

BSED-MAPEH Students' Reflections on their Academic & Skills Competencies, Perceived Body Images, Self-Esteem Inventory & Comfortability in Social Situations On Becoming a Teacher

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Abstract-*With the advent of the K to 12 era, the demand for competent teachers across academic disciplines provided a very competitive and stressful environment. This research described and analysed the BSED MAPEH student's reflections on their personal and professional competencies affecting their success and failures on becoming a teacher. Results showed that BSED MAPEH students performed well in their academics. Students have more skills in PE, Sports and music compared to Arts and Health education. Few have strong leadership and organization exposures. Students' scores and reflections towards their self-esteem, perceived body images and comfortability in social situations varies. It showed areas for improvement (personal and professional) and their experiences of success and accomplishments contributed in their beliefs and attitudes on becoming competent MAPEH teachers. The Teacher Education Institutions, along with their mandate to provide the best possible education and training to aspiring teachers should always find ways to improve, innovate curriculum and integrate initiatives that will develop and enhance their students personal and professional competencies.*

Keywords: *BSED MAPEH, Comfortability in Social Situations, Perceived Body Image, Reflections, Self-Esteem Inventory.*

INTRODUCTION

Teaching as a profession is considered the noblest, it assumes different meanings and definitions depending on the practitioners' goal. It may be pursued as a lifetime career; some take it as a solemn vow to offer enduring love and care for the betterment of the country's youth [1]. Teaching provides teachers with an opportunity to stand on a social platform with a vast potential in effecting change to the future of a nation in general and in the lives of his/her students in specific. This gives teachers a special place in the society as molders of its future. The success and the failure of a nation depends on the quality of education that the youth receives.

The determination of the country's future defines how heavy the weight or responsibility a teacher has in the society. Along with this, RA no. 7722 or the CHED charter [2] and the RA 7836 or the Philippine Teachers Professionalization Act of 1994 [3] both were born to Professionalize teaching, along with other professions. Ensuring quality pre-service teacher education is a key factor in Philippine education as mandated by the Commission on Higher Education (CHED) [4]. All Higher Education Institutions which offers teacher education courses are directed to become responsive to the needs and demands for teacher training in the

Philippines. The challenges and the demands of the 21st century for better quality of teacher professionals created waves of significant changes in the teacher education program across the higher education institutions. Scott [5], in her UNESCO's Future of Learning article emphasized that for teachers to thrive in a very demanding environment they need to develop and practice collaboration, media literacy, communication skills, creativity and innovation.

Sorsogon State College, as the main provider of quality teacher educators and practitioners in the province of Sorsogon commits to ensuring that the teacher education students will yield the best results in obtaining the program outcomes. These academic and institutional outcomes are validated in their Practice Teaching and LET performances as well as from their employer's feedback eg. private or public schools.

Answers were provided by an article from www.tes.com [6]. to the question of what makes a good teacher? It has enumerated seven which includes; knowledge of the subject matter, classroom management skills, high expectations for students, excellent planning skills, create a sense of community, adaptability and communication skills. In the same context, what makes an efficient and effective teacher is the 3 K's and an H which stands for Knowledge of the subject matter,

knowledge of the pedagogical strategies and methods, knowledge of learners and last- Heart for teaching. No matter how masterful one is in the command of the subject he is teaching, if one lacks the heart, compassion and the willingness to give and share his love to his students, one cannot and will never become a good teacher.

Caires et al. [7] noted that beliefs, perceptions and actual teaching experiences of prospective teachers shape his or her general understanding of the complexity, dynamics and the multifaceted context of teaching. All experiences positive or not about actual teaching does build a picture of what teaching is in the heart and mind of a prospective teachers. The teacher education training or preparation is also crucial in the process of promoting the development of student teachers' teacher identity as reflected by the study of Stenberg et.al. [8]. It is therefore important that teacher education program must have varied and effective ways in promoting positive teacher identities.

One component of effective teaching is the teachers' self-reflections about teaching. Self-assessment is as important as making oneself able to be ready with the rigors of mastering his subject matter. On the other hand, prospective teachers, perception about teaching can be facilitated by their reflections of teaching profession as they articulate and elaborate its multiple concerns in an integrative manner combining learning theory and practice, Toom et al. [9]. Promoting prospective teachers' identity through reflective process is the responsibility of all teacher educators- both at university and in the schools as emphasized by Walkington [10].

Music Arts PE and Health as a subject demand such wide array of skills for both the teacher and the students not only to survive but to thrive in this highly complex and competitive environment. The complexity and the high expectations of the course affects the general perceptions of prospective MAPEH teachers on their skills and competencies on whether their abilities, skills and experiences is enough to help them build positive teachers identities. This study explored student reflections about their academic and skills competencies, their perceived body images, their self-esteem and comfortability in social situations and how these affects their competencies and capabilities on becoming MAPEH teachers.

OBJECTIVES OF THE STUDY

This longitudinal descriptive research using elements of qualitative and quantitative methods described and analyzed the BSED MAPEH third year students'

reflections on becoming MAPEH teachers by looking at their academic performance and competency/ies, determine their perceived body image, self-esteem inventory and their comfortability in social situations. Specifically, it aims to (1) profile the academic performance and the competencies and skills of the third year BSED MAPEH major students along the areas of Music, Arts, Physical Education and Health, leadership and organizational exposures (2) determine their perceived body images, self-esteem inventories and their comfortability in social situations (3) describe and analyze the students' reflections towards their competencies profile and their perceived body image, self-esteem inventory and their comfortability in social situations.

METHODS

This longitudinal descriptive research obtained information from 30 respondents 24 of whom were BSED MAPEH students, 3 non-major teachers/instructors and 3 major teachers' experts from their first year up to third year level (2015-2018). Data are gathered through documents like Evaluation of grades from the College Registrar in determining their academic performance in three areas namely general education, professional education and major of specialization, questionnaire for content and skill assessment/practicum test in determining their MAPEH skills profile, adapted three wellness worksheets developed by Insel and Roth [10] specifically, perceived body images, self-esteem inventories and their comfortability in social situations and conducted structured and unstructured interview, focus group discussion and direct observations in determining both the students content and skills competencies and their reflections on the enumerated variables on becoming a MAPEH teacher. In analyzing the gathered data, the researcher employed triangulation, cross-matrix analysis, documentary (students' evaluation of grades), videos and culminating activities. Percentage, mean and ranking was used as tools for statistical analysis.

RESULTS AND DISCUSSION

Academic and Skills/Competencies Profile of BSED MAPEH third year students

The Academic Performances of the students are measured according to the grading system provided for in the student handbook and academic manual of Sorsogon State College. It is presented on the scale below and its description. The given scale for the grading system was to interpret the result of academic

performance: 1.0: Excellence; 1.1 - 1.4: Superior; 1.5 - 1.7: Very Good; 1.8 - 2.1: Good; 2.2 - 2.5: Satisfactory; 2.6 - 2.9: Fair; 3.0: Passed; 3.1 - 4.0: Conditional; 5.0: Failed.

Teaching MAPEH is no easy task as it demands many skills and talents along with strong content knowledge, pedagogical skills, organization and leadership skills and communication skills. These competencies are essential in the delivery of an outcomes- based MAPEH instructions. Prospective MAPEH teachers view or understanding of their level of competencies along the four components of the subject affected their perceptions of their confidence in teaching the subject.

The challenge is real, and it is made even louder because of the challenge of making MAPEH as a subject in the school curriculum to be relevant and interesting to the millennials. Along with it is the challenge of incorporating the 4C's of the 21st century learning as emphasized by Scott [11] namely, collaboration, critical thinking skills, media literacy and communication skills, MAPEH as a skill and theory-oriented subject is a potential platform to facilitate the 21st century learning provided the teachers are well equipped with the necessary tools and competencies to do so. Below are the findings and discussions on the competencies and skills profile of the BSED MAPEH students.

As showed on Figure 1, the academic performance of the third year BSED major in MAPEH is rated very good, along the General Education-1.778, Professional Education- 1.721 and Major of Specialization (MAPEH) courses from first year to third year (2nd semester) 1.697. It must be noted that teachers' cognitive abilities and knowledge on the subject matter is an essential input to quality teaching and student performance as revealed in

the study of Fong Yee et al [12]. This is also supported by the study of Guerriero [13] wherein the general pedagogical knowledge is relevant to understanding quality teaching and its impact on student learning outcomes.

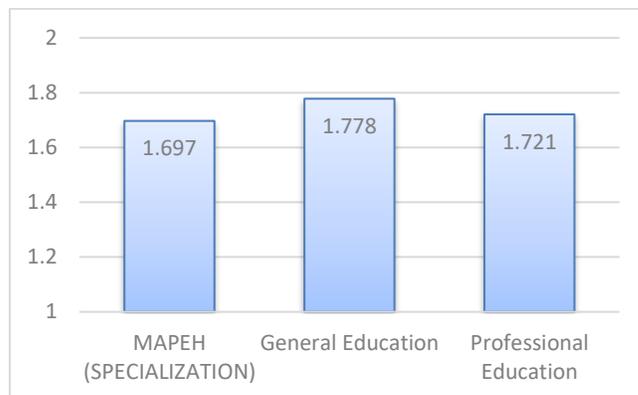


Figure 1. Academic Performance of BSED MAPEH

The BSED 3C MAPEH musical competencies are presented in table 1 majority of the class has no background or have not join any music band or has been a member of a choral group, 6-7 rated their skills in singing either in a band or in a choir as beginners, while only 1 believe their skill is intermediate and 2-3 were found out to be having good amount of exposure in singing either in a band or as a member of a choir group.

These students narrated that their exposure in singing in a band or in a choir started in their elementary years and they usually perform during occasions in their barangay fiesta as member of the music ministry in their local parishes, they were also exposed to performing in other community gatherings like wedding, anniversary and cultural presentations.

Table 1. Music Competency Profile of third year BSED MAPEH

Musical Competency/ies	Frequency of Student in Terms of Proficiency			
	No Background	Beginner	Intermediate	Proficient
Singing				
• Band	17	7	1	3
• Choir	16	6	1	2
Solfeggio/reading notes	6	8	10	1
Playing Musical Instrument				
• Guitar		13	10	2
• Keyboard	17	5	2	1
• Flute	19	3	3	
• Lyre	11	8	6	
• Ukulele	12	7	6	
• Beat box/ drum	10	8	5	2
Conducting		22	3	
Basic Music Composition	22	2	1	

In terms of sight reading or solfeggio skills majority rated their skills as either beginner or intermediate this maybe because of their courses MAPEH 102 (Advance Music reading and dictation) and MAPE 106 (Integrated Music Theory), most of them were found themselves familiar and has developed certain level of proficiency.

Along playing musical instruments, majority of the 3rd year MAPEH students are beginners, while only 3 are proficient in playing guitar and keyboard. Playing beat boxes or drums were found to be familiar to most of them, in fact there were 3 who are very proficient. Another musical instrument like flute, ukulele and lyre were less familiar to most of them. Those who rate themselves as either beginners or intermediate along these instruments were because they were found to be a member of their DLC or band during elementary and high school years. Basic conducting skills were very familiar to most of them as every one of them rated their skills as beginners and intermediate, this maybe because they are assigned conducting task during flag ceremonies in the school and they have already studied and practice conducting skills in MAPEH 102 (Advance Music Reading and Dictation), MAPEH 106 (Integrated Music Theory) respectively as a requirement of the course.

Teaching Music appeared to be the most challenging among the four components of MAPEH curriculum because it requires or demands among the teachers' necessary skills or talents in music. Teacher's limitations or lack of talents or necessary musical competencies may affect their efficiency and effectiveness in teaching as pointed out by Goodman [14]; that Teachers effectiveness in teaching Music is affected by their perceived competencies. This is a "no brainer" as the present predicament among teachers handling Music in both elementary and high school levels in DepEd in most cases teachers who handled this specialized subject are not major in Music. This cause students' learning in music become so limited as their teacher's knowledge of the content and pedagogies are also limited.

Table 2. Arts Competency of third year BSED MAPEH

Arts Competency/ies	Number of Student in Terms of Proficiency			
	No Background	Beginner	Average	Proficient
Performing Arts (Dancing/Theater)				
Social		20	5	
Dance/Ballroom				
HipHop	17	5	2	1
Folkdance		7	15	3
Theater/Acting	17	5	3	
Visual Arts				
Painting	18	5	2	
Poster	13	10	2	
Sketching/Free hand	18	15	2	
Drawing				

Arts education component of MAPEH curriculum is as difficult as teaching music because it also requires skills in facilitating different forms of arts (performing and visual arts), Table 2 presented the arts competency/skills profile of the third year BSED MAPEH. Most of the respondents are keener with the performing arts compared to visual arts skills as suggested by the table. Specifically, the respondents are mostly familiar with dancing rather than painting and other visual arts design skills. Pupils performance in any subject or discipline is greatly affected by the teachers competence in teaching Kulshrestha, Ak et.al [15] as in the case of MAPEH which is skill oriented it is important for them competent enough with the required skills in teaching.

The most enjoyable component of MAPEH is the Physical Education. Like the three components it also demands specific, common and varied skills and competencies. Presented in table b. 3 is the respondents PE and Sports skills profile. It must be gleaned from the table that most of the respondents are familiar with the given sports activities.

Table 3. Physical Education Competency of third year BSED MAPEH

Physical Education Competency/ies	Frequency of Students in terms of proficiency			Table tennis	19	1	2
	Beginner	Intermediate	Proficient				
Athlete or player of							
Basketball	15	7	3	Sports Officiating			
Volleyball	13	7	5	Basketball	16	8	1
Softball/Baseball	20	4		Volleyball	12	10	3
Badminton	17	8		Softball/Baseball	18	7	
Arnis	20	3	2	Badminton	14	11	
Sepak Takraw	25			Arnis	19	6	
Taekwondo	25			Sepak Takraw	20	5	
Swimming	18	5	2	Taekwondo	20	5	
Athletics	21	4		Swimming	19	6	
(chess)	21	4		Athletics	23	12	
				(Chess)	20	5	
				Table Tennis	17	8	

The Sorsogon State College office of Sports Coordinator provides opportunity for sports familiarity among BSED MAPEH students by conducting an annual sports clinic as a sound training or preparation for their part in the officiating and facilitating the annual intramurals in the College. The activity provides them with both theoretical and practical understanding and application of the concepts and skill in sports and Physical Education. Worthy mentioning are some students who were athletes in the provincial, regional and even national sports competitions, their sports exposure made them very proficient in both playing and officiating their sports. Of the components of MAPEH subject it was found out that the prospective MAPEH teachers have more experiences and exposures in physical activities and sports maybe because of the elements of fun and enjoyment one can get from it as a result of engagement and participation.

Prospective MAPEH majors level of proficiency in playing or officiating sports is multivariate concern, their engagement in physical activities since childhood plays important part in the development of their skills and understanding sports, the availability of opportunities for sports participation is also a big factor, the availability of resources for sports development as well as their beliefs and orientation about sports engagement plays a role as well. As pointed out by Hardman [16] the perilous position of Physical Education in the current curriculum practices around the world is making the future of Physical Education even problematic. Specifically, the ever-increasing restrictions and decreasing time allocation in the curriculum for PE subjects and its status and headteachers attitudes towards PE and other curriculum trends eventually affects the opportunity for engagement and participation in physical activities and therefore the decline of interest and skills in playing sports and other physical activities. Clearly, the school needs to revisit their support for physical activities and sports development to increase opportunities for sports participation and engagements.

Table 4. Health Competency of third year BSED MAPEH

Health Competency/ies (Knowledge of the following item/s)	Frequency of students in terms of proficiency		
	Beginner	Intermediate	Proficient
First Aid Application (simple sports injuries)	18	7	
Emergency and Disaster Preparedness	19	6	
Awareness of Community Health Issues			
Communicable diseases	23	2	
Chronic and non-chronic diseases	23	2	
Sexually Transmitted diseases	23	2	

Health education as an equally important component of the subject MAPEH, it also demands specific skills and competencies necessary for the effective and efficient delivery of instruction for health education. Table 4 presents health competency/skills in which the respondents skills were tested along 3 major areas; for first aid application (simple sports injuries) 18 or 72% assessed themselves as beginners while 7 or 28% were intermediate, in the area of emergency and disaster preparedness 19 or 76% assessed as beginners and 6 or 24% were intermediate. Along their awareness of community health issues in terms of communicable, chronic and non-chronic and sexually transmitted diseases there were about 23 or 92% and only 2 or 8% viewed themselves as intermediate.

Skills and competencies in Health education is critical as it helps in facilitation of several life skills such as safety promotions (first aid and disaster preparedness) decision making and refusal skills as emphasized in the Curriculum Guide for Health Education in the K 12 Curriculum[17].

Table 5. Leadership and Organizational Exposures of third year BSED MAPEH

Context of Leadership and Organizational Exposure	Leadership Position				Name of Organization
	President	Vice President	Secretary /Treasure	Other Position	
School-Based					
High School	7	3	5	7	YES-O, CAT Corps Commander
College	1	3	5	14	FPM, FEG, Scholars League, NSTP-CWTS, SSC- SSG Federation
Community-Based	2	1	1	6	Youth Task Force, Brgy. Youth Leader, Parish Youth Ministry

Table 5 presents the Leadership and Organizational Exposures of the 24 respondents, it can be gleaned from the table that the students were much active in leadership activities during their high school compared to their college years, it may be because they prioritize their academics over other activities, or that they find joining student organization in the college as not motivating and encouraging. It must be noted however, that teaching MAPEH demands not only skills in different sports, music arts and health and skills in teaching but leadership as well. As the success of any MAPEH related activities to a huge extent depends on the leadership and organizational skill of teachers or facilitators. The leadership and organizational skills is becoming an

important necessity in teaching across the curriculum especially in MAPEH as it is highly driven by many activities and events that should be organized as a form of assessment, instruction or the combination of both. Educational leadership is critical to facilitate effective MAPEH teaching as emphasized in the study of Gorozidis [18] that it is critical to develop teacher's self-efficacy, mastery goals, attitudes and intentions to implement a curriculum.

Perceived Body images, Self-esteem inventory and Comfortability in Social situation of the BSED MAPEH third year students.

How one look at his/her body image, his or her feelings about him/herself or the self-esteem and the self-confidence one has for his self and his comfortability in social situations or whenever one socializes with other people are essentials in teaching. Teaching involves interacting with other people it is profoundly a social process. It is therefore important that a teacher feels comfortable with oneself be able to appreciate his self-worth and be able to believe on his potentials and capabilities so he/she could feel good and find worth and be able to believe as well with other people whom he socialized with specifically his/her students. Presented in

the foregoing discussions are the perceived body images, self-esteem inventory and the comfortability in social situations of the prospective MAPEH teachers the worksheets or questionnaire is adapted from the Wellness Worksheets by Insel and Roth in [19].

The table above presents the male key informants perceived body images, self-esteem inventory and comfortability in social situation of the 13 BSED MAPEH third year male students. In terms of their perceived body image 12 or 92% of the male MAPEH students have healthy or positive body image and only 1 or 8% have an unhealthy body image. This would mean that the 12 students have no issues about their physical attributes.

This is attuned to the findings of Ansari et.al [20] that male tended to have more "positive body image" compared to women [21]. Men find a greater variety of body shapes to be socially acceptable than women, hence, most men are not so affected by how they look like and how people see their body shapes.

Along with the self-esteem inventory or the way they feel about themselves only 3 or 23% of them feel average while 10 or 77% felt below average which indicate that they need to become more realistic about themselves.

Table 6. Matrix of the Perceived Body images, Self-esteem inventory and Comfortability in Social situation of the male BSED MAPEH third year students.

Student (M)	Perceived Body Image		Self-Esteem Inventory		Comfortability in Social Situation					
	Score	Description	Score	Description	Positive Thoughts			Negative Thoughts		
					Score	Description	Score	Description	Score	Description
1	14	Positive PBI	40	Average	47	Average		40	Somewhat Average	below
2	14	Positive PBI	17	Significantly below average	51	Somewhat above average		40	Somewhat Average	below
3	12	Positive PBI	34	Significantly below average	49	Average		50	Somewhat average	above
4	14	Positive PBI	40	Average	58	Significantly above average		41	Somewhat average	below
5	8	Positive PBI	29	Significantly below average	45	Somewhat below average		42	Somewhat average	below
6	6	Positive PBI	25	Significantly below average	49	Average		40	Somewhat average	below
7	10	Positive PBI	39	Average	43	Somewhat below average		40	Somewhat average	below
8	10	Positive PBI	15	Significantly below average	58	Significantly above average		45	Average	
9	14	Positive PBI	23	Significantly below average	53	Somewhat above average		40	Somewhat average	below
10	28	Unhealthy PBI	18	Significantly below average	48	Average		45	Average	
11	5	Positive PBI	37	Somewhat below average	50	Average		34	Significantly average	below
12	13	Positive PBI	23	Significantly below average	53	Somewhat above average		35	Significantly average	below
13	26	Unhealthy PBI	18	Significantly below average	48	Average		40	Somewhat average	below

It is interesting to note that the results for their body image and self-esteem varies maybe because their emotions, experiences of success and failures come into play. The result of the self-esteem inventory for male MAPEH students is in contrasts with the findings of McMullin, & Carney, Robins et.al. Twenge and Campbell [22] wherein their studies reported higher self-esteem for men than women.

Their comfortability in social situations 11 or 85% scored average-significant above average on positive thoughts which means that they have high degree of comfort in social situations and low degree of social anxiety, while 11 or 85 % scored below average in negative thoughts which means that they have low degree of social anxiety.

The results as indicated in Table 6 implied that the male prospective MAPEH teachers generally have positive perceptions about their body images and that most of them are comfortable in social situations, however, many of them still must work hard to become more realistic in assessing their self-esteem. Duncan et al. [23] revealed that boys have higher body image perception compared to girls, even if it is not correlated to boy's active involvement in physical activities.

Table 7 presents the female key informants perceived body images, self-esteem inventory and comfortability in

social situation of the 11 BSED MAPEH third year female students. In terms of their perceived body image 7 or 64% of the female MAPEH students have healthy or positive body image and 4 or 36% have an unhealthy body image. Compared to the results for male prospective MAPEH teachers with regards Body image, they are less positive in terms of looking at their body shape and image- Ansari et.al. [20]; because women were more likely to perceive themselves being overweight than men Bergstrom [24]; women also have a narrower range of what is considered an "ideal" body image compared to men [21].

Along with the self-esteem inventory or the way they feel about themselves eight or 8 prospective female MAPEH teachers have significantly below average self-esteem and three or 3 got somewhat below average self-esteem which means that all the 11 female MAPEH students need to find ways to see what they are capable of and they need to express their inner self-confidence.

It must be noted that the results for their body image and self-esteem are significantly similar this would mean that for the female MAPEH students the way they looked at themselves is an expression of the way they feel about themselves. This finding is supported by Chubb et al. [25], Eccles et al. [26], Labouvie et al. [27], Mc Mullin and Campbell [22], Moksnes et.al. [28], whose study revealed that male adolescent, young adult's self-esteem have higher self-esteem.

Table 7. Matrix of the Perceived Body images, Self-esteem inventory and Comfortability in Social Situation of the female BSED MAPEH third year students.

Student (F)	Perceived Body Image		Self-Esteem Inventory		Comfortability in Social Situation			
	Score	Description	Score	Description	Score	Description	Score	Description
1	16	Unhealthy PBI	22	Significantly below average	50	Average	51	Significantly above average
2	6	Positive PBI	36	Somewhat below average	53	Average	40	Average
3	4	Positive PBI	35	Somewhat below average	46	Significantly below average	41	Average
4	11	Positive PBI	22	Significantly below average	49	Average	41	Average
5	11	Positive PBI	25	Significantly below average	38	Significantly below average	35	Somewhat below average
6	8	Positive PBI	34	Significantly below average	61	Significantly above average	47	Significantly above average
7	17	Unhealthy PBI	25	Significantly below average	41	Significantly below average	42	Somewhat above average
8	26	Unhealthy PBI	29	Significantly below average	55	Average	54	Significantly above average
9	7	Positive PBI	33	Somewhat below average	49	Somewhat below average	42	Somewhat above average
10	12	Positive PBI	22	Significantly below average	26	Significantly below average	33	Significantly below average
11	21	Unhealthy PBI	15	Significantly below average	47	Significantly below average	46	Significantly above average

As to their comfortability in social situations 6 or 55% scored significantly below average on positive thoughts and 4 or 37% scored significantly above average on negative thoughts which means that more the female MAPEH students are less comfortable in social situations and that they have high degree of social anxiety. These results are somewhat confirming the results of their perceived body images and self-esteem inventory. Their perceived lack of or limited skills in PE and Sports and Music might be contributory on their over-all perceptions in the context of becoming a MAPEH teacher.

The results as indicated in table 2.2 implied that the female prospective MAPEH teachers need to strengthen their way of positively looking and feeling about themselves and that they have a need to enhance their comfortability in social situations and manage their level of anxiety whenever they face people. Pillen et al. (2013) [29], found out that females beginner teachers reported more tensions than their male colleagues which may be an indicative of unbalanced personal and professional side of becoming a teacher. The perceived body images, self-esteem, comfortability in social situations and the list of their identified needed skills and competencies in teaching MAPEH are some of the factors that may be contributory to the stress and tensions that female prospective MAPEH teachers are dealing with.

3. Student reflections on their academic and MAPEH skills profiles, perceived body images, self-esteem inventory and comfortability in social situations on becoming a MAPEH teacher

Students reflections on becoming a MAPEH teacher are consisted of three parts namely; perceived body image, self-esteem inventory and comfortability in social situations. Presented below are the consolidated student reflections on each of the specified area. The foregoing students' reflections were subjected to the teacher's observation on the students performance in content, skills and attitudes as validation procedure.

Student Reflections on their Perceived Body Images

Student reflections on their perceived body images varies, this may be because of many factors (culture, gender differences nutrition, lifestyles among others) which are excluded from this study deserves further attention and research. In the case of the 24 prospective MAPEH teachers, the differences of their body image perceptions are noteworthy. Basically, male and females have varying perceptions of their body images mostly because of their gender differences. Men tend to have more positive image than women, because men finds greater variety of body shapes to be acceptable [20], [24], [30], [21]. Most male

students realized that they don't have much problem about their looks;

"After knowing the results I've finally know that I don't have any problems with my body image and that they are proud of themselves, however they also understand that although they have a good body image it doesn't necessarily means that they have no insecurities no more" (Julius Deniega, Tierry vargas, Jay Villariz, Guian Tacorda, Arnel Garrido, Amando, Jess Geoca.)

Some noted that as a future teacher they must make themselves more presentable in both appearance, mastery of the subject and their self-confidence. This is attuned with the findings of the study of Cash TF et al. (2002) [31], that better body image is related to higher self-esteem, optimism and social support. The result of my body image means that I need to develop a healthy image. "My appearance matters to me considering that I'm not a pretty guy nor a good looking one and my color make the situation worst. However, in some situations I don't look at it that way. But most people insult me for my appearance. But as I understand better myself I am much prouder than ashamed of it. I will not make my appearance an excuse to make myself happy, instead, I will try make the best out of me, to be more confident as a student, a guy, and a future teacher" (Delloso, Salimbacod, Floremy)

"Others are contented with what their body image is and that they are confident for who they are, (Jerome and Jesselyn), I am happy with the results. It made me realized that no matter what you are, it's just a matter of embracing and accepting yourself. Because you should be the one to lift yourself, and as a future teacher I can say that I can face and present them the real me with confidence" (Kevin and Judy Ann, Aviguel)

"There are also students who felt awful about the results and admitted that they are indeed insecure for their body appearance and it does affect their way of appreciating themselves because of it" (Grant, Marianne, Karen, Hillary, Shaira, Alma Maquiling, Angie, Jelly)"

MAPEH students' perceptions about their looks and appearance appeared to be somewhat affecting their viewpoints in becoming teacher as they realize that their looks may become a factor in teaching. It is however, important to note that while most of the female MAPEH students find some issues or challenges about their body images they fully realize that they all need to do something

to improve their general appearance as it is important to be pleasing as a teacher.

Student Reflections on their Self- Esteem Inventory

Self-esteem is an important aspect of an individuals' identity; Jain (2014) [32],. Self-esteem impact is life changing and could potentially affect a person's view of the world and himself. Generally, a person's self-esteem can make or unmake him. Having low self-esteem may be a risk factor for negative outcomes in important life domains . This is supported by the studies of several studies [33]-[36], that having low self-esteem predicts poorer mental and physical health, worse economic well- being, higher levels of criminal activity among youths, further, it also predicts anti-social behavior, eating disorder and depression and suicidal tendencies.

Prospective MAPEH teacher's self-esteem inventory is as important or even much important than their body images as it is inward reflections of themselves. Self-esteem or what one feels about himself as a person is important in their journey in developing their professional identity on becoming a teacher. That sense of self-worth is crucial in his over-all capacity and his belief to make a difference in the future as a MAPEH teacher. The self-esteem inventory results yield varying and similar results to most of them.

There is a pattern of similarity in the results of body images profile and self-esteem inventory results between male and female students. Cash TF [31], provides a similar analysis that better body image perception is related to higher self-esteem, optimism and social support. It appeared that males are surer of themselves the way they look at their physical attributes and the way they feel about themselves compared to females which appeared to be having more issues on how they look and feel about themselves. This is very much similar to the findings of the studies of different studies [22], [37], [38], [25], [26], [27], [28], [39], wherein men have higher self-esteem than women this partly because women are more likely to be emotional than men.

To most of the prospective MAPEH teachers they are very direct on their self-esteem inventory results that they need to work on with their self-confidence issues by appreciating more themselves and becoming more optimistic about life and the support their family and friends are providing them just like what Ruel has pointed out.

"After knowing my results, I realized that I really need to work on making myself confident and honest or true to my actions. Maybe I always tend to pretend that I can always do things even forcing myself, maybe I am just afraid of failing. This time I would make it better. I will try not to force myself and pretend what I am not, rather I will be "me" "

Tierry and Guian believed that they need to conquer their doubts hanging over their minds as they think that it weakens their confidence in communicating with other people. While Guimo, Arnel, Jess and Jerome believed that though they have negative perception about their body images they remain positive knowing that their self-esteem is positive because of the support of their family and friends.

"I think that I need to conquer the doubts hanging around my mind because it weakens my confidence when communicating with other people specially that I am a future teacher"

"I may have negative perception about my body image, I still have a good self-esteem on the other hand. I got this results because of the support of my family and friends. I should maintain and improve my optimism when I'm with other people"

For Jay, Julius, Marianne and Jelly they fully understand that as a future teacher it is a must for them to better handle their emotions and attitude and that to stay positive and in facing the challenges of life.

"I honestly need to work on my emotional aspect how to better handle and express it with other people, I must work on with my attitude as a future teacher I need to make it positive, have strong belief and faith in my capacities in facing challenges in life, learning as much as possible with the many experiences"

One interesting reflection is with Grant who probably very familiar with issues about self-esteem. Admitting that he truly has a very low self-esteem even prior to taking the self-esteem inventory. His negative perception about himself is coming from many reason strongest among them is his thought that he is ugly because of his unattractive physical feature which by the way is still average. From where he came from (family) he also lamented his poor self-confidence may have been developed through the years. Interestingly though he felt very strongly that his got issues about self-confidence hi very much gifted with musical skills like playing musical instruments and singing. He also believed that just like the rest of his classmates his self-confidence will be improve because he is willing to learn, grow and develop.

"I have a low self-esteem the result is very accurate, I am full of negative thoughts in my mind and in my surroundings. Thinking a lot about the criticisms. I have problem with social interaction because I looked at myself as ugly and my body structure is an indication of my insecurities. Yet my mind is strong enough to tell

me not to give in never to quit, rather I must believe more in my god given gifts and talents, maybe I could control my mind not to over think about other people. I know I can make a difference because I am capable just like everyone around me, I need not to rush things because sky is the limit of our possibilities, just like what Neil Armstrong achieved he left a footprint in the moon. In time I too can do things great by believing first that I can”

Floremy, Aviguel, Judy, Karen Alma, Jesselyn, Hillary and Angie all felt the need to work their self-confidence by setting aside their being shy and timid. They believed that their positive self-esteem is very important as they become teachers in the future.

“I must set aside the shy factor in me, because as a future teacher I must be confident the students will believe in me when I have good self-esteem. I think to be able to boost my confidence, I must believe more in myself and I also should develop my head, my hands and my heart. By this, I believe my self-esteem will improve, because as a future teacher, I must possess high self-esteem so my students would believe in me. I know I have low self-esteem because there are things that I am not comfortable with and there are things that I don't know yet-these made my self-esteem weakens”

Student Reflections on their Comfortability in Social Situations

Comfortability in social situations is very critical in teaching as they face and deal with different kinds of people. Social experiences affect generally how one feels whenever he is in social interaction, his or her sense of achievements (academically) becomes the first identity with which the child relates himself and a strong achievement affects his self-esteem (Crocker et.al 2002).

How one feels about other people they are relating or dealing with before, during and after social interactions. Each of their differences may post challenge and difficulty, which at times would bring much feeling of uncomfotability- which affects their control and tolerance on social anxiety. Social anxiety is but a common phenomenon in any social interaction once expectations are not met. This is so common in teaching and learning process. How people react to whatever social situations is critical especially for teachers as they conduct different classroom decision making.

Classroom management may only be effectively facilitated if teachers level of comfort in managing class is high. However, this feeling of being comfortable and sure of themselves during social situations is greatly affected by how they look and feel about themselves. Presented below

are the students realizations and reflections on the results of their comfortability in social situations.

It is interesting to note that although most of them believe that they are comfortable with people, they cannot help it but entertain some negative thoughts as to how other people might think about them. This clearly illustrate that they have some issues and insecurities bout themselves as they relate with other people. Realizing that they need to work very hard to be more positive and never be afaraind with other people around them as pointed out by Jerome, Julius, Guian, Arnel, Jelly, Judy ann, Aviguel, Floremy, Hillary, Jesselyn and Marianne;

“I am fit for social situations but I have some high negative thoughts. I like socializing with other people. Maybe the problem is I always conclude negatively of how other people would treat me. I must be more positive and never be afraid with other people and try my best to work well with other people”

More accepting of the results marked a positive room for self- improvement as Grant and Alma pointed;

“Still have a long way to improve my comfortability in social situations but I am willing to worked it out”

Jay, Shaira strongly believe that they have strong social skills as a result of their interaction with diverse kind of people throughout their lives and that they need to be focus on being happy.

“I know for myself that I have strong social skills, dealing with diverse people whom I encounter in my life. With all the things, I experienced from my childhood up to the present I can say that all that I need to do is to be happy for who I am and work well with other people”

Guillermo, Tierry and Angie on the other hand, believes that there is no use troubling themselves with the unnecessary or negative views they have for themselves instead they understand that they need to focus on things which are positive to enable them to develop their comfortability in social situations and become a more holistic person.

“Maybe if I should stop troubling myself from unnecessary view of myself and focus on things that will improve my comfortability with other people and to be a well-rounded individual”

For kevin, karen and Jess they were not surprised about the results of their comfortability in social situations since they

knew that they are indeed very sociable and are very much immersed with many social activities in school and the community. It helps very much if you have more social exposures and leadership immersions in developing your comfort in social activities. They viewed it as their edge over the other students specially because they are to become teachers.

"Im not surprise with the results because they've known me as a very social person and find myself always socializing which by the way have many advantages. I am not afraid of being me in public. And as a future teacher it is very important because we need to be sociable as teachers"

CONCLUSION AND RECOMMENDATION

Becoming a teacher is never an easy journey there is more to teaching than just facing a class and teach. The striking similarities and differences on the way they see themselves showed that there are still many areas (personal and professional) for improvement. The reflections of the 24 BSED MAPEH students on their personal experiences of both success and failures have added meaning on their journey on becoming an effective and competent MAPEH teacher.

It is in the best interest of the prospective teachers to be provided with a responsive quality pre-service teacher education preparation, to with; this research recommends that ; Curricular Activities and interventions which could help in developing and enhancing the self-image and self-esteem of prospective teachers along with their academic and skills competencies must be initiated, integrated and implemented across the curriculum, innovations may be conducted in fostering personal and professional attributes of prospective teachers.

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