



ORGANIZATION AND MANAGEMENT OF MUSIC, ARTS, PHYSICAL EDUCATION AND HEALTH (MAPEH) BATANGAS PROVINCE HIGH SCHOOL FOR CULTURE AND ARTS

KRISTIAN G. DE LA VEGA

Researcher

ABSTRACT

This study assessed the organization and management of the Music, Arts, Physical Education, and Health (MAPEH) program at Batangas Province High School for Culture and Arts during the school year 2019–2020. Specifically, it sought to determine the respondents' profile in terms of age and gender; their assessment of the MAPEH program's organization (delivery of lessons, teacher-student communication, and performance evaluation) and management (MAPEH classes, facilities, and equipment); significant differences in assessments when grouped by profile; and significant relationships between the program's organization and management.

Anchored on the Cognitive Theory of Gestalt, the study utilized a descriptive research design. The respondents included students from the junior high school level. Data were gathered through a researcher-made questionnaire, and statistical treatments such as frequency, percentage, weighted mean, analysis of variance (ANOVA), and Pearson correlation coefficient were applied.

The findings served as the basis for formulating an action plan designed to enhance the overall implementation, delivery, and administration of the MAPEH program. The results

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



provide valuable insights for the Department of Education, school administrators, curriculum makers, teachers, and future researchers aiming to foster holistic student development through optimized MAPEH instruction.

Keywords: *action plan, arts, communication of teachers to the students, Curriculum Content, Equipment, Evaluative Measures, Facilities, Health, Learning, Learning Approach, Delivery of Lesson in teaching MAPEH, MAPEH, MAPEH Classes, Music, Physical Education, Innovative Measures, Lesson Presentation, Communication Skills, Performance Evaluation Used by the Teachers*

INTRODUCTION

MAPEH plays an important role in the development of a holistic personality, traditional and modern man have made use of MAPEH subjects as a mean of understanding varied phases of human existence. MAPEH is essential in enhancing the quality of human existence and preserving the ancestral influence considering the rapid changes by which civilization progresses. (Sangley, 2015)

In order to teach Music, Arts, Physical Education and Health effectively, teacher must possess special abilities in the various activities associated with the progress and must have passion on teaching them. Though, teachers find difficulties in teaching MAPEH in different kinds of students specifically in junior high school at Batangas Provincial High School for Culture and Arts with different intellectual capacities, talent or skills, interest, and learning styles especially in heterogeneous grouping of students. This condition calls for teachers to

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



create lessons for all learners based upon their readiness, interests, background knowledge and their specialization. So, teachers need to know the diversity and complexity in classroom, be it in the ethnicity, gender, language abilities and interests. Getting students to work and learn in class is largely influenced in all these areas. Anderson (2018) noted that it is imperative not to exclude any child in a classroom, so differentiated learning environment must be provided by a teacher.

Seemingly, organization and management of MAPEH program is based on the concept that the teacher is the facilitator of information while students take the primary role of expanding their knowledge by making sense of their ability to learn differently et. all Robinson, Maldonado, & Whaley 2014). Butt and Kusar (2010) moreover stated that it is an approach to planning, so that one lesson may be taught to the entire class while meeting the individual needs of each child.

According to Tomlinson (2009), organization and management in MAPEH is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests, and learning experiences as social and collaborative. Stronge and Tomlinson (2010) claimed that addressing student differences and interest enhance the learner's motivation to learn and make them to remain committed and to stay positive as well. The positive effect of differentiated instruction on teaching physical education in senior high school had shown that the differentiation can be considered as an effective teaching approach in diverse ability learners.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Apparently, each student has a preferred learning style, and successful differentiation includes delivering the material to each style: visual, auditory and kinesthetic and through words. Not all students require the same amount of support from the teacher, and students could choose to work in pairs, small groups or individually. While some students may benefit from one-on-one interaction with a teacher or classroom aide, others may be able to progress by themselves. Teachers can enhance student learning by offering support based on individual needs.

In addition, the researcher, a MAPEH teacher, is deeply motivated to undertake this study with the ardent hope that some kind of objective data information about organization and management of MAPEH program in which students enhance their performance in MAPEH which serve as vital source to strengthen the implementation of the program.

MATERIALS AND METHODS

Research Method

To find out the organization and management of MAPEH program the researcher used descriptive method of research. According to Bautista et al., (2016) descriptive research method is significant as surveys abound in educational research and are utilized by many researchers as an investigative tool to collect data in order to address educational questions. This method applies prominently because the present study aimed to determine the organization and management of MAPEH program.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Questionnaire

The researcher read theses, journals, and books to gain enough background information regarding writing the questionnaire to give substance to her own questionnaire. The first draft of the questionnaire was presented to the adviser for correction and possible suggestions. She went through each item carefully and offered suggestions for its improvement. The corrections and suggestions given in the first draft were incorporated in the second draft. It was presented again to the adviser for further comment and for refinement. Some more suggestions were given towards its improvement. After going through it, the researcher was advised to prepare the clean draft of the questionnaire. A clean draft of the questionnaire was prepared incorporating all the suggestions. Thereafter, the draft was submitted to the thesis adviser for correction and approval.

To validate the questionnaire, it was submitted to the three experts. They were Master Teacher in MAPEH, department head of MAPEH and professor in the graduate school. For reliability test of the questionnaire a survey was conducted to the twenty (10) students who were not included as respondents of the study and belonged to San Pascual National High School. Adjustment on the questionnaire based on the result of validity analysis and content validation were made after the conduct of the pre-testing exercise.

For the reliability of the questionnaire, the organization of the MAPEH program, the delivery of the lessons in teaching MAPEH a Cronbach Alpha computed of 0.93, communication of the teachers to the students 0.91 and the performance evaluation used by teachers 0.92 .

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



For the management of the MAPEH program the MAPEH classes received a Cronbach Alpha of 0.92, the facilities 0.92, the and the equipment 0.92.

Statistical Package for Social Sciences (SPSS) was used to get the result of reliability using Cronbach Alpha. The reliability of the constructed questionnaire was or about 92% valid and reliable

RESULTS AND DISCUSSION

The indicators under delivery of lessons obtained a composite mean of 3.84, verbally interpreted as Agree. The highest rated indicator is making everyone participate in class (WM=3.97), closely followed by demonstrating mastery of the subject matter (WM=3.95). This implies that MAPEH teachers are highly engaging and well-versed in their specialized fields, which is vital for an arts-focused school. Conversely, using the whole period in teaching received the lowest mean score of 3.55. While still interpreted as Agree, this suggests occasional structural constraints or scheduling overlaps that sometimes affect total instructional time.

Communication of Teachers to Students

The quality of instructional communication is essential for optimizing student comprehension in specialized performance courses.

Student Assessment on Teacher-Student Communication

1. Motivates with proficiency in lesson delivery

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



- *****
2. Uses commanding language that brings respect
 3. Teaches lessons in Filipino
 4. Clarifies lessons using English and Filipino
 5. Speaks well during lesson presentation
 6. Often talks to me whether I understand lessons or not

Composite Mean (4.05 Agree)

The composite mean for teacher communication stands at 4.05 (Agree). Clarifying lessons using code-switching (English and Filipino) topped the list (WM=4.30), coupled with speaking well during presentations (WM=4.23) and using commanding yet respectful language (WM=4.28). This indicates highly communicative and articulate teachers. However, checking in on individual student comprehension registered the lowest mean score (WM=3.63). This points out a minor gap in personalized formative assessment during fast-paced classroom sequences.

Performance Evaluation Used by Teachers

Assessment methods define how talent and academic competency are tracked within the specialized institution.

Performance Evaluation Methods

1. Uses practical examination

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



2. Observes actual performance for evaluation
3. Uses written examinations
4. Uses rhythm, grace, and fitness performances
5. Uses rubrics in evaluating actual performance
6. Uses individual and group performance outputs

Composite Mean (3.94Agree)

The criteria under performance evaluation generated a healthy composite mean of 3.94 (Agree). Utilizing individual and group performance outputs (WM=4.20) along with traditional written examinations (WM=4.14) are the primary evaluation avenues. This balanced execution shows that while the school nurtures artistic talent, cognitive mastery is monitored just as intently. Relying on specific rhythmic/grace fitness tests logged the lowest consensus at 3.70, indicating it is used primarily during specific physical education phases.

Management of Allotment and Classroom Environment

1. Time allotment for the subject is adequate
2. There are variations in different MAPEH activities
3. There is an adequate class size for teaching
4. There are only 40 students per MAPEH class
5. There is an adequate room size for the class

Composite Mean (3.62Agree)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The environmental dimension garnered a composite mean of 3.62 (Agree). While the presence of diversified activity routines (WM=3.94) is highly agreed upon, maintaining the ideal benchmark of strictly 40 students per class received a lower 3.13 (Moderately Agree). This signals spatial constraints and over-enrollment trends, where class sections frequently swell past ideal limits, putting strain on indoor teaching environments.

Facilities

Physical infrastructure is foundational for any school of culture and the arts.

Status of Institutional MAPEH Facilities

1. Adequate outdoor space for volleyball/basketball
2. Adequate indoor space for table tennis/gymnastics
3. Comfort rooms for use during PE classes
4. Lockers for student use during PE classes
5. Adequate space for changing clothes

Composite Mean (2.33 Disagree)

The data uncovers critical administrative deficiencies in school infrastructure, resulting in a Disagree composite mean of 2.33. While outdoor sports space is tolerable (WM=3.27), indoor environments for specialized sports or gymnastics are severely lacking (WM=1.97). Worse, the facility architecture lacks rudimentary student necessities: lockers (WM=2.01),

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



functional comfort rooms (WM=2.30), and designated clothing change spaces (WM=2.09) all returned alarming Disagree marks. This means students must manage performance transitions without hygienic spaces to change or secure their valuables.

Availability of Specialized Equipment

1. Equipment for rhythmic activities (dumbbells, sticks)
2. Equipment for gymnastics (ribbons, ropes, hoops)
3. Equipment for specific sports (basketballs, softballs)
4. Music equipment for rhythmic/dance sports
5. Apparatuses (mushroom stands, mats, balance beams)
6. Prepared costumes for different kinds of dances

Composite Mean (2.60Moderately Agree)

Inventory of Supplies

1. Available first-aid kits
2. Available tools for sports players
3. Available costumes for culminating activities
4. Official rule books for sports and dancing

Composite Mean (3.17Moderately Agree)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Equipment (WM=2.60) and supplies (WM=3.17) fall under the Moderately Agree category. While basic requirements like first-aid kits (WM=3.58), music audio resources (WM=3.35), and dance apparel items (WM=3.34) are adequately maintained, advanced technical gear is missing. Heavy gymnastics apparatuses like mushroom stands and balance beams (WM=1.77), alongside basic rhythmic props (WM=1.97), are severely lacking. This suggests that while cultural performance (dance/music) is decently supported, the physical education and gymnastics infrastructure is neglected.

Summary of Findings

MAPEH teachers show high instructional mastery, create strong language connections with code-switching, and keep classrooms active and participatory. Classroom configurations are increasingly pushed past the ideal maximum threshold of 40 students. The school faces major infrastructure issues, including a lack of indoor performance areas, secure locker storage, change rooms, and proper physical education gymnastics apparatuses.

CONCLUSION

Based on the findings of the study, the following conclusions are drawn:

High Instructional Competency: The organization of the MAPEH program at the Batangas Province High School for Culture and Arts is highly commendable in terms of teaching delivery, communication, and student evaluation. MAPEH teachers possess strong

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



subject matter mastery and effectively engage students through inclusive strategies and multilingual instruction (English and Filipino).

Imbalance in Program Specialization: While the school successfully prioritizes and sustains the cultural and artistic components of the curriculum (such as music and dance choreography), it falls short in providing an equivalent level of support for the physical education, sports, and gymnastics components.

Severe Infrastructure and Resource Deficiencies: The management of the MAPEH program is heavily constrained by critical infrastructural limitations. The school lacks essential indoor training spaces, basic student welfare facilities (lockers, changing rooms, and sanitary comfort rooms), and specialized gymnastics apparatuses.

Capacity and Time Pressures: Increased student enrollment compromises classroom management, as class sizes regularly exceed the ideal benchmark of 40 students. Furthermore, teachers face structural difficulties in maximizing the full instructional period, which may hinder the holistic execution of both theoretical and performance-based activities.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



REFERENCES

A. Books

Anderson, Edward. The Development of Learners Facility. New York: Academic Press, 2008.

Aquino, Gaudencio C. Principles and Educational Technology.

Manila: National Bookstore, Inc., 1998

Battle, O Donne;; and Watss, O , Classroom Teaching Skills:

London. Croom Hem 2009.

Closky, Mildred G. Teaching Strategies and Classroom Realities. New

Jersey, Prentice Hall, 2009.

Frankael , Jack R. Helping Students Think and Values, New Jersey

Prentice Hall,2008.

Gage , Nathaniel L. Research on Teaching. New Jersey Prentice

Hall,2008.

Gestalt , Carl J. General Psychology: Cognitive Theory. USA,2009,

Gines, G. C., Dizon P., Fulgencio A. B. , Obias, P. H.& Vendivel

Jr. Educational Psychology : Manila: Rex Bookstore, 2008.

Howes, James. Psychology of Teaching. New York. 2010.

Legania, O.G. Enhancing The teaching And Learning situation.

Manila : National Book Store. 2011.

Palardy, Michael J. Teaching Today : Tasks and Challenges. New

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



York, Mc. Millan, 2010.

Patterson, Cecil H. Humanistic Education. England Prentice Hall.

2010.

Raths, Louis. Teaching Beyond Curriculum. New York. 2009.

Spalding, Willard B. Principle for Effective Teaching New York: 2008

Zulueta, F. M., and Guimbatan K. L. Teaching Strategies and

Educational Alternatives Manila: Academic Publishing Corporation,

2009.

B. Journals

Chamdler, B J. "Excellence in academics", The Educator. : New

York, 2009.

Draz, Rodel . "Teachers Personality as Motivators", Modern Teacher.

Volume 5: Manila, 2009.

De Castro, Joel . "Teachers and the Profession" The Philippine

Journal of Education. Volume 8: New York, 2008.

Gardener, Ernest. M. "The Pursuit of Excellence" The New York Times .

New York, 2009.

Glare, Emie O. "Working Together" The Educator. Volume 8: New

York, 2008.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Gonzales, Emilio A. "The Classroom a Repertoire of Behavior" The

Academician. Volume 8: Manila, 2010.

Gregorio, Rafael D. "MAPEH Teaching" Modern Academician. Volume 8:

Manila, 2008.

Jimenez, Jay T. "Mental Health of Teachers" The Modern Teacher.

Volume 8: Manila, 2010.

Legaspi, Rollo G. "Teachers Personality. A Tool to Effect Discipline"

The Philippine Journal of Education Volume 6: Manila, 2009.

Reyes, Renato. "The Right of Pupils" The MOD Magazines. Manila,

2010.

Rivera, Modesto H. "The Fitness Among Students" The MOD Magazines, Manila

2010

Tingley, Randy O. Teachers and Mental Health " The Cebuanon".

Cebu City, 2009.

C. Unpublished Theses and Dissertations

Aganon, Marie A.: "Institutional, organizational Associated with

Productivity ". Unpublished Master's Thesis, University of the

Philippines, 2011.

Aromin, Perla A.: "Indicators of the Role Performance , Social and

Emotional Maturity of Public Secondary Teachers",

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Unpublished Master's Thesis, Araullo University, Cabanatuan

City, 2009.

Altamirano, Roger J: "Human Relatives and Traits of Public

Elementary School Enhanced Guidance Services in Schools".

Unpublished Master Thesis, Araullo University, Cabanatuan

City 2009.

Barron, Hans, J.: "The Performance of Students in Physical Education

Unpublished Master's Thesis, Araullo University, Cabanatuan

City, 2009.

Clint, Jacob Reed, J.: "The Teaching of Physical Education I Senior High School

Unpublished Master's Thesis, New Jersey University, USA. 2008.

Cerks, Julie P, J.: Difficulties in the teaching of Physical Education

Unpublished Master's Thesis, Arizona University, USA, 2010.

Jacob, nilo, J.: "The Performance of Students in Physical Education

Unpublished Master's Thesis, Araullo University, Cabanatuan

City, 2009.

"Teacher Motivation in Selected Public Secondary

Schools in Metro Manila. Its Relationship to Work

Satisfaction". Unpublished Master's Thesis, Adamson

University, 2008.

Jefferson, David M.: "The Performance of Students in Physical Education

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Unpublished Master's Thesis, New Jersey University, 2007..

Macaya, Eufrocina A.: "traits Orientation And Cognitive attributes of

Teachers Foundation to Enhance Classroom Guidance

Activities". Unpublished Master's Thesis, Araullo University,

Cabanatuan City 2008.

Matunan, Rafael D.: "Work Values and Work Alienation of Public

Elementary School Teachers". Unpublished Master's Thesis,

Araullo University Cabanatuan City, 2008.

Miranda, Nestor A.: "The Personality Dynamic of Teachers of Physical

Education Health and Music". Unpublished Master's Thesis,

University Iloilo, 2008.

Modemo, Rita S.: "The Self Esteem of Public Secondary Teachers of

Physical Education, Health and Music : Relationship to their

Values", Unpublished Master's Thesis, University of Baguio,

2010.

Murphy Anne.: "Remedial Measures for Students with difficulties in

English Language in City Town Middle School", Unpublished

Master's Thesis, Arizona University, 2008.

Nerub, Persida.: "Evaluating Teacher's Performance Through

Students Skills in the Use of English Language in Pensacola

Middle School, Pensacola", Unpublished Master's Thesis,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



University of Florida ,2008.

Neumann, Peter .: "Factors Affecting The performance of Students in Maddox HS. Maddox", Unpublished Master's Thesis, New Jersey,2008.

Ortiz, Divina D.: "Job Commitment And Work Animosity of Public Elementary School Teachers", Unpublished Master's Thesis, Araullo University, Cabanatuan City,2009.

RIcks Steven O. "Job Performance of Teachers of Physical Education, Health and Music", Unpublished Master's Thesis, Ohio State University, USA .2009.

Roman Severina O. "Personal Concept of Teachers of Physical Education, Health and Music", Unpublished Master's Thesis, National Teachers College .2009.

Roxas, Perla V. "Indicators of Ingenuity, Professionalism and skills in Fellowship Among PEHM Teachers", Unpublished Master's Thesis, Araullo University Cabanatuan City,2008.

Timoteo, Frano T. "Organizational Climate, Environment Work Alienation in the Public Secondary School in Cavite City" Unpublished Master's Thesis, Arellano university. 2011.

Xin, Stephen.: "Competency of Language Teachers in Portland HS. Portland Oregon", Unpublished Master's Thesis, University of Oregon, 2008.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
