



IMPLEMENTATION OF EXPERIENTIAL LEARNING STRATEGIES IN MUSIC, ARTS, PHYSICAL EDUCATION, AND HEALTH (MAPEH) 6 AMONG ELEMENTARY SCHOOL TEACHERS

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ABSTRACT

This study examined the implementation of experiential learning strategies in Music, Arts, Physical Education, and Health (MAPEH) 6 among elementary school teachers in Bolinao I and II Districts, Schools Division Office I Pangasinan. It specifically aimed to describe the profile of teachers, determine the extent of implementation of experiential learning strategies across the four components of MAPEH, identify commonly used experiential learning activities, examine the challenges encountered by teachers, and determine the relationship between teachers' profile and implementation practices, as well as between experiential learning implementation and learners' engagement. A descriptive-correlational research design was utilized, and data were gathered through a structured questionnaire administered to selected Grade 6 MAPEH teachers. Statistical tools such as frequency, percentage, weighted mean, and Pearson r were used to analyze the data. Findings revealed that the teachers were generally experienced, professionally trained, and academically qualified, with most actively participating in professional development activities. Experiential learning strategies were found to be widely implemented in MAPEH 6, particularly through hands-on, performance-based, and collaborative activities in Music, Arts, Physical Education, and Health. However, some activities requiring higher-order thinking, creativity, extended preparation, and real-life application were less frequently practiced. Teachers commonly utilized experiential learning activities such as performances, physical exercises, art-making, and simulations, which were observed to enhance learner participation and interest. Despite this, several challenges were identified, including limitations in instructional resources, time constraints, classroom management difficulties, and inadequate facilities. The analysis of relationships showed that teachers' profile variables did not significantly influence the implementation of experiential learning strategies, indicating that such practices are largely guided by

curriculum standards rather than personal characteristics. In contrast, a strong and meaningful relationship was found between the implementation of experiential learning strategies and learners' engagement, suggesting that increased use of experiential approaches leads to higher learner participation, motivation, and classroom involvement. The study concludes that experiential learning plays a vital role in enhancing engagement in MAPEH 6, although its effective implementation requires continued support, resource provision, and instructional enhancement. An enhancement program is proposed to further strengthen experiential learning practices among elementary school teachers.

Keywords: *experiential learning, MAPEH instruction, learner engagement*

INTRODUCTION

The implementation of experiential learning strategies has become increasingly important in basic education as learners require meaningful, engaging, and hands-on learning experiences that promote deeper understanding and skill development. In Music, Arts, Physical Education, and Health (MAPEH) 6, experiential learning enables learners to actively participate in creative, physical, and performance-based activities rather than relying solely on traditional lecture-discussion methods. According to Kolb (1984), experiential learning occurs when learners acquire knowledge through direct experience, reflection, and application, making learning more meaningful and long-lasting.

From an international perspective, educational systems worldwide emphasize learner-centered and activity-based instruction to improve learners' engagement and holistic development. Organizations such as UNESCO advocate experiential and transformative learning approaches that develop creativity, collaboration, and lifelong learning skills among students. UNESCO (2021) emphasized that experiential learning helps learners develop critical thinking, problem-solving, and social interaction skills essential in 21st-century education. Globally, MAPEH subjects are recognized as vital areas for developing learners' physical, emotional, cultural, and creative competencies. According to the World Health Organization (2020), physical activity and arts education contribute significantly to learners' overall well-being and mental health. Experiential learning strategies in MAPEH therefore support not only academic achievement but also learners' physical fitness, emotional expression, and social development.

Many countries encourage teachers to implement experiential and performance-based teaching approaches in arts and physical education subjects. Dewey (1938) emphasized that education becomes more effective when learners engage in real-life experiences and reflective activities. He argued that meaningful learning occurs when learners actively participate in tasks that connect classroom instruction to real-world situations. Similarly, constructivist theories strongly support the use of experiential learning strategies in classroom instruction. Piaget (1972) explained that learners construct knowledge through active interaction with their environment. In MAPEH instruction, learners develop understanding more effectively when they engage in music performances, art creation, physical activities, and health-related simulations.

Vygotsky (1978) further emphasized the importance of social interaction and collaborative learning in developing higher-order thinking skills. Experiential learning strategies such as group performances, cooperative games, role-playing, and collaborative art projects encourage learners to interact meaningfully with peers while developing communication and teamwork skills.

In music education, experiential learning strategies help learners appreciate rhythm, melody, and cultural expression through active participation. Gardner (1983) explained that musical intelligence develops more effectively when learners are exposed to hands-on musical experiences such as singing, playing instruments, and performing. In arts education, experiential learning allows learners to express creativity and imagination through artistic production. Eisner (2002) emphasized that arts education strengthens creativity, self-expression, and aesthetic awareness when learners actively participate in artistic experiences rather than merely studying concepts and theories.

In Physical Education, experiential learning strategies are essential because physical skills are effectively developed through active participation and practice. According to SHAPE America (2019), participation in physical activities enhances motor skills, teamwork, discipline, and physical wellness. In Health education, experiential learning enables learners to apply health concepts and practices in real-life situations. The Centers for Disease Control and Prevention (2021) stated that health instruction becomes more effective when learners engage in practical activities such as demonstrations, simulations, and decision-making exercises related to personal health and wellness.

From a national perspective, the Department of Education promotes learner-centered and experiential approaches through the K to 12 Curriculum. DepEd Order No. 21, s. 2019 emphasized the importance of contextualized and learner-centered teaching strategies in improving learning outcomes. The K to 12 Curriculum in MAPEH specifically encourages teachers to integrate experiential learning activities that allow learners to demonstrate skills and competencies through performances, projects, and practical applications. According to the Department of Education (2016), MAPEH instruction should focus on developing learners' creativity, physical fitness, cultural appreciation, and healthy lifestyle practices through active participation.

Moreover, the implementation of experiential learning strategies supports the goals of the Philippine Professional Standards for Teachers (PPST), which emphasize the use of learner-centered and innovative teaching approaches. The PPST framework encourages teachers to provide meaningful learning experiences that promote active learner engagement and holistic development.

Studies conducted in the Philippines also support the effectiveness of experiential learning in improving learners' academic performance and engagement. Bautista (2020) found that experiential and activity-based teaching strategies significantly improved learners' participation and motivation in MAPEH classes. However, local studies revealed that many elementary teachers encounter challenges in implementing experiential learning strategies due to limited instructional materials, inadequate facilities, and

insufficient training. Hidalgo (2019) noted that teachers need continuous professional development to effectively facilitate experiential and performance-based learning activities in elementary classrooms.

At the local level, many public elementary schools experience difficulties in fully implementing experiential learning strategies because of overcrowded classrooms, lack of equipment, and limited technological resources. Despite these challenges, teachers continue to adopt creative and innovative teaching methods to make MAPEH instruction engaging and interactive for learners.

Experiential learning strategies contribute significantly to the development of 21st-century skills such as communication, collaboration, creativity, and critical thinking. According to the Partnership for 21st Century Skills (2015), these competencies are essential in preparing learners to become productive and responsible members of society. Furthermore, experiential learning supports inclusive education by accommodating diverse learning styles and multiple intelligences among learners.

Despite the recognized importance of experiential learning, there remains a limited number of studies focusing specifically on the implementation of experiential learning strategies in MAPEH 6 among elementary school teachers. Most existing studies focus on academic subjects such as Mathematics, Science, and English, leaving a research gap related to MAPEH instruction.

Therefore, this study was conducted to examine the implementation of experiential learning strategies in Music, Arts, Physical Education, and Health (MAPEH) 6 among elementary school teachers. The findings of the study may provide valuable insights for teachers, school administrators, curriculum planners, and future researchers in improving instructional practices and enhancing learners' engagement, participation, and academic performance in MAPEH education.

Research Questions

This study aimed to determine the implementation of experiential learning strategies in Music, Arts, Physical Education, and Health (MAPEH) 6 among elementary school teachers in Bolinao I and II Districts, Schools Division Office I Pangasinan.

Specifically, this study sought to answer the following questions:

1. What is the profile of the elementary school teachers in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 highest educational attainment;
 - 1.4 length of teaching experience; and
 - 1.5 number of trainings and seminars attended related to MAPEH instruction.

2. What is the extent of implementation of experiential learning strategies in MAPEH 6 in terms of:
 - 2.1 Music;
 - 2.2 Arts;
 - 2.3 Physical Education; and
 - 2.4 Health?.
3. What are the experiential learning activities commonly utilized by elementary school teachers in teaching MAPEH 6?
4. What are the challenges encountered by elementary school teachers in implementing experiential learning strategies in MAPEH 6?
5. Is there a significant relationship between the profile of teachers and the implementation of experiential learning strategies in MAPEH 6?
6. Is there a significant relationship between the implementation of experiential learning strategies and learners' engagement in MAPEH 6?
7. Based on the findings of the study, what enhancement program may be proposed to strengthen the implementation of experiential learning strategies in MAPEH 6 among elementary school teachers?

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to determine the implementation of experiential learning strategies in Music, Arts, Physical Education, and Health (MAPEH) 6 among elementary school teachers in Bolinao I and II Districts, Schools Division Office I Pangasinan, and to examine the relationships among the variables involved in the study.

The descriptive aspect of the study was used to gather and present information regarding the profile of the elementary school teachers in terms of age, sex, highest educational attainment, length of teaching experience, and number of trainings and seminars attended. It was also utilized to describe the extent of implementation of experiential learning strategies in MAPEH 6 in the areas of Music, Arts, Physical Education, and Health, as well as the challenges encountered by teachers in applying these strategies in classroom instruction.

On the other hand, the correlational aspect of the research was used to determine whether there is a significant relationship between the teachers' profile and the implementation of experiential learning strategies, as well as the relationship between the implementation of experiential learning strategies and learners' engagement in MAPEH

6. This approach helped identify possible associations among variables without manipulating them.

According to this design, data were collected through a structured questionnaire administered to the respondents. The gathered data were then analyzed using appropriate statistical tools such as frequency, percentage, weighted mean, and Pearson r correlation to interpret the extent of relationships among the variables.

This research design was considered appropriate for the study because it allowed the researcher to systematically describe existing conditions and examine relationships among variables as they naturally occur in the field of education.

Instrumentation and Data Collection

The main instrument used in this study was a researcher-made questionnaire designed to gather data on the implementation of experiential learning strategies in Music, Arts, Physical Education, and Health (MAPEH) 6 among elementary school teachers in Bolinao I and II Districts, Schools Division Office I Pangasinan. The questionnaire was developed based on related literature, studies, and existing frameworks on experiential learning and MAPEH instruction.

The instrument was composed of several parts. The first part gathered information on the respondents' profile, including age, sex, highest educational attainment, length of teaching experience, and number of trainings and seminars attended. The second part focused on the extent of implementation of experiential learning strategies in MAPEH 6 in terms of Music, Arts, Physical Education, and Health. The third part identified the common experiential learning activities used by teachers, while the fourth part determined the challenges encountered in implementing these strategies. A Likert scale was used to measure the extent of implementation and perceptions of the respondents.

Before the actual data gathering, the questionnaire underwent validation by experts in the field of education, particularly in MAPEH and research methodology, to ensure clarity, relevance, and appropriateness of the items. Suggestions and corrections from validators were incorporated to improve the quality of the instrument. A pilot testing was also conducted to determine the reliability of the questionnaire before its administration to the actual respondents.

For data collection, permission was first secured from the concerned authorities, including the Schools Division Office of Pangasinan I and the school principals of Bolinao I and II Districts. After approval, the researcher personally administered the questionnaires to the selected elementary school teachers handling MAPEH 6. The purpose of the study was clearly explained to the respondents to ensure their full understanding and voluntary participation.

The respondents were given sufficient time to answer the questionnaire, and retrieval was done immediately or on an agreed schedule to ensure a high response rate. All collected data were treated with strict confidentiality and were used solely for academic purposes.

After the retrieval of the questionnaires, the responses were tallied, organized, and encoded for statistical analysis. Appropriate statistical tools such as frequency, percentage, weighted mean, and Pearson r correlation were used to interpret the data in relation to the objectives of the study.

Overall, the instrumentation and data collection process ensured that the study gathered reliable, valid, and relevant information necessary to determine the implementation of experiential learning strategies in MAPEH 6 among elementary school teachers.

Tools for Data Analysis

The data gathered in this study were analyzed and interpreted using appropriate statistical tools to answer the specific problems posed in the study on the implementation of experiential learning strategies in Music, Arts, Physical Education, and Health (MAPEH) 6 among elementary school teachers in Bolinao I and II Districts, Schools Division Office I Pangasinan.

Frequency and Percentage. These were used to describe the profile of the respondents in terms of age, sex, highest educational attainment, length of teaching experience, and number of trainings and seminars attended. Frequency was used to determine the number of responses under each category, while percentage was used to present the proportion of respondents in relation to the total population.

Weighted Mean. This was used to determine the extent of implementation of experiential learning strategies in MAPEH 6 in terms of Music, Arts, Physical Education, and Health, as well as the challenges encountered by teachers. The weighted mean helped measure the average responses of the teachers based on the Likert scale used in the questionnaire.

Likert Scale Interpretation. A 5-point Likert scale was used to interpret the level of implementation and perceptions of the respondents, ranging from strongly agree to strongly disagree. This provided a standardized way of describing the extent of experiential learning strategy implementation in the classroom.

Pearson Product-Moment Correlation Coefficient (Pearson r). This was used to determine the significant relationship between the profile of the teachers and the implementation of experiential learning strategies, as well as the relationship between experiential learning strategies and learners' engagement in MAPEH 6. This statistical tool measured the strength and direction of relationships between variables.

Level of Significance. The study used a 0.05 level of significance to test the hypotheses. If the computed p-value was less than 0.05, the null hypothesis was rejected, indicating a significant relationship between variables.

Overall, these statistical tools were used to systematically analyze and interpret the data gathered in the study, ensuring accurate and meaningful conclusions regarding the implementation of experiential learning strategies in MAPEH 6.

RESULTS

Table 1
Profile of the MAPEH 6 Teachers
(n = 43)

Profile Variables	Categories	Frequency (f)	Percentage (%)
Age	21–30 years old	6	13.95
	31–40 years old	14	32.56
	41–50 years old	17	39.53
	51 years old and above	6	13.95
Sex	Male	15	34.88
	Female	28	65.12
Highest Educational Attainment	Bachelor's Degree	10	23.26
	With Master's Units	12	27.91
	Master's Degree Graduate	15	34.88
	With Doctorate Units	4	9.30
	Doctorate Degree Graduate	2	4.65
Length of Teaching Experience	1–5 years	7	16.28
	6–10 years	11	25.58
	11–15 years	14	32.56
	16–20 years	7	16.28
	21 years and above	4	9.30
Trainings and Seminars Attended (MAPEH-related)	1–3 trainings	6	13.95
	4–6 trainings	13	30.23
	7–9 trainings	15	34.88
	10 and above	9	20.93
Total		43	100

Table 2
Extent of Implementation of Experiential Learning Strategies in MAPEH 6
(n = 43)

Areas	Indicators	Weighted Mean	Interpretation
Music	Active participation in singing activities	4.15	High
	Hands-on rhythm and beat exercises	4.05	High
	Musical performance activities	4.10	High
	Use of instruments or improvised materials	3.60	High
	Creation of simple musical compositions	3.35	Moderate
Arts	Hands-on drawing and painting activities	4.18	High
	Use of different art materials creatively	4.12	High
	Expression of ideas through art projects	3.95	High
	Art activities based on real-life themes	3.70	High
	Collaborative art activities	3.40	Moderate
Physical Education	Actual physical exercises and activities	4.10	High
	Games and sports for experiential learning	4.08	High
	Demonstration of movement skills	3.85	High
	Participation in dance activities	3.75	High
	Teamwork through group physical activities	4.00	High
Health	Health-related demonstrations and simulations	3.95	High
	Practice of proper hygiene habits	4.10	High
	Real-life health situations in lessons	3.80	High
	Role-playing health scenarios	3.50	High
	Practical health decision-making activities	3.25	Moderate
Average Weighted Mean		3.85	High

Table 3
Common Experiential Learning Activities Utilized by Elementary School Teachers
Teaching MAPEH 6
(n = 43)

Indicators	Weighted Mean	Interpretation
1. Singing and musical performances	4.12	High
2. Dance and movement activities	4.05	High
3. Sports and physical fitness exercises	4.15	High
4. Art-making and craft activities	4.08	High
5. Group collaborative performances	3.72	High

6. Health demonstrations and simulations	3.65	High
7. Role-playing activities	3.38	Moderate
8. Outdoor experiential learning activities	3.30	Moderate
9. Use of improvised learning materials	3.85	High
10. Project-based learning activities	3.40	Moderate
Average Weighted Mean	3.77	High

Table 4
Challenges Encountered in Implementing Experiential Learning Strategies
(n = 43)

Indicators	Weighted Mean	Interpretation
1. Lack of instructional materials and equipment	4.05	High
2. Limited time for experiential activities	4.10	High
3. Large class size	3.95	High
4. Insufficient training on experiential learning	3.65	High
5. Lack of learner participation	3.32	Moderate
6. Classroom management difficulties	3.70	High
7. Limited school facilities or space	4.12	High
8. Budget constraints for activities	4.18	High
9. Difficulty in preparing experiential lessons	3.40	Moderate
10. Lack of administrative support	3.25	Moderate
Average Weighted Mean	3.77	High

Table 5
Relationship between the Profile of Teachers and the Implementation of Experiential Learning Strategies in MAPEH 6
(n = 43)

Teacher Profile Variables	Statistical Test	Computed r-value	Decision on H_0	Interpretation
Age vs Implementation of Experiential Learning Strategies	Pearson r	0.086	Fail to Reject H_0	Not Significant
Sex vs Implementation of Experiential Learning Strategies	Pearson r	0.071	Fail to Reject H_0	Not Significant
Educational Attainment vs Implementation of Experiential Learning Strategies	Pearson r	0.112	Fail to Reject H_0	Not Significant

Length of Teaching Experience vs Implementation of Experiential Learning Strategies	Pearson r	0.095	Fail to Reject H_0	Not Significant
Trainings and Seminars Attended vs Implementation of Experiential Learning Strategies	Pearson r	0.128	Fail to Reject H_0	Not Significant
Overall Profile vs Implementation of Experiential Learning Strategies	Pearson r	0.098	Fail to Reject H_0	Not Significant

Table 6
Relationship Between the Implementation of Experiential Learning Strategies and Learners' Engagement in MAPEH 6
(n = 43)

Variables	Statistical Test	Computed r-value	p-value	Decision on H_0	Interpretation
Implementation of Experiential Learning Strategies vs Learners' Engagement in MAPEH 6	Pearson r	0.756	0.000	Reject H_0	Significant Relationship

DISCUSSION

Table 1 presents the profile of the MAPEH 6 teachers with a total of 43 respondents. In terms of age, the majority of the teachers belonged to the 41–50 years old category, with 17 teachers or 39.53%. This was followed by teachers aged 31–40 years old with 14 respondents or 32.56%, while both the 21–30 years old and 51 years old and above groups had 6 respondents or 13.95% each. The findings indicate that most MAPEH teachers were within the middle-age group, suggesting that they already possessed considerable teaching experience and professional maturity.

In terms of sex, female teachers comprised the majority with 28 respondents or 65.12%, while male teachers accounted for 15 respondents or 34.88%. This implies that the teaching profession in MAPEH at the elementary level was predominantly represented by female educators.

Regarding highest educational attainment, most teachers were Master's Degree graduates, with 15 respondents or 34.88%. Teachers with Master's units followed with 12 respondents or 27.91%, while 10 teachers or 23.26% were Bachelor's Degree holders. Only a few teachers had doctorate qualifications, with 4 respondents or 9.30% having doctorate units and 2 respondents or 4.65% being doctorate degree graduates. The results suggest that many teachers pursued graduate studies for professional growth and career advancement.

As to length of teaching experience, the largest group consisted of teachers with 11–15 years of teaching experience, with 14 respondents or 32.56%. This was followed by teachers with 6–10 years of experience (25.58%), while those with 1–5 years and 16–20 years each represented 16.28%. Only 4 teachers or 9.30% had teaching experience of 21 years and above. The findings imply that most respondents had sufficient teaching experience that may contribute to effective instructional practices in MAPEH.

In terms of trainings and seminars attended related to MAPEH, most teachers attended 7–9 trainings, with 15 respondents or 34.88%. This was followed by those who attended 4–6 trainings with 13 respondents or 30.23%, while 9 teachers or 20.93% attended 10 or more trainings. The findings indicate that teachers actively participated in professional development activities to enhance their knowledge, skills, and teaching competencies in MAPEH instruction.

The findings presented in Table 2 reveal that the extent of implementation of experiential learning strategies in MAPEH 6 among elementary school teachers was generally interpreted as High, with an overall average weighted mean of 3.85. Among the four learning areas, Music showed high implementation in active participation in singing activities (4.15), musical performance activities (4.10), and hands-on rhythm and beat exercises (4.05). However, the creation of simple musical compositions obtained a weighted mean of 3.35, interpreted as Moderate, indicating that teachers may provide fewer opportunities for learners to engage in creative music composition activities.

In the area of Arts, teachers highly implemented hands-on drawing and painting activities (4.18), the use of different art materials creatively (4.12), and expression of ideas through art projects (3.95). Meanwhile, collaborative art activities received a weighted mean of 3.40, interpreted as Moderate. This suggests that while teachers commonly use individual and practical art activities, collaborative artistic tasks are less frequently practiced in classroom instruction.

For Physical Education, all indicators were interpreted as High, with actual physical exercises and activities (4.10) obtaining the highest weighted mean, followed by games and sports for experiential learning (4.08), and teamwork through group physical activities (4.00). These results indicate that experiential learning strategies are strongly evident in physical education classes, particularly in activities that encourage active participation, movement, and teamwork among learners.

In the area of Health, the implementation of experiential learning strategies was also generally High. The highest weighted mean was noted in the practice of proper hygiene habits (4.10), followed by health-related demonstrations and simulations (3.95). However, practical health decision-making activities obtained a weighted mean of 3.25, interpreted as Moderate, which may imply limited opportunities for learners to apply health concepts in real-life decision-making situations. Overall, the findings indicate that teachers effectively integrate experiential learning strategies in MAPEH 6, particularly in activities that promote active participation and practical engagement.

Table 3 shows the common experiential learning activities utilized by elementary school teachers teaching MAPEH 6, with an overall average weighted mean of 3.77, interpreted as High. The highest-rated activities were sports and physical fitness exercises (4.15), singing and musical performances (4.12), art-making and craft activities (4.08), and dance and movement activities (4.05). These findings indicate that teachers commonly employ interactive and performance-based activities that actively involve learners in the learning process.

Moreover, group collaborative performances (3.72), health demonstrations and simulations (3.65), and the use of improvised learning materials (3.85) were also interpreted as High, suggesting that teachers value cooperative learning and practical demonstrations in MAPEH instruction. On the other hand, role-playing activities (3.38), outdoor experiential learning activities (3.30), and project-based learning activities (3.40) were interpreted as Moderate. This implies that these activities are implemented less frequently, possibly due to limitations in time, resources, or classroom management considerations. Overall, the findings suggest that elementary school teachers frequently utilize experiential learning activities in MAPEH 6 to enhance learner participation, engagement, and practical understanding of lessons.

Table 4 presents the challenges encountered by elementary school teachers in implementing experiential learning strategies in MAPEH 6. The overall average weighted mean of 3.77, interpreted as High, indicates that teachers commonly experience difficulties in the implementation of experiential learning activities. Among the identified challenges, budget constraints for activities obtained the highest weighted mean of 4.18, followed by limited school facilities or space (4.12) and limited time for experiential activities (4.10). These findings suggest that financial limitations, inadequate facilities, and time constraints significantly affect the effective conduct of experiential learning strategies in MAPEH instruction.

Moreover, lack of instructional materials and equipment (4.05), large class size (3.95), classroom management difficulties (3.70), and insufficient training on experiential learning (3.65) were also interpreted as High. These results imply that teachers face practical and instructional concerns that may hinder the full implementation of learner-centered and activity-based teaching approaches. Such challenges may affect the quality and consistency of experiential learning activities conducted inside and outside the classroom.

On the other hand, lack of learner participation (3.32), difficulty in preparing experiential lessons (3.40), and lack of administrative support (3.25) were interpreted as Moderate. This indicates that although these challenges are present, they are less serious compared to concerns related to resources, facilities, and time allocation. Overall, the findings reveal that teachers encounter several barriers in implementing experiential learning strategies, particularly those associated with financial support, learning resources, and school facilities.

Table 5 presents the relationship between the profile of teachers and the implementation of experiential learning strategies in MAPEH 6. The results revealed that all teacher profile variables, namely age, sex, educational attainment, length of teaching experience, and trainings and seminars attended, showed no significant relationship with the implementation of experiential learning strategies, as indicated by the low computed r-values ranging from 0.071 to 0.128. In all variables, the decision was to Fail to Reject the Null Hypothesis (H_0), with interpretations described as Not Significant.

Specifically, age and implementation of experiential learning strategies obtained a computed r-value of 0.086, while sex had an r-value of 0.071, both interpreted as not significant. Likewise, educational attainment (0.112), length of teaching experience (0.095), and trainings and seminars attended (0.128) also showed no significant relationship with the implementation of experiential learning strategies. These findings suggest that the extent to which teachers implement experiential learning strategies does not depend on their demographic or professional profile characteristics.

Furthermore, the overall profile of teachers and the implementation of experiential learning strategies yielded a computed r-value of 0.098, which was likewise interpreted as not significant. This indicates that teachers, regardless of their age, sex, educational attainment, teaching experience, or professional development activities attended, generally demonstrate similar levels of implementation of experiential learning strategies in MAPEH 6. The findings imply that experiential learning practices may be influenced more by contextual and institutional factors rather than by individual teacher characteristics.

Table 6 presents the relationship between the implementation of experiential learning strategies and learners' engagement in MAPEH 6. The results revealed a computed r-value of 0.756 with a p-value of 0.000, indicating a significant relationship between the two variables. Since the p-value is lower than the standard level of significance, the decision was to Reject the Null Hypothesis (H_0). The findings imply that the implementation of experiential learning strategies is significantly associated with learners' engagement in MAPEH 6.

The high positive correlation suggests that as the implementation of experiential learning strategies increases, learners' engagement in MAPEH 6 also tends to improve. This indicates that experiential learning activities such as hands-on tasks, collaborative performances, demonstrations, role-playing, and physical activities help learners become more active, interested, and involved in classroom instruction. The results further imply

that experiential learning strategies contribute positively to enhancing learners' participation and interaction during MAPEH lessons.

Conclusions

Based on the findings of the study, it was concluded that MAPEH 6 teachers in Bolinao I and II Districts are generally experienced, professionally qualified, and committed to continuous professional development.

The implementation of experiential learning strategies in MAPEH 6 was generally high, indicating that teachers frequently integrate learner-centered and hands-on activities in classroom instruction.

Teachers commonly utilized experiential learning activities such as singing performances, dance activities, sports participation, art-making, and collaborative performances. However, activities requiring extensive preparation and resources were implemented less consistently.

The study also concluded that teachers encountered several challenges, including budget limitations, inadequate facilities, insufficient instructional materials, and time constraints.

No significant relationship was found between teachers' profile variables and the implementation of experiential learning strategies. However, a significant positive relationship existed between experiential learning strategies and learners' engagement.

Overall, experiential learning strategies play a significant role in improving learner engagement and enhancing the quality of MAPEH instruction.

Recommendations

Based on the findings and conclusions of the study, teachers are encouraged to continue pursuing graduate studies, trainings, and seminars related to experiential learning and innovative teaching strategies in MAPEH.

Teachers should further strengthen the implementation of learner-centered, collaborative, and higher-order thinking activities. Greater emphasis may also be given to project-based learning, role-playing, and outdoor experiential activities to provide learners with more authentic learning experiences.

School administrators and education stakeholders should provide adequate instructional materials, facilities, equipment, and financial support necessary for the effective implementation of experiential learning strategies.

The Department of Education and school administrators are likewise encouraged to conduct capability-building programs focusing on experiential learning approaches in MAPEH.

Since experiential learning strategies were found to significantly influence learners' engagement, teachers should consistently integrate interactive, performance-based, and hands-on activities in classroom instruction.

Future researchers may conduct similar studies involving larger samples, different grade levels, and additional variables such as academic performance, learner motivation, and teaching effectiveness.

Compliance with Ethical Standards

This study strictly observed ethical standards to protect the rights, dignity, and welfare of the respondents. Prior to the conduct of the study, informed consent was secured from all participants. The purpose and objectives of the study were clearly explained, and participation was voluntary.

Confidentiality and privacy were strictly observed. The identities of the respondents were not disclosed, and all gathered data were presented in aggregate form and used solely for academic purposes. The study ensured that no physical, emotional, or professional harm was caused to the respondents. Respect, honesty, and integrity were maintained throughout the conduct of the research. Proper permission was secured from the Schools Division Office of Pangasinan I, school principals, and other concerned authorities prior to the conduct of the study.

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