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The Metaphorical Lens: Lived Experiences of BPed Graduates Teaching MAPEH

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A significant challenge arises from the misalignment between the CHED-prescribed BPed curriculum and the broader competencies required in the MAPEH program of basic education, a gap that becomes most evident during internships when pre-service teachers encounter difficulties in teaching Music and Arts. Thus, this study explored the lived experiences of BPed graduates teaching MAPEH, with emphasis on the challenges they encountered, their coping mechanisms, and the implications for teacher preparation. Utilizing a mixed-methods design, quantitative data were collected from 34 BPed graduates through an online survey assessing content knowledge in Music and Arts, while qualitative insights were obtained from focus group discussions with eight purposively selected participants. Data were analyzed using descriptive statistics and Thematic Content Analysis. Results revealed difficulties stemming from limited subject-matter knowledge, curriculum misalignment, and challenges in handling Music and Arts. This study emphasizes that effective teaching requires adequate content expertise, as educators cannot impart knowledge they do not possess. It underscores the need to equip BPed graduates with relevant competencies to minimize instructional struggles. The study recommends a systematic review and enhancement of the BPed curriculum to ensure alignment with MAPEH requirements and to prepare future educators for the complex demands of teaching.

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