawasi. Danay kay maaringasa an mga students akun ginhihimo gin – aassign ko sira individually dapat mag prepare sira ice breaker para mamuruko.”

(If it is an outdoor activity, the learners are very active outside rather in the classroom because they get bored easily. If the topic requires us to go outside the classroom, I will let them go outside. Sometimes they are noisy so I would assign them individually to prepare an ice breaker for them to get silent – Teacher 4).

“In terms of managing, gin gogroup ko talaga sira specially kon meada presentations. Ngan nag aassign ako hin leader nga mafocus talaga han kada group nga dire sira magsasarang nga mahihimo talaga nira an activity. Before kami gumawas ha room akun anay sira gintutugon nga dire magkalat dire mag aringasa kay kun ano man mahihitabo sa ira sa gawas that is my responsibility.”

(In terms of managing, I would group them especially when there is a presentation. I also assign a leader to focus in every group so that they can

do the activity. Before we go outside the classroom, I will always tell them the things to be done outside and remind them not to be noisy because whatever happens to them outside is my responsibility – Teacher 6).

“Ginkikita ko anay an kapakanan han akun mga student kun nakakaintindi ba sira. Pagnagpeperform kami sa gawas, ginpapaki-anhan ko sira kun what have they learn after san amun discussions.”

(I always look after the welfare of my students especially if they understand the lesson or not. If we have performances outside, I ask them what they have learned after our discussions – Teacher 8).

Based on the utterances of the key informants, the teachers were to adjust based on the learning ability of the learners, they need to go outside the classroom if it is needed, and they will be grouped into pairs or based on their respective places just to make it sure that all of them will participates (Teacher 1, Teacher 3, Teacher 4, Teacher 6 and Teacher 8).

Rytivaara (2011) highlighted that there is a positive impact on learning outcomes if the learners were to work in groups. When teachers assign group projects and collaborative learning experiences, it requires students to work with one another to learn the content and apply it to the activity while at the same time learning important lessons regarding cooperation and teamwork (Weinstein, 2016).



Subtheme B. Teachers insure discipline among learners.

"Disiplina talaga akun number 1 nga school management peru when it comes to sa mga panahon nga alanganin an kabataan tumabok sugad situn Habagat, dagko an balod, its part of my management nga ginsisiring ko an mga bata nga dire na mag apras pagsulod."

(Discipline is my number one priority when it comes to school management, but when time comes that it is not safe for the learners to go to school during south wind monsoon because of the big waves, it is part of my management to inform them that they should not go to school – Teacher 5).

“Gintatagan ko sira mga limitations kun diin la sira tubtub kinahanglan kumadto sanglit kun meada kami mga culminating activities sa MAPEH, gin iinvolve ko sira para ma expose sira san mga task. Naghahatag ak anay mga rules and since upat itun siya ginhihimu ko kasi kada components 2 weeks ko sya gintututdo.”

(I give them limitations as to where they need to go. That is why whenever we have culminating activities in MAPEH, I encourage them to get involved so that they will be exposed to any task. I also give them the rules. Since there are four components in MAPEH, I would schedule teaching every component for two weeks – Teacher 7).

“Pagnagawas kami, ginpapaline up ko sira, dapat dire sira masarang ngan maaringasa, then ginppagtag – usa usa ko sira pag execute.”

(Whenever we go outside the classroom, I would remind them to line up. They should be organized and they should avoid being too noisy. Then, I let them execute one by one – Teacher 9).

Effective discipline is important for maintaining a positive atmosphere in the classroom and supporting students’ learning. Teachers imposed discipline among the learners especially during outdoor activities and involving them in the planning of the activities as well (Teacher 5, Teacher 7, and Teacher 9). Wubbels (2011) examined research on classroom management and found that successful classroom managers focus their attention more on the students’ learning and less on creating a noiseless atmosphere.

Theme 4. Methods and strategies of the teachers in the isolated high school of

Samar Division. Teaching in a geographically challenged high school is indeed very difficult. A lot of problems emerge and MAPEH teachers must face those insurmountable problems by adapting to their environment and developing different strategies that would best fit to their situation. This theme will discuss the different and unique strategies that MAPEH teachers created and developed. Most of these strategies are in teaching, hence the absence of electricity and the location of school hinders them to avail richness that the technology could offer.

The following utterances of the key informants were mentioned:

“Demonstration –Lecture then general ideas to specific mas effective hiya in teaching MAPEH.”

(For me, Demonstration –Lecture and deductive method are both very effective in teaching MAPEH – Teacher 5).

“Focus ako sa hands-on or actual demonstration kay para makikita talaga han bata kun paano gincoconduct an mga activity specially kun physical.”

(I’m focused on hands-on or actual demonstration so that the learners could see how the activity is being performed especially in physical education – Teacher 6).

“I think mas effective an teaching kun ginrerelate an ira place sa akun gintututdo. Kun baga dida la kami nakuha. An sa libro danay dire namun ginsusunod kay gincocontextualize namun itun.”

(I think teaching is very effective if they could relate it to their situations. It just needed to be localized. Sometimes we don't entirely follow the book because we contextualize it – Teacher 7).

“Amo itun nga spoon feeding or kaya Lecture – demonstration, maglelecture ako and then after heto igdedemonstrate ko na kay as a MAPEH teacher kailangan nimo igdemo liwat most especially physical education...maghahatag ak liwat han assessment, magpapaquiz ako ha ira tapos after heto dire man gud perme nga tatagan paper and pen test ginrererate ko liwat ira performances.”

(I would do spoon-feeding or lecture-demonstration. I would do lecture then I would demonstrate because as a MAPEH teacher it is very important to demonstrate as well especially in physical education. I will also give them assessments. I will give them quiz but it is not always a paper and pen test because I also rate their performances – Teacher 8).

“More on performance ako, gindedemonstrate ko anay an lesson and then ginpapasubad ko sira. Nagamit ako mga videos mga movies like that and other strategies nga kun diin makakamanipulate sira han ira kalugaringon kundiin malelearn sa mga knowledge...gintututdo ko anay ha ira an mga basic anay, an elements of music kun ano ito nga G – clef, ano ito nga mga notes tapos nagsesearch talaga ako for further knowledge.”

(I am more on performances. First, I would demonstrate the lesson. Then, I let them follow. I use video clips, movies and other strategies that they could manipulate with their own, and they would be able to learn more knowledge. I

teach them first the basic. For example, in the elements of music, I define terms like g-clef and notes, and I always do research for further knowledge – Teacher 9).

Teacher demonstrations were important because they provide students with first-hand experiences of real events and more so with localizing what are essentials in teaching especially if materials are not available (Teacher 5, Teacher 6, Teacher 7, Teacher 8 and Teacher 9). Veldman (2015) stated that the lecture-demonstration strategy can be utilized in the self-contained classroom, with 30 to 40 students or in large group instruction. This method can be used whenever the purpose of instruction is to inform, enrich or motivate. This is far effective if the lesson needs to be discussed first before showing how it is done.

Theme 5. Professional growth of the teachers in the GIDA high schools. Theme 5 explains that learning is a continuous process. Even teachers must undergo this process, and they must continuously hone their knowledge because everything in this world keeps on changing, and that as a teacher they must keep abreast with the current information in their field (Robert, 2017). In order to do that, they must attend seminars, trainings and even submit themselves for higher studies. Most of the MAPEH teachers in the geographically challenged high schools are enrolled in the Graduate Studies because they believe that by gaining more information, they will become more effective in teaching, and they will be able to give their students a chance to learn further (Briones, 2017). However, they were not given much of the trainings they need because most of the training venues were far from their stations. Two subthemes - A and B will discuss further this theme. The utterances of the key –informants were presented below:

Subtheme A. Trainings.

“Dire ako masyado trained san mga higher MAPEH like grade 9 tos 10, medyo dako ira scope kay classical, renaissance makuri igrelate sa mga bata.”

(I am not trained in handling MAPEH in the higher levels like Grade 9 and 10 because it has a large scope as it tackles classical arts and renaissance, and it is very hard to relate to them.” Teacher 1).

“Lack of trainings kami kasi nag – aaragway kasi pag may seminars tos mas ginpaprriority nira an mother school kesa didto sa bukid.”

(We have insufficient trainings because some teachers are not accommodated so it causes squabbles among the teachers. They always prioritize those teachers in the mother school than those who are assigned in the far-flung schools. – Teacher 4).

“So far dire man gud ak nabebehind san trainings, recently nag attend ako trainings sa Dance Xchange. Usa itun san nag enhance sa akun labi na sa PE.”

(So far I am not left behind when it comes to trainings. Recently, I attended trainings for the Dance Xchange. It has really enhanced me especially in teaching PE – Teacher 7).

Teachers from the GIDA schools were lack of training because of its location, and seldom have they received invitations. Sometimes the training were irrelevant to what they actually needed, while most of the time the mother school will occupied the slots for the trainings and teachers from GIDA areas were taken

for granted (Teacher 1 and Teacher 4). While the teachers with friends that were from main land schools were informed immediately (Teacher 7). According to Lai (2015), attending trainings, workshops and orientations were the solution to continuously process teacher's learning and it also enhances teacher's teaching skills, provides new knowledge, and develops new proficiency, which in turn, helps improve students' learning.

Subtheme B. Teachers enrolled for an advanced studies.

"Nag-enroll ako san Master's degree in MAPEH para la mahibaro pagbasa san notes kay tikang Grades 7 to 8 meada didto kanta nga mga folksongs han Philippines sympre babasahun an notes."

(I enrolled in a Master's Degree program for MAPEH just to know how to read notes because from Grades 7 to 8 there are folksongs from the Philippines wherein you need to read the musical notes – Teacher 8).

"Nag conduct ako san independent study san akun master's degree kan Sir Orale about san kakurian san pag handle san Music, so far nakabulig talaga sa akun han duro kay mas na intindihan ko."

(I conducted an independent study in my Master's degree with Sir Orale which was about the struggles on handling Music Education. So far, it has helped me a lot because I now understand it deeply – Teacher 9).

Based on the utterances of the key informants, teachers enrolled for the advanced studies. New learnings and concepts were being introduced, the researches that the teachers conducted were also useful to their teaching and

understanding MAPEH subject (Teacher 8 and Teacher 9). According to Marbas (2017), teachers who earn their advanced degrees show a deep level of understanding and commitment to the profession, allowing them to modify curriculum goals, adjust teaching methods, and enter leadership positions to enact the system-wide changes in education.

Theme 6. Aspirations. Despite of the hard situations that teachers from the geographically challenged high schools have been going through, teachers instill positivity among themselves. MAPEH teachers believe that everything will be given action and attention by the Department of Education. Theme 6 discusses the idea of having a desire for better learning and for developing a sustainable curriculum wherein the competencies are attainable and fit to the needs of the learners. The following are the utterances of the key informants:

Subtheme A. Facilities and Equipment.

“Dapat an depEd igprovide an mga materials like CDs or downloadable videos para magamit san mga bata ngan MPAEH teachers sa ira klase kay para mas madali an teaching process...para maging globally competitive an mga bata dapat modernize na an tanan maski an classroom.”

(DepEd should provide the materials like CDs or downloadable videos so that the learners and MAPEH teachers could use it in their respective classes. This would also ease their teaching process. To produce globally competitive learners, our classrooms should be modernized - Teacher 1).

“Dapat an government magprovide additional building tos mga facilities and equipment’s para mas ma enhance pa namun an amun teaching ngan ma experience san mga bata. Harayo han duro amun school so dire kami amaaram san mga nahihitabo sa mailand.”

(The government should provide additional buildings, facilities and equipment so that we could enhance our teaching and students would be able to experience new things. Our school is very far and we are not updated about the latest in the mainland – Teacher 2).

“Sana po tagaan kami san buildings kay overcrowded gudman kami, waray kami covered court para san mga PE activities and internet connectivity.”

(We are hoping that we would be able to have buildings because our classes are overcrowded, and we don’t have covered courts to conduct PE activities. We also do not have internet connections – Teacher 3).

“Dapat unahon san gobyerno nga ayuson anay an transportation kay maiha na ito nga ginrereklamo. Tos an facilities and materials kay ako personally an napalit, imbes nga para san akun mga anak ngan pamilya nahihingadto nala sa akun mga needs for school.”

(The government should prioritize first fixing the issue on transportation because it has been a complaint for a long time. We also need some facilities and materials because I provide them personally. Instead of using the money for my sons and family, I just use it for my needs in school – Teacher 4).

“Didi sa island dapat tagan san government an school san mga motorboat para dire malate an mga bata kay nagbabaktas pa sira for an hour.”

(The government should provide schools in the islands with motorboats so that students will not become late because they walk for an hour just to be in school on time – Teacher 5).

“Since an depEd kay nag iimplement san sports dapat igprovide nira mga equipments para magamit sa mga activity. As a teacher dire man natun maprovide ngatanan kay limited la atun salary. Dire la sa sports, sa ngatanan nga aspeto, libro most specially.”

(Since DepEd is implementing sports, they should provide schools with equipment for us to use it in the activities. As a teacher, I cannot provide everything because we have a very limited salary. This should be done not only in sports but also in every aspect especially books – Teacher 6).

Since MAPEH teachers were stationed in the Geographically Challenged High Schools, there were scarcity of equipment and learning materials for them to use. The learning materials that the teachers were using was obsolete and it does not fit in this modern world of technology (Teacher 1 and Teacher 6). Most of the far – flung schools were lack of classrooms and school buildings. Transportation problem was also pressing, teachers were worried to the possible hazard students might encounter on their way to school or back home (Teacher 2, 3, 4, and Teacher 5). According to Briones (2015) and Lapus (2011), the availability of materials which are fit and essential for the competency being taught and assessed is very

vital in teaching, most specially that the Department of Education is aiming to produce globally competitive graduates.

73

Subtheme B. Teachers Complaints about the Curriculum Content of DepED.

“Instead of music san ibang bansa, why not focus nala kita san atun nala music para nakakarelata an mga bata kun nanu talaga, para makafocus sira.”

(Instead of music from other countries, why not focus on our own music so that learners could understand it better, and they will be able to focus as well – Teacher 7).

“Para makaproduce san quality education an mga teachers ngadto san ira mga estudyante, para maibulig ngadto san mga kabataan, kunta igsend kami ngadto san mga expert san music, expert san mga arts, PE ngan health, tagan pa kami exposure heto para kun magkanano man, we have enough knowledge to teach the students those who do not know to execute properly kun paano sira magbabasa mga notes.”

(To produce quality education, the teachers should be exposed to experts in music, art, PE and health. They should give us more opportunities so that we would have enough knowledge to teach students how to execute properly and how to read the musical notes properly – Teacher 8).

“Igfocus anay kunta sa basic anay kay an ira kasi ginbutang sa curriculum is mga culture nagn iba – iba nga instruments nga dire man related sa atun...maghatag pa sira mga learning materials nga makakabulig sa mga bata.”

(DepEd should focus to the basics first because what they put in the curriculum are the culture and different musical instruments which are relevant in our country. They should also give learning materials which would help the learners – Teacher 9).

Teachers were struggling in coping with the curriculum content, hence it is irrelevant to the learners need and location. Music component in MAPEH was considered the hardest by the teachers in the GIDA schools because it was mostly about foreign music and that learners could hardly relate to it. Even the teachers as well as are hard to understand the concept because of the absence of trainings. In DepEd Curriculum Guide for MAPEH, the Philippine setting for Music, Art, PE and Health was mainly discussed in Grade 7 while in Grade 8 to Grade 10 discusses Asian Music, European Music and American Music. According to Abcalen (2015) even the teachers themselves do not know the basics in Music, and a little knowledge in the Philippine music, what more if the teachers will be discussing the Music of the world. The needs of teachers training in MAPEH was cited by Enriquez (2017), teachers must be trained even further and the idea of redirecting our curriculum and competencies to fully understand the concept must be considered by policy makers.

Theme 7. Coping strategies in perceived obstacles. MAPEH teachers from the geographically challenged high schools in Samar Division shown that no matter what happens, no matter what setbacks teachers would encounter towards their goal of delivering quality education to their learners, there will always be various ways to

surmount all those. These teachers were very much particular with the curriculum problems, facilities and equipment which makes the subject difficult to teach. Despite of these difficulties, teachers were able to create many ways to deliver teaching-learning process in a way that teachers will still meet the competencies of the department. MAPEH teachers did not let these obstacles to ruin their plans, instead proved that they remain firm and continue to uphold DepEd's vision. The following were the utterances of the key informants:

Subtheme A. Contextualization of the Topic.

"Amon ginbubuhat nagreresearch pa kami, then an problema na liwat is maluya dinhi it internet, so bisan anhon amon parenisearcha kay gagamiton unta namun sa klase dire namun magagamit so an akun ginhihimo is nagcocontextualize as long as parang related lang hiya san competencies nga aadto san curriculum guide."

(What we do is we would research for more information about the topic but the problem is that internet connection is very slow so no matter how eager we research because we will be using it in our class, it is useless. So, we contextualize our topic as long as it is still related to the competencies and the curriculum – Teacher 3).

"I am teaching MAPEH for almost 5 years. Being a sport minded individual I focused mostly on teaching sports specially PE. Tungod kay harayo man gud an school, na focus ako san individual sports specially san athletics nga pwede siya magkameada sn individual trainings unlike san mga team sports."

(I am teaching MAPEH for almost five years. As a sport minded individual, I focused mostly on teaching sports specially PE. Because the school is far, we only focus on individual events especially in athletics so we can train our athletes individually unlike team sports - Teacher 6).

In the far-flung areas, the absence of electricity and signal for internet connectivity prompts the teachers to contextualize and localize teaching materials and even strategies (Teacher 3 and Teacher 6). According to Fernandez (2012) contextualized teaching and learning builds upon a similar concept of putting academic activities into perspective to achieve the best teaching and learning outcomes. As cited also by Leite (2017) the concept of localization and contextualization falls on the idea that students learn best when experiences in the classroom have meanings and relevance in their lives. Things students do and associate with them are the learning that last forever.

Subtheme B. Teachers Initiatives in the far- flung schools in Samar Division.

“Sa equipments and facilities nagamit ko san mga students made instruments and innovations para waray gastos...danay nagdadara nala ak liwat instruments tikang sa mainland nga pwede ko magamit sa klase.”

(The equipment and facilities which I used are all student – made instruments and innovations. The advantage is we never spent that much. Sometimes, I would bring instruments from the city which I can use in my classes – Teacher 5).

“Kun ano an available nga mga materials or equipments nga pwede magamit para maging model ansya nala akun gingagamit.” 77

(I use the available materials or equipment as a model to teach my students for them to understand better – Teacher 6).

“Meada kami culminating activities nga ginhihimo, sa art ginhahayaan ko sira nga mag explore sira kun nano gud talaga ira skills, sa music imbes nga foreign music, I let them appreciate our own music.”

(We are conducting a culminating activity. In arts for example, I let them explore new possibilities until they develop their skills. In music, instead of foreign music, I let them appreciate our own music – Teacher 7).

Based on the utterances, teachers used materials that were available in the community. Teachers even use local materials and student – made outputs to recreate the materials or equipment needed for the certain lesson (Teacher 5, Teacher 6 and Teacher 7). According to Mouraz (2016), students learn resourcefulness through the practice of being goal directed. Teachers provide environments that foster resourcefulness when they encourage students to plan, strategize, prioritize, set goals, seek resources, and monitor their progress.

Discussion

The result of this study shows the emergence of seven major themes that would describe the lived experiences of MAPEH Teachers in the Geographically Challenged High Schools in Samar Division and these are: (1) Challenges and Struggles; (2)

Transportation; (3) Management; (4) Strategies (5) Professional Growth; (6) Aspirations, and (7) Coping Mechanisms in perceived obstacles. 78

The first major theme is the Challenges and Struggles of MAPEH Teachers in the Geographically Challenged High Schools in Samar Division. They have a shortage of classrooms and insufficient number of learning materials. Further, they don't have enough knowledge in handling the subject and worst is even in their teaching they struggle a lot. Most of the schools only have three to have classrooms, and every classroom contains 60 – 90 students (see Photo 18, p. 97 and Photo 22, p. 99). One of the schools that the researcher visited teachers even borrowed chairs used in the church and other students use water containers (see Photo 22, p 99 and Photo 19, p. 98). Because of the geographical setting of these schools, they cannot access the learning materials. The delivery of the said materials is only up to the nearest municipality where their mother school is situated. As to the teachers teaching MAPEH, most of them are not MAPEH Majors, that is why they could not perform and teach well the subject. It is very hard for them to teach 4 components in a week. Most of the jargons in MAPEH are not familiar to them because their undergraduate orientation is far different from what they are currently teaching at it really affects their pedagogy.

The second major theme focuses on the Transportation wherein most of the teachers are have difficulties. In this research, there are two identified major transportation modes that teachers from the geographically challenged high schools utilize. These are via land transport through walking and riding in "habal-habal", and via island transport through motorboat. Most of the teachers who are travel through land

need to walk four to six hours, and others ride habal – habal for an hour and still need to walk for more than three hours just to be in their stations (see Photos 13 and 14, p. 95). ⁷⁹

In this situation, there are hazards that the teachers encounter like landslides, flash floods, and even encounter armed group along their way. They also endure extreme heat while walking just to be in their station (Photo 9, p. 93). Most teachers who travel by land have hazard pay given to them by the government. Some teachers were even crossing the cascading rivers and hire locals to help them cross the cascading rapids of the river (see Photos 3 – 8, pp. 90 – 92). Furthermore, teachers that travel through motorboat face huge waves during the “habagat” season or the south wind monsoon. It takes them three to six hours of travel through seas. Most of the island high schools do not have stable electric supply for their discussions and another performance based presentation (see Photos 15 – 16, p. 96).

The next major theme is Management. Despite of the location of the MAPEH teachers, they still can manage their learners and instill discipline among them. The teachers are proactive when it comes to classroom management. They utilize outdoor activities to divert boredom among the learners. The MAPEH teachers from the geographically challenged high schools are resourceful and have developed initiative in order for the learners to stay active in the subjects. During outdoor activities the teachers are well organized and before they start the activity, they have to orient first the students about the rules and regulations that they must follow when dealing with outside activities. Other teachers are using the buddy – buddy system and forming the students

into core groups to overlook everyone's performances and welfare. The teachers are just facilitating the entire learning process (see Photos 17 – 18, p. 97).

80

Another major theme is the Strategies where every MAPEH teacher from the geographically challenged high school in Samar Division is good with. Most of the MAPEH teachers use lecture - demonstration method. They discuss the concept of the lesson and the terminologies being used.

After that, the teacher demonstrates how it should be done, and the students must do the same. This is very much applicable if the topics revolve around sports, dances and even in music and art (see Photo 22, p. 99).

Professional Growth is the fifth major theme in this research where trainings and enrolment in further studies are involved. The MAPEH teachers from the geographically challenged high schools are mostly not informed about the trainings which involve teachers teaching in MAPEH because of their location. The information cannot be accessed in their locations because there is no signal in most places. However, most of the teachers are enrolled in graduate studies so that they will keep themselves abreast with the latest information, and they will also learn new methods in teaching. Sometimes, their experiences in their respective stations are used in their studies for them to improve, and their weakness will become their strength.

The sixth major theme is the Aspiration. Teachers are the front liners when it comes to teaching. They also are the major sources of information when the Department is going to revise or know exactly the problems that the school is facing. Aspiring for a

better delivery of education is also the job of the teachers that is why they have all the
rights to suggest what is best fit for the learners and their current situations. 81

Most of the MAPEH teachers are aspiring that the government must build more classrooms, facilities and equipment for the school especially in MAPEH subjects because they don't have enough of it, and most of them are conducting their lessons outside and even under a mango tree (see Photos 1 and 2, p. 89). They also aspire that the government should consider revising the curriculum content because most of the competencies being set are unattainable especially in Music Education, wherein most of the topics involve other countries wherein the students and even the teachers could not relate to.

Last theme focuses on the Coping Mechanisms in Perceived Obstacles. Despite of those hardships the MAPEH teachers have encountered, there will always be a solution for all of those. As what others believe, to every problem there is always a solution. Coaches have their initiatives on what should be done for them to overcome all those obstacles they face such as persevere in surpassing those challenges, have the initiative like doing extra activities just to showcase the totality of learnings that the students acquire in MAPEH, and contextualizing the lessons if the competencies cannot be fully attained.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion and recommendation from the results of the data analysis undertaken.

Summary of Findings

The following are the significant findings of the study:

1. All of the nine teachers from the geographically challenged high schools in Samar Division encounters challenges. Most of it were; the scarcity of classrooms, learning materials were impossible to reach their schools because of its locations, out of field teachers were handling MAPEH subject, handling the students because most of them were working and misbehaving, and the lack of support from the school head.
2. Transportation is one of the pressing issues that the teachers were suffering. There are two major transportations in this study; five teachers were traveling through island-based travel and four teachers were traveling through land.

These teachers have to spend three to six hours of travel from their respective places to their stations.

3. Mostly of the teachers from the GIDA schools were proactive and that they instill discipline among their learners and the teachers usually let the learners work in group to facilitate learning effectively. 83
4. Lecture-demonstration was the common method used by the MAPEH teachers in the geographically challenged high schools in Samar division. This is by far the most effective for the MAPEH teachers because of the absence of electricity and internet connection in their stations.
5. Teachers from the geographically challenged high schools were lack of trainings because seldom have they received invitations and even information disseminations. Out of nine respondents, two of which were studying for master's degree.
6. The MAPEH teachers from the isolated high schools in Samar division aspires to have complete school facilities and equipment which they can used in their everyday classes, teachers were also aspiring for the revision of the curriculum hence the students cannot relate to the current curriculum.
7. The coping strategies of the teachers from the GIDA schools, were to contextualized and localized the materials which the teacher needs. Most of it were made by the learners from the local materials found in the community.

Conclusions

The researcher concluded with seven major themes which emerged out of the lived experiences shared by the MAPEH teachers in the Geographically Challenged High Schools in Samar Division to wit:

84

1. Challenges and Struggles; from the analysis it can be understood that most of the dilemmas that the teachers are facing are the insufficient number of classrooms which are not convenient for learning. Another thing is there is also inadequate number of learning materials because most of these learning materials are not delivered due to the location of the school. Most of the schools don't have any access to technology due to the absence of electricity. Moreover, most of the teachers are not specialized in MAPEH that is why they cannot handle the subject very well making it hard for the teachers to teach and handle the subject as well as lack of support coming from the school head and peer discrimination.

2. Transportation; teachers are spending most of their time traveling. Teachers need to spend 3 to 6 hours of traveling just to be in their stations. MAPEH Teachers in the Geographically Challenged High Schools are walking these long distances and riding motorboats even if they encounter huge waves along their way.

3. Management; teachers from the geographically challenged high schools in Samar Division develop exceptional managerial skills when it comes to classroom management, especially when it comes to the outdoor activities and discipline among the learners.

4. Strategies; teachers use lecture-demonstration method when it comes to teaching MAPEH subject. They find it effective, hence the teacher discusses first the concept then later on the teacher will demonstrate.

5. Professional Growth; teachers from the geographically challenged high schools in Samar Division lack trainings because information cannot be accessed due to the signal problem. The teachers cannot access the internet as well.

85

However, some of the MAPEH teachers are enrolled in advanced studies for them to be abreast of the new information and learning.

6. Aspirations; the MAPEH teachers aspire to have additional classrooms, hence in their present situations they desperately need it. Since the subject is more on physical activities, the teachers also need facilities and equipment for their outdoor activities. The teachers from the geographically challenged high school also aspire for the revision of the curriculum content and making the competencies more appropriate and relevant to the learners.

7. Coping Mechanisms in perceived obstacles: If there are lot of problems there is also lots of ways on how to overcome all of those, and it is because there are initiatives enough to surmount those circumstances. Based on the data, the teachers use contextualization and localization method in order to answer the insurmountable competencies set by the Department of Education, and creating activities for the learners to understand the concept of the subject.

Recommendations

1. Department of Education should give priority to the geographically challenge high schools in building new classrooms and giving them books and other learning materials.
2. Constant monitoring from the personelles of Samar Division is highly suggested to insure that teachers from the GIDA schools are properly guided and supervised.
3. The department should also install solar panels for those schools that do not have electricity.
4. The government must construct a circumfential road as also suggested by the MAPEH teachers in the Island High schools so that students have an alternative route in traveling to school. A *Sakay na Project* must be implemented by the Government to ensure that teachers and students in the Island – Schools could travel easily.
5. Hardship allowance should not be limited to those teachers that are traveling via land, or need to walk just to be in their stations. Also, roads or pathways must be constructed so that teachers from far-flung areas could travel easily and will not take much of their time walking and riding habal – habal.
6. Training-Workshop on Effective Classroom Management solely for GIDA school should be conducted by the Samar Division. The schools from Isolated areas have diffrent managerial skills and needs than those from the mainland schools.

7. A refresher course must be implemented by the Division Office about the different methods and strategies in Teaching that are appropriate to the needs and situations of the GIDA schools specially in handling MAPEH subjects. 87
8. Department of Education or to the Samar Division itself must develop more trainings and seminars for MAPEH teachers which could also cater to those from the geographically challenged high schools. The training should focus on Music Education because in the data analysis Music is the hardest component of MAPEH. The Division Office should give study permit to the teachers from the far - flung schools and let them study for their master's degree for further learnings.
9. The government must prioritize the construction of additional classrooms and teachers for the geographically challenged high schools in Samar Division. Learning materials should not only be limited to the mother schools, it should be distributed to all schools in the division. A revisitation of the current curriculum must be considered, to fit into the situations and locations of the far-flung schools.

REFERENCES

Briones (2017). "The schools in the far-flung communities are not alone in their crusade to brighter future... we need teachers". Speech in *Teacher's Forum*, Philippine Normal University.

Bucholz D. and Sheffler G. (2017). Approaches to school discipline: a selected review of the

literature. No. 2. *European Journal for Educational Research*. Retrieved from <http://eric.ed.gov/?id=ED087084>.

Chandra, A. (2017). *Impact of MAPEH teachers towards the behaviors of the students* (Doctoral dissertation), University of the Philippines.

Craig G. S., Kraft R. L. and Plessis J. N. (2012). A case study about teachers' incentives in the geographically challenge schools in the Philippines. *Journal of Research in Education*, 13(3), 177-183.

Colaizzi, P. (1978). Psychological research as the phenomenologist sees it. In R. Valle & M. King (Ed.), *Existential-phenomenological alternatives for psychology* (pp. 48-71). New York: Oxford University Press.

Dorman L., Aldridge M. and Franser B. (2016). The learning environment in clicker classrooms: student processes of learning and involvement in large university-level

courses using student response systems. *Academic Journal for Research*. Retrieved from <http://www.ascd.org/publications/books/sf114049/chapters/The-Importance-of-a-Positive-Classroom.aspx>

Education and Situational Analysis on Philippine Concern for Learning (2014). Retrieved January 18, 2015, <http://deped.gov.ph/schoolsituations/far-flungschools/>

90

Escutin, L. (2017). Competency of MAPEH Teachers. Panay New, Dao, Capiz. <https://www.pressreader.com/philippines/panay-news/20170310/281951722616115>. Retrieved March 10, 2017.

Figeroa, L., Lim, S., and Lee, J. (2016). *Investigating the relationship between school facilities and academic achievements through geographically weighted regression* (Master's thesis). University of the Philippines, Diliman, Quezon City, Philippines.

Gaynor, M.D. (2012). A case study about teacher's sufferings in the coastal/island schools.

Bulletin of the Council for Research in Education, 131, 44-66.

Gottelmann and Duret et al. (2015). *The utilization, deployment and management of teachers in*

Botswana, Malawi, South Africa and Uganda. Paris: UNESCO.

Guha, M.N. (2016). *Getting teachers in the far-flung schools*. Seattle, WA: University of Washington Press.

Hallak, J. (2016). *Investing in the future: setting educational priorities in the developing world*. Paris: UNESCO-IIEP.

Hedges (2013). The importance of posting and interaction with the education bureaucracy in becoming a teacher in Ghana. *International Journal of Educational Development*, 22, 353-366.

Increased support for far-flung areas, 2014. Retrieved August 19, 2014. www.philippinedailyinquirer.net/increased.support/far-flung-areas

Kuruppu, L. (2011). The "books in schools" project in Sri Lanka. *International Journal of Educational Research*, 35(2), 181-191.

91

Lawrence, R. (2017) *High School Transformation: The Lived Experiences of Teachers Moving to Small Learning Environment* (Doctoral dissertation). Georgia Southern University, 2017.

Lave, J. (1996). Teaching, as learning, in practice. *Mind Culture & Activity*, 3(3), 149-164.

Laverick, D. (2007). Motivation, metacognition, mentors and money: ingredients that support teaching expertise. *Early Childhood Educational Journal*, 34(4), 247-249.

Lipsky, M. (2015). *Friends in far-flung places. An investigation and analysis in Michigan's remote*

- public elementary schools, K-6* (Doctoral dissertation). University of Michigan. Dissertation Abstracts International, 57, 2932. Accessed on December 12, 2018.
- Lived Experiences. <http://methods.sagepub.com/reference/sage-encyc-qualitative-research-methods/n250.xml>. Accessed on November 12, 2018.
- Lockheed and Vespoor (2011). *A chance to learn: knowledge and finance for education in Sub-Saharan Africa* (Doctoral dissertation). University of Pretoria, Dissertation Abstracts International, 61, 541.
- Lopez, L. A. (2016). Importance of MAPEH. *Sun Star*, Pampanga. <https://www.pressreader.com/philippines/sunstar-pampanga/20160207/281659664081855>. Retrieved February 07, 2016.
- Lopez, O. (2007). *Classroom diversification: an alternative paradigm for research in educational productivity* (Doctoral dissertation). University of Texas, Austin.
- Luistro, A. (2014). Don't Forget Far Flung Schools. *The Herald* (the official publication of the Department of Education). Manila, Philippines: EPA Publishing.
- Marbas J. (2017). The importance of learning materials. *Academia*. Retrieved from https://www.academia.edu/8704377/THE_IMPORTANCE_OF_INSTRUCTIONAL_MATERIALS. Accessed on January 24, 2019.

Martir, G. (2018). *Increasing Prosocial Behavior of Secondary Students in Grades K-7 through a Conflict Resolution Management Program*, ERIC Number: ED347607, <http://eric.ed.gov/?id=ED347607>. Accessed on August 18, 2018

Majoni, C. (2017). Curriculum overload and its impact on teachers' effectiveness. *European*

Journal on Education Studies. www.oapub.org/educ. 2017 vo. 3 issue 3. Zimbabwe Open University Mash Central Regional Campus, Zimbabwe. Retrieved from shorturl.at/iCU39. Accessed on April 05, 2019.

Mulkeem, A. (2014). *Teachers of Rural School: A Challenge to Africa* (Doctoral dissertation). University of Nairobi, Africa, 2014. Retrieved from <https://www.seek.salford.ac.uk/profiles/JMulkeen.jsp>. Accessed on Feb. 17, 2019.

Mupa, L. P. (2015). Why are the schools in decadence? *Journal of Education and Practice*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1079543.pdf> accessed on March 05, 2018.

Nhundu T. and Shumba A. (2011). The nature and frequency of reported cases of teacher perpetrated child sexual abuse in rural primary schools in Zimbabwe. *Child Abuse and Neglect*, 25, 1517-1534.

93

Nleya, J.G. (2010). Perceptions of Botswana primary teacher educators on selected

teaching

skills. *International Journal of Educational Development*, 19, 147-156.

Rachel C., Sun F., Daniel L. and Shek T. (2012). Student classroom misbehavior: an exploratory study based on teachers' perceptions. *Public Policy Research Institute*.

Retrieved from [https://www.hindawi.com/](https://www.hindawi.com/journals/tswj/2012/208907/)

[journals/tswj/2012/208907/](https://www.hindawi.com/journals/tswj/2012/208907/). Accessed on September 12, 2018.

Ramin, B. (2013). *Education in far-flung districts of Nimroz faces great challenges: locals* (Doctoral dissertation). University of KwaZulu - Natal. *Dissertation Abstracts International*, 61(02), 418-A.

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68.

Samillano, J. (2016). *Competency among MAPEH teachers in teaching performing arts in selected*

public secondary schools in North Cotabato (Master's Thesis). University of Southern Mindanao, Cotabato.

San Juan, D.M. (2015). *Importance of Music, Art and Physical Education*. Metro Manila, Philippines: Fairfax Country Publishing, 89(2), 103 - 150. July 27, 2015.

Selvin, M.L. (2013). Analysis of the relationship among school climate, teacher effectiveness and teacher morale. *Journal of Educational Measurement*, 16, 245- 253.

Schollar, E. (2011). A review of two evaluations of the application of the READ primary schools program in the Eastern Cape Province of South Africa. *International Journal of Educational Research*, 35, 205-216.

- Supulveda D. (2018). Language barrier and its effects on learning. *Journal for Academic Research*. Published online 2015 July 1. Retrieved from. doi: [10.3889/oamjms.2015.077](https://doi.org/10.3889/oamjms.2015.077) PMCID: PMC4877846.
- Taylor P. and Mulhall A. (2011). Linking learning environments through agricultural experience – enhancing the learning process in rural primary schools. *International Journal of Educational Development*, 21, 135-148.
- Teacher brings learning to far-flung area (2016). Retrieved February 28, 2016. www.manilatimes.net/teachers.brings/learning-far-flungschools.xml
- The Baseline (2017). *The official publication of DepED – Samar Division*. Catbalogan City, Philippines. November 15, 2017 Issue.
- Visit the far-flung schools, 2014. Retrieved (June 01, 2014) <https://www.rappler.com/nation/59390-luistro-visit-remote-school-opening-classes>
- Yarrow, A. (2013). Teaching in rural and remote schools: a literature review. *Teaching and Teacher Education*, 15, 1-13.

APPENDICES

APPENDIX A

CHECKLIST

“THE LIVED EXPERIENCES OF MAPEH TEACHERS IN THE GEOGRAPHICALLY CHALLENGED HIGH SCHOOLS IN SAMAR DIVISION”

Interview Guide:

I. PROFILE

Name: _____ **School:** _____
Gender: _____ **Year/s Teaching:** _____
Distance of the School from the Town Proper (Kilometer): _____

II. QUESTION PROPER

- What are your lived experiences as a MAPEH Teacher in this Geographically Challenged High School?
 - Personal View
 - How do you adopt/cope in your teaching despite of the distance of this school?
 - Personal knowledge about the subject you are handling?
 - Have you attended some training regarding or related to MAPEH?
 - What should the government or the Department of Education must do in order to address the issues/ problems that you’ve encounter?
 - Classroom Management
 - How do you manage your students?
 - How do you manage your class when you are having an outdoor activities?
 - Strategies
 - What are your strategies in Teaching MAPEH?
 - Teaching Delivery
 - How do you adopt/cope in your teaching despite of the distance of this school?
 - What are the problems you’ve encountered in teaching MAPEH?
 - How do you overcome those problems you’ve encountered in teaching the subject?
 - Material Use
 - What materials you usually use in teaching MAPEH?

APPENDIX B

CODING

Significant Statement	Formulated Meaning	Subthemes	Theme
<p><i>"We need to borrow classrooms in the Elementary just to accommodate our students. We are just using makeshifts where the roofs are leaking and it is not conducive for learning." Teacher 1</i></p> <p><i>"There is no available classroom, we need to fuse 2 sections. Making it 84 students in 1 classroom, other students don't have chairs and electric fan as a result the room is very hot, and I suffers sore throat, they don't listen that is why there is no learning at all." Teacher 2</i></p> <p><i>"We hold classes outside since we have are lacking classrooms,</i></p>	<p>In most far – flung schools, they need to borrow classrooms from nearby Elementary school in order for them to accommodate their students. Because most of their classrooms are makeshifts which are not conducive for learning.</p> <p>Due to the fact that the number of students are keep on increasing, meanwhile the number of classrooms are still the same, this manifestations means there are a lot of congested classrooms in the Public High School most specially in the far – flung areas.</p> <p>Because of the classroom shortage, teachers are force to hold classes outside.</p>	Classroom Utilization	Challenges and struggles

<p><i>but it is just okay since the subject is MAPEH we are more on activities.” Teacher 6</i></p>			
<p><i>“As a MAPEH teacher, there are no modules and materials available that is why it is very hard for us...since our school don’t have internet connection and even signal, so I still need to go to Catbalogan City just to download videos.” Teacher 1</i></p> <p><i>“I have a very difficult teaching experience because we don’t have books, no references to be used, no internet connect, no signal. The school does not provide us CGs and TGs.” Teacher 4</i></p> <p><i>“The MPS of MAPEH is the lowest among all the subjects because we are lacking books as reference materials.” Teacher 2</i></p> <p><i>“We don’t have books for Grade 7 to be used, and it is hard for us to follow the competencies in the</i></p>	<p>In most subjects, learning materials is very important in the teaching – learning process. It indicates the competencies to be tackle. Aside from books teachers could also gather additional information through internet. Without this, the teachers could suffer hardship in teaching the lessons, because the competencies are the backbone in delivering lessons, as a result it could trigger to a poor performance.</p> <p>Competencies are very important in teaching – learning process, it should be SMART. However, some of these competencies are unattainable due to some of the school locations which are far from the mainland. Because of this some teachers could not deliver the teaching – learning process effectively.</p>	<p>Access to learning materials</p>	

<p><i>curriculum because sometimes the competencies are unattainable.” Teacher 3</i></p> <p><i>“Advantage for the mainland schools because during PE Class or Music, in Music teaching for example, the instruments are already available, for us we still need to used local materials and contextualize our teaching.” Teacher 5</i></p> <p><i>“I struggled a lot in textbooks, we have 10 available textbooks however my class is compose of 60 students, and it is very hard.” Teacher 6</i></p>	<p>Facilities and equipment are very important in having learning MAPEH, because apart from the theories, hands - on experience is very effective in teaching the subject.</p> <p>The issue on the student – textbook ratio is very true to the geographically challenge schools. Wherein it’s either there are no books, or 6 students will have to share 1 book.</p>		
<p><i>“When I go to Catbalogan City, I see to it that I can download music which I can use, there are books that contains Youtube URL for your reference and be able to use in class.” Teacher 1</i></p> <p><i>“We cannot proceed</i></p>	<p>In teaching, the teachers should master the skills of being resourceful. We need to innovate ways and techniques to deliver quality learning which is very relevant to the competencies set by DepEd. We need to go down to the level of our learners for them to understand things</p>	Personal knowledge	

<p><i>immediately to the next topic because MAPEH use English as a medium of instructions, and I still need to translate it to Waray – Waray for them to understand.”</i> Teacher 2</p> <p><i>“I struggle a lot in music because the students do not understand classical music, for them it is boring. What I did is just to relate the lesson to the present singers that we have.”</i> Teacher 7</p> <p><i>“We have 4 components in MAPEH, and I found out that Music is the hardest component.”</i> Teacher 9</p>	<p>comprehensively. MAPEH, is compose of 4 components and the teachers handling this subject should master every components. What is happening in reality is that they tend to skip MUSIC because most of the MAPEH teachers knows how to dance but seldom have they known music. Teachers struggles a lot because of the integration of classical music to the curriculum and the study of foreign music.</p>		
<p><i>“Because of the remote location of our school, we are not often visited by the supervisors that is why even if it is not my major, I am force to teach the subject.”</i> Teacher 1</p> <p><i>“I accepted the job because the students are polite, it is very</i></p>	<p>Lack of supervision tends to result in poor teaching practices.</p> <p>Instructional materials, and student’s perspective towards their studies are often the factors that</p>	Teaching	

<p><i>hard to adjust because they are impatient plus we also don't have books and teacher's guide."</i> Teacher 2</p> <p><i>"As a teacher in a far flung school, sometimes I am overloaded because we are handling 8 subjects, I am handling grade 7 to 10, I have MAPEH subjects, Social Studies and ESP. it is indeed very hard to manage 80 plus students in one classroom, and mind you the attitude of this students are incontrollable."</i> Teacher 3</p> <p><i>"In terms of sports, we don't have enough equipment wherein the school cannot provide, like for example in throwing events. In running event for example, the place is very bumpy and it is located in the Barangay and it is not appropriate for training, it is very dangerous."</i> Teacher 6</p> <p><i>"As a non MAPEH major, I struggle a lot</i></p>	<p>contributes to effective teaching.</p> <p>Most problem of every school in Samar Division as well as the in the entire country is the classroom facilities and congestion of the subject load, plus the increasing number of the students thus, the quality of teaching also suffers.</p> <p>In teaching, instructional materials are indeed very helpful in attaining the competencies set by the DepEd. However, most of these competencies are hard to attain because it does not fit to the real situations of most school particular in the far flung areas.</p> <p>Another reason why we got a poor quality education in our country is that, most of our teachers are handling subjects that are far from their chosen field as to compare with what they studied in their undergraduate years.</p>		
---	--	--	--

<p><i>in handling this subject because I am not really trained for this, but since they give me the subject so I just accepted it. It adds my burden when I found out that the subject is composed of 4 components and that it requires 4 computations."</i></p> <p><i>Teacher 7</i></p> <p><i>"Being a MAPEH teacher is a hard job, simple because we need to be flexible. When we are making our lesson plans, the grades should be in 4 components, in music how could I able to teach? Music is indeed a very hard component you know why? Even myself could hardly understand it, I know how to sing, I also know how to transfer the knowledge to my learners the different notes, and pitch names, however when it comes to reading notes, it gives me a large problem."</i></p> <p><i>Teacher 8</i></p>	<p>MAPEH majors are always complaining that Music is the hardest part in teaching MAPEH. This is because their foundation during their undergraduate level is indeed very low. They are not expose in Music – theories, terminologies, techniques, and strategies are sometimes at risk. Another factor is, most of the MAPEH teachers cannot play any instruments, and as a result, they are also teaching what they know.</p>		
<p><i>"I have encounter students that will actually fight back, there are times that</i></p>	<p>The behavior of the child in the classroom depends on the upbringing of their parents and the values</p>	<p>Handling Students</p>	

<p><i>when you ask them to behave, but they will be shouting in return...there are times we don't have any students every Thursday because they are working in the farm and others are being task by their parents to buy in the mainland or else they don't have any food to eat." Teacher 4</i></p> <p><i>"Usually teaching special students or those with special needs really struggles me a lot. Because there are some that you need to please them, and I discipline these students differently from my regular students, in this island, I have students that needs special attentions and we don't have special education teachers to handle this kind of students." Teacher 5</i></p> <p><i>"The student's behaviors are very aggressive and hard headed. I have 3 out of</i></p>	<p>that is being instilled to them in their home. Therefore, what they are showing in school and how they performed are end product of their values and their molded characters.</p> <p>In public schools, you have to accept every students who wishes to enroll whether they are regular students or those with special needs. Since DepEd pledges to the motto EDUCATION FOR ALL, the burden now lies to the handoff the teachers who are not trained enough in handling such special cases.</p> <p>Home visitation is one way that a teacher could deeply analyze the performance of the students in the classroom. By simply knowing the root cause of his/ her very low performances the teacher needs to immerse and step down to the level of the child's</p>		
---	---	--	--

<p>50 students which could not focus to the discussions. I think there is a slight insanity, but I never thought of that because I treat them as special or close to my heart, I am trying to understand them, on how I could be able to please them and how they should behave in my class, because their classmates keeps on bullying them for the reason that they are different from the regular students. What I did was, I've conducted home visitation and even talk to the parents, according to the mother he shows different attitudes and modes, in my observations this student has a bipolar disorder. I also discover that even in their own home there are problems encounter by this student, like for example the food, and they are even task to do the work for a living." Teacher 8</p>	<p>understanding. In order to do that, the teacher also needs to understand the situation of the learners in their family and in community in general.</p>		
<p>"Our school head don't support sports activities, according to</p>	<p>It takes a village to educate a child. This is indeed very true in</p>	<p>Lack of supports from the school</p>	

<p><i>her “sports could not do anything when it comes to the learning of the students”. Her focus is purely in academics as a result, I have lose my eagerness to contribute to school. As a MAPEH teacher, it is very painful because it is supposedly your purpose in school. Our target as a MAPEH major is not just to develop our learners mentally but the physical well-being of your learners.”</i></p> <p>Teacher 3</p>	<p>attaining the holistic development of the learners. Most of the time, learner does not just takes place within the four walls of the classroom. Sometimes, this essential learnings are done and created outside, just like sports activities. However in order to do this, the school should be the premier supporter for this development.</p>	<p>head.</p>	
<p><i>“In terms of choosing an athletes, sometimes there is a discrimination, because there are teachers that handles MAPEH for a long time, being the only MAPEH major and it happens to be the only girl in our school, they don’t listen in all my suggestions and ideas.”</i> Teacher 4</p> <p><i>“I struggle in financial aspect, because you</i></p>	<p>Among teachers, most of the issues raise is the so called, “seniority” factors, which sometimes results to discrimination among colleagues. The ideas presented by younger teachers may not be acceptable by the senior teachers.</p> <p>Teachers in the far flung areas often faces financial crisis because most of the time they tend to pay everything - from teachers</p>	<p>Peer Discrimination</p> <p>Financial Problem</p>	

<p><i>know what my budget is allocated for boarding house and school contributions and sometimes my co – teachers are laughing at me because of how I look when wearing old clothes.” Teacher 8</i></p>	<p>IMs to even the students need. Which is supposed to be paid by the school MOOE.</p>		
<p><i>“I’m from Eastern Samar, I travel to Tacloban City, and then from Tacloban we will travel again to Villareal, sometimes we prefer Sta. Rita to Villareal route. Then, from Villiareal it takes us 4 to 6 hours travel. Sometimes, if we agreed, we will travel from Tacloban to Babatngon, the problem now is if we will use the Babatngon – Villareal route we will be facing huge waves. Sometimes, we’ve experienced unimaginable waves wherein you thought that it will crash our motorboat, my mind keeps on saying “O My God, what kind of travel experience is this we don’t have a choice, if we will choice water travel there are huge waves, if we will choice land travel, we need to walk, then ride</i></p>	<p>The main problem for the teachers teaching in the geographically challenge schools is travelling. Sometimes, they need to risk their own safety just to answer the call for duty. Teachers from the island schools are suffering from huge waves during the south wind monsoon season. Yet they are still those which are not actually included in the DepEd’s Hardship Allowance allocated for teachers. Most of the island teachers are actually not native of that place and they come from the difference localities which makes it hard for the teachers to travel.</p>	<p>Island – based Travel</p>	<p>Transportation</p>

a motor cycle, then walk again." Teacher 3

"The challenge there is how you would be able to face gigantic waves during south wind monsoon. I residing from Catbalogan City, so I still have to travel from catbalogan to Tarangnan, then from tarangnan I will ride a motorboat to my station." Teacher 5

"I struggle a lot in travelling especially during the south wind monsoon because that's the time where I encounter huge waves, but still I am a teacher so I have to endure it." Teacher 6

"I am assigned in an island school, so my travel is from Calbayog to Catbalogan, then the travel time is three (3) hours from Catbalogan to Birawan, the learning materials sometimes is not available because we're in an the island, there's no internet connection also. Teacher 7"

<p><i>"I am from Birawan, Daram Samar, from there I will take motorboat to Catbalogan, and when I arrived in Catbalogan I will take another public transport motorboat bound to Bioso where I am teaching." Teacher 8</i></p>			
<p><i>"The school is very far, I need to walk because I don't have a choice, and I am looking for a job that is why I accepted it. It is really very hard because along the way there are landslides, and bumpy land terrains...we bring a lot of personal things, the area is very slippery, when it rains' it take us 1 hour of walk." Teacher 2</i></p> <p><i>"My travel will be from Jiabong to Casapa, Motiong Samar and it takes me 2 hours and 30 minutes, and we still need to walk for 1 hour to get to the community where the school is situated, the area is very muddy and I even experience being slipped when I was pregnant."</i></p>	<p>Although teachers from the Highland schools received annually their hardship allowance, still the danger and the life threatening instances along the way is still in existence. During the travel, they might experience the natural – made disasters or hazards like landslide, being slipped in a very steep passages, and even bite of wild animals and for the Man – Made hazards like falling trees due to illegal logging, and even encountering some armed men (NPA, etc.)</p>	<p>Land – based Travel</p>	

Teacher 4			110
<p><i>"I am proactive, especially when our topic needs to be outside of the classroom, for example PE, and we will be discussing basketball we need to be in basketball court but before we go outside I will orient them first what to do outside and give them the do's and don'ts, if its lecture method, I fun of downloading video clips then let them watch the videos. For example Asian music, it is very effective when they see the videos for them to understand better."</i></p> <p>Teacher 1</p> <p><i>"If it is outdoor activities the learners are very active outside rather in the classroom because they get bored easily. But it depends on the topic if it needs to go outside the classroom I will let them go outside... Sometimes they are noisy, I assigned them individually to prepare an ice breaker for them</i></p>	<p>Managing students is primary role of a teacher. Working with students in an outdoor learning environment is different from teaching in a traditional classroom setting. To become effective and efficient, teachers must be able to set rules and regulations prior to the activities which are set outside.</p> <p>When teachers assign group projects and collaborative learning experiences, it requires</p>	Classroom Management	Management

<p>get silent." Teacher 4</p> <p><i>"If the students were to be tasked individually and by pair it is still hard for them, if it's grouped still it's not effective, but what I did was to group them per Barangay and I can see that they are active and participative as well, because when they went home they have time to talk about the task. I chose the fast learner to be their leader then what I did, I grouped them with the below average learners, then the average learner will assist the leader so that both of them will lead the group. So my task as a teacher is just to facilitate them."</i></p> <p>Teacher 3</p> <p><i>"In terms of managing, I grouped them especially when there is a presentations, and I assigned a leader to focus in every group so that they can do the activity. Before we go outside the classroom I will always tell them the things to be done</i></p>	<p>students to work with one another to learn the content and apply it to the project at hand, while at the same time learning important lessons regarding cooperation and teamwork. Research shows that group work can have a very positive impact on learning outcomes for many reasons. Group work essentially creates an environment where students "teach" and explain concepts to each other. This reinforces the information provided by the instructor and also provides students the opportunity to "hear" or learn the material from a peer, who may be able to explain it in a way that makes more sense to the other students. The concept of students working in groups also promotes a setting where collaboration and cooperation are valued and produce better results, teaching the students valuable life-long skills that are important in the professional workplace.</p>		
---	---	--	--

<p><i>outside, not to be noisy because whatever might happened to them outside is my responsibility."</i> Teacher 6</p> <p><i>"I always look for the welfare of my students if they understand the lesson or not. If we have performances outside, I ask them what have they learn after our discussions."</i> Teacher 8</p>			
<p><i>"Discipline is my number 1 when it comes to school management but when time comes that it is not safe for the learners to to go to school during south wind monsoon because of the big waves, it's part of my management to inform them that they should not go to school."</i> Teacher 5</p> <p><i>"I give them limitations as to where they need to go. That is why whenever we have culminating activities in MAPEH, I</i></p>	<p>Effective discipline is important for maintaining a positive atmosphere in the classroom and supporting students' learning. Teaching strategies that support positive behaviors begin by making expectations clear, teaching children how to meet them and reinforcing student's appropriate behavior. When needing to address particular behaviors for individual student, it can be very helpful to work with parents and careers to develop a positive discipline plan.</p>	Discipline	

<p><i>encourage them to get involve so that they will be exposed in any task. I give them the rules and since there are four components in MAPEH, I schedule teaching every components for 2 weeks." Teacher 7</i></p> <p><i>"Whenever we go outside the classroom, I remind them to line up, they should be organized and avoid being too noisy, then I let them execute one by one." Teacher 9</i></p>			
<p><i>"Demonstration – Lecture then general ideas to specific it is very effective for me in teaching MAPEH." Teacher 9</i></p> <p><i>"I'm focus on hands-on or actual demonstration so that the learners could see how the activity is being performed especially in physical education." Teacher 6</i></p> <p><i>"I think teaching is very effective if they could relate it to their place. It just being localized. Sometimes</i></p>	<p>When you are learning something new, such as sports or steps in dancing, it can be helpful to watch someone demonstrating how to do the same task. Demonstration may appear to be a simple teaching strategy. However, the teacher plays a crucial role in involving students and maximizing what they learn from it.</p> <p>More so with localizing what are essentials in teaching especially if the materials is not available.</p>	Method of Teaching and Strategies	Strategies

<p><i>we don't follow the book because we contextualized it."</i> Teacher 7</p> <p><i>"It's a spoon-feeding or lecture-demonstration, I will do lecture then after I will be demonstrating because as a MAPEH teacher it is very important to demonstrate as well, especially in physical education... I will also give them assessment, I will give them quiz, it is not always a paper and pen test I also rate their performances."</i> Teacher 8</p> <p><i>"I am more on performances, first I demonstrate the lesson and then I let them follow. I use video clips, movies and other strategies wherein they could manipulate with their own and they would be able to learn more knowledge...I teach them first the basic, example the elements of music, what is a g-clef, what are the notes, and I always do research for further knowledge."</i></p>	<p>Teacher demonstrations are important because they provide students with experiences of real events, phenomena and processes, helping them learn, raise students' interest and motivation, enable you to focus students on a particular phenomenon or event, such as the proper execution of different sports, stoke in paintings and even in singing a particular notes for music, can be used to develop and challenge students' understanding can help students carry out their own practical work more effectively.</p>		
--	---	--	--

Teacher 9			115
<p><i>"I am not trained in handling high MAPEH, like Grade 9 and 10, it has a large scope because they tackle about classical, renaissance and it is very hard to relate to them." Teacher 1</i></p> <p><i>"We have insufficient trainings because it will result to fight, they always prioritize those teachers in the mother school than those who are assigned in the far -flung schools." Teacher 4</i></p> <p><i>"So far I am not left behind when it comes to trainings, recently I attended trainings for the Dance Xchange. It really enhances me especially in PE." Teacher 7</i></p>	<p>Modern society demands high quality teaching and learning from teachers. Teachers have to possess a great deal of knowledge and skills with regard to both teaching and assessment practices in order to meet those demands and standards of quality education. Teacher learning is a continuous process that promote teachers' teaching skills, master new knowledge, develop new proficiency, which in turn, help improve students' learning.</p>	Trainings	Professional Growth
<p><i>"I enrolled in Master's Degree program for MAPEH just to know how to read notes, because from Grade 7 to 8 there are folksongs from the Philippines wherein you need to read the notes."</i></p>	<p>Teachers who earn their advanced degrees show a deep level of understanding and commitment to the profession, allowing them to modify curriculum goals, adjust teaching</p>	Graduate Studies (Master's Degree)	

<p>Teacher 8</p> <p><i>"I conduct an independent study in my Master's degree with Mr. Orale, it is all about the struggles on handling Music Education, so far it helps me a lot because I now understand it deeply."</i> Teacher 9</p>	<p>methods, and enter leadership positions to enact the system-wide changes in education they wish to see.</p>		
<p><i>"DepEd should provide the materials like CDs or downloadable videos so that the learners and the MAPEH Teachers could use it in their respective classes, this would ease their teaching process as well...to have a globally competitive learners our classrooms should be modernized."</i> Teacher 1</p> <p><i>"The government should provide additional buildings, facilities and equipment's so that we could enhance more our teaching and the students would be able to experience new</i></p>	<p>The availability of materials which are fit and essential in the competency being used is very vital in teaching, most specially that the Department of Education is aiming to produce a globally competitive graduates.</p> <p>In as much of the instructional materials, the primary focus that the government must take priority is the recalibration of school facilities and building standard and well equipped classrooms for the 21st century learners. The over congested classroom is not conducive towards</p>	<p>Facilities and Equipment</p>	<p>Aspirations in achieving DepEd's Vision</p>

<p><i>things. Our school is very far and we don't know what the latest in the mainland are."</i> Teacher 2</p> <p><i>"We are hoping that we would be able to have buildings because our classes are overcrowded and we don't have covered courts to conduct PE activities and even internet connections."</i> Teacher 3</p> <p><i>"The government should priority first in fixing the issue on transportation because it has been a complaint even before. We also need some facilities and materials because I provide it personally, instead of using the money for my sons and family, I just used it for the school instead."</i> Teacher 4</p> <p><i>"In the island, the government should provide the school with motorboats so that the students won't become late because they were walking for an hour just to be in school."</i></p>	<p>learning. Every school should be provided by the facilities and equipment suited for every needs. Like for example in PE classes, they could not reach given competencies if they will not be exposed in physical activities.</p> <p>In an area where the student need to travel from island to island, the government should provide assistance like creating roads and pathways for the students to have an alternative route during the south wind monsoon seasons where they can't travel through seas or else, they must provide motorboats which can carry a large number of students. It is very essential sense most of the motorboats in the island are used for fishing by their parents.</p> <p>Sport is very vital in MAPEH subject however, because of the location of most schools with geographically challenge setting, they could not deliver an effective teaching regarding sports because they don't have the facilities and</p>		
--	---	--	--

<p>Teacher 5</p> <p><i>"Since DepEd is implementing sports, they should provide us equipment's for us to use it in the activities. As a teacher, I cannot provide everything because we have a very limited salary. Not just in sports but also in every aspect, books most specially."</i></p> <p>Teacher 6</p>	<p>equipment which are necessary in teaching sports.</p>		
<p><i>"Instead of music from the other countries, why not focusing to our own music so that the learners could understand better, and they will be able to focus as well."</i> Teacher 7</p> <p><i>"To produce quality education, the teachers should be submitted to the experts in music, art, PE and health. They should give us more exposures to that we have enough knowledge to teach the students on how to execute properly and how to read the notes properly."</i> Teacher 8</p>	<p>Currently, the curriculum of MAPEH set by the Department of Education is patterned to the universal knowledge. It explores from the Philippine Setting to Asia and to the world. The Philippine setting for Music, Art, PE and Health is mainly discussing in Grade 7 while in Grade 8 up to Grade 10, they are discussing Asian Music, European Music and American Music. The problem now is, even the teachers themselves does not know the basics in Music, and a little knowledge in the Philippine music, what more if they will be</p>	<p>Curriculum Content</p>	

<p><i>"DepEd should focus to the basics first, because what they put in the curriculum are the culture and different musical instruments which are related in our countries...they should also give learning materials which would help the learners."</i> Teacher 9</p>	<p>discussing the Music of the world. In the study, teachers in MAPEH must trained even further and the idea of redirecting our curriculum and competencies to fully understand the concept.</p>		
<p><i>"What we are doing is we will research for the more informations regarding the topic, the problem now is the internet connection is very slow and even how eager we research because we will using it for our class, still it is useless, so what we do is we contextualize our topic as long as it is still related to the competencies and the curriculum."</i> Teacher 3</p> <p><i>"I am teaching MAPEH for almost 5 years and my experience in teaching the subject. Being a sport minded individual I focused</i></p>	<p>Contextualized teaching and learning builds upon a similar concept of putting academic activities into perspective to achieve the best teaching and learning outcomes. In the far – flung areas, the absence of electricity and signal for internet connectivity leads the teachers to contextualize and localized teaching materials and even strategies.</p> <p>The concept of localization and contextualization falls on the idea that students learned best when experiences in the classroom have meanings and relevance in their lives. Things students do and associated with them are the learning that last</p>	<p>Contextualization of the topic</p>	<p>Coping strategies in perceived obstacles</p>

<p><i>mostly on teaching sports specially PE. Because the school is far, we are only focusing to individual events especially in athletics which we can train our athletes individually unlike of those of team sports."</i></p> <p>Teacher 6</p>	<p>forever. Applying the rule for learning by doing, applied learning, and manipulative learning is also a must in executing localization and contextualization in teaching.</p>		
<p><i>"The equipment and facilities which I used are all student – made instruments and innovations and the advantage is we never spent that much... sometimes I brought instruments from the city which I can use in my classes."</i> Teacher 5</p> <p><i>"To what are the available materials or equipment, I use it as a model to teach my students for them to understand better."</i> Teacher 6</p> <p><i>"We are conducting a culminating activities, in arts for example I let them explore new possibilities until they develop their skills, in music, instead of foreign music, I let them appreciate our</i></p>	<p>Executive functioning skills play a primary role in how students learn to self-regulate, directing their day-to-day and long-term actions. But it is also important to teach the broader concept of how to become a resourceful individual and why this matters in life. Students learn resourcefulness through the practice of being goal directed. Teachers provide environments that foster resourcefulness when they encourage students to plan, strategize, prioritize, set goals, seek resources, and monitor their progress.</p>	Teachers Initiatives	

own music.” Teacher 7			
--------------------------	--	--	--

APPENDIX C



Republic of the Philippines
Samar State University
COLLEGE OF GRADUATE STUDIES
Main Campus, Catbalogan City



February 18, 2019

ROSALINDA G. TORRES

Head Teacher III

Department Head of MAPEH, TLE and Values Dept.

Tarangnan National High School
Tarangnan, Samar

Madame:

With great adulation and deference!

The undersigned is **SEAN EDWARD S. SALUDAR**, a student of **Samar State University – College of Graduate Studies** and currently taking **Master of Arts in Education major in Music, Art and Physical Education (MAEd – MAPE)**.

Presently, I am developing my Master's Thesis entitled, "**LIVED EXPERIENCES OF MAPEH TEACHERS IN THE GEOGRAPHICALLY CHALLENGED HIGH SCHOOLS IN SAMAR DIVISION**". *This study aims to emphasize the situation of the teachers from the coastal/ island high schools and upland high schools under Samar Division, and how they cope with the ever changing technology despite of their distance from the mainland schools. This could also give the teachers a platform to share their strategies, methodologies and innovations in teaching MAPEH.*

In connection with this, the undersigned would like to ask your EXPERTISE to VALIDATE the coding process of the upper mentioned research. You have to check whether you agree or disagree with the results and statements of the MAPEH teachers from the geographically challenged high schools in Samar Division you can also leave some comments and suggestions so that the researchers could improve the coding process. The result of the study will serve as a baseline data for the improvement of MAPEH subject particularly in the geographically challenged.

Attach here with is the coding process that the researcher carefully drafted. If you have any questions, please feel free to contact me with this number 09452654797.

Thank you for your utmost support about this matter.

May God bless you!

Very truly yours,

(SGD) SEAN EDWARD S. SALUDAR, LPT

Researcher
Secondary School Teacher – I
Oeste National High School



Noted:

ROWEL A. DACANAY, MAEd

Research Adviser
Instructor I
Samar State University

123

APPENDIX D

VALIDATION

LIVED EXPERIENCES OF MAPEH TEACHERS IN THE GEOGRAPHICALLY CHALLENGED HIGH SCHOOLS IN SAMAR DIVISION

Direction: Please put a check mark (/) to your corresponding evaluation/assessment about the validity of the researchers coding process. You can also put your comments and suggestions for the improvement of the coding process.

Name	Agree	Disagree	Comments/Suggestions
1. Ms. Jhonna L. Lozano, LPT SST - III (Oeste NHS) 5 years in teaching MAPEH			
2. Mrs. Ester D. Repol, LPT SST - III (Pagsanghan NHS) 7 years in Teaching MAPEH			
3. Mrs. Analiza I. Tamor, LPT SST -III (Tarangnan NHS) 15 Years in Teaching MAPEH			
4. Rosalinda G. Torres, LPT Head Teacher III (Tarangnan NHS) Department Head - MAPEH, TLE and Values Education			
5. Mrs. Nancy M. Abaracoso Education Program Supervisor in MAPEH Samar Division			

APPENDIX E

PICTORIALS





125







CURRICULUM VITAE

Name	:	SEAN EDWARD S. SALUDAR
Date of Birth	:	AUGUST 05, 1992
Place of Birth	:	STA. MARGARITA, SAMAR
Civil Status	:	SINGLE
Father	:	MR. FERNANDO B. SALUDAR
Mother	:	MRS. MARIETA B. SABANDAL
Zodiac Sign	:	LEO
Age	:	26
Philosophy in Life	:	“THE BEST THINGS IN LIFE CANNOT BE SEEN OR TOUCHED, IT MUST BE FELT WITH THE HEART.”
Designation	:	SECONDARY SCHOOL TEACHER I OESTE NATIONAL HIGH SCHOOL Oeste, Tarangnan, Samar

EDUCATIONAL BACKGROUND

Elementary : **BALUD ELEMENTARY SCHOOL**
Brgy. Balud, Sta. Margarita, Samar
School Year: 2003-2004

Secondary : **STA. MARGARITA NATIONAL HIGH SCHOOL**
Sta. Margarita, Samar
School Year: 2007 – 2008

Tertiary : **SAMAR STATE UNIVERSITY**
College of Education
Catbalogan City
Bachelor of Secondary Education
Major in PEHM
School Year: 2013 - 2014

Graduate Studies : **SAMAR STATE UNIVERSITY**
College of Graduate Studies
Catbalogan City
MASTER OF ARTS IN EDUCATION (MAEd)
Major in MAPE

ELIGIBILITY

LICENSURE EXAMINATION FOR TEACHERS

September 28, 2014

Tacloban City

90.8%

LIST OF TABLES

Table	Page
1 Respondents per School	35

LIST OF FIGURES

Figure		Page
1	Locale of the Study	8
2	A Summary of Colaizzi's Strategy for Phenomenological Data Analysis	38