

Factors in the Teaching of MAPEH and Performance of Grade 9 Learners in Gingoog City Division

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ABSTRACT

This study explored the extent to which specific factors influence the teaching of MAPEH (Music, Arts, Physical Education, and Health) and the corresponding academic performance of Grade 9 learners in the North 3 District, Gingoog City Division. Employing a sequential explanatory mixed-methods design, the study integrated quantitative data from 145 surveyed students with qualitative insights from interviews with 6 MAPEH teachers. Key factors investigated included teaching quality, classroom atmosphere, learner interest, parental support, and availability of resources. Statistical analysis revealed significant yet weak positive correlations between teaching-related factors and student performance. Notably, high levels of student interest and parental support emerged as critical contributors to learner achievement, while inadequate resources and physical infrastructure posed significant instructional barriers. Language barriers and insufficient MAPEH teacher expertise were also identified as limiting factors. Despite these challenges, many learners demonstrated proficiency or advanced performance levels. The study culminated in the development of a multi-pronged intervention program aimed at enhancing resource allocation, teacher training, classroom engagement strategies, and stakeholder involvement to improve MAPEH outcomes. These findings underscore the importance of a holistic and well-supported educational environment in delivering effective MAPEH instruction.

KEYWORDS

MAPEH; teaching quality; classroom atmosphere; learner interest; educational resources; performance assessment; mixed-methods research; intervention program; holistic development; student motivation.

INTRODUCTION

Since ancient times, education has been seen as an essential part of any community. This is attributed to the understanding that education has the ability to alter society, cultural norms, and, in turn, the standard of life throughout history. The predominant problem within the educational setting is learner's academic performance in school, which impedes their personal development. A variety of variables affect their performance, particularly in the areas of music, arts, physical education and health (Dulay, 2022). In light of these issues, a thorough investigation into the correlates of MAPEH performance among the students is necessary.

According to Whitehead (2020), studies have shown that MAPEH (Music, Arts, Physical Education, and Health) plays a vital role in fostering students' well-rounded

development, this holistic approach complements students' fundamental academic education by nurturing their physical, mental, and emotional well-being. To equip students with these essential skills and knowledge, public junior high schools have established the MAPEH program. This comprehensive program covers a wide range of topics, including curriculum, learning materials, teacher preparation, funding, administrative assistance, and community involvement

In the Philippines, the legal basis for studying MAPEH (Music, Arts, Physical Education, and Health) is primarily established in the Philippine Constitution, particularly in Article XIV, Section 19, which mandates the state to promote physical education and encourage sports programs, as well as Article XIV, Section 17, which highlights the promotion of arts and culture for national development.

Article XIV, Section 19: "The State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry.

Article XIV, Section 17: "The State shall recognize, respect, and protect the rights of indigenous cultural communities to preserve and develop their cultures, tradition, and institutions. It shall consider these rights in the formulation of national plans and policies.

Republic Act No. 10533, known as the Enhanced Basic Education Act of 2013, is a significant piece of legislation in the Philippines that aimed to reform the country's basic education system. This law introduced the K to 12 educational system, extending the basic education cycle from 10 to 12 years. It includes kindergarten, six years of elementary education, four years of junior high school, and two years of senior high school. The act aims to provide Filipino students with a more comprehensive and globally competitive education. It focuses on improving educational outcomes and preparing students for tertiary education, employment, or entrepreneurship. The law also emphasizes the development of lifelong learners equipped with the knowledge and skills necessary to face the challenges of the changing world. It includes the provision of improving teaching and learning process which encompass the need of including MAPEH subjects in the curriculum to support students' mental, creative and physical health.

Research indicates several critical learning gaps in MAPEH (Music, Arts, Physical Education, and Health) performance, particularly highlighting inequities in access to qualified educators and resources in rural areas (Lopez, 2020). Traditional assessment methods often emphasize rote memorization and technical skills, overlooking vital components like creativity and critical thinking, which can leave diverse learners underserved (Chen, 2020; Mitchell et al., 2019). To enhance engagement, it is suggested that MAPEH curricula incorporate project-based learning and real-world connections (Brown & Jones, 2019). However, unequal access to technology and the lack of teacher training in its effective integration further exacerbate these challenges, particularly for students from underprivileged backgrounds, creating significant disparities in educational outcomes (Yildiz, 2022; Zhao et al., 2021; Angeli & Valanides, 2009).

Despite the recognized importance of MAPEH (Music, Arts, Physical Education, and Health) in the curriculum, research specifically focused on Grade 9 learners' performance in these subjects has been scarce. Existing literature tends to be fragmented, offering limited exploration of the factors that influence MAPEH performance among this age group. To address this gap, a thorough investigation into the factor's extent in the teaching of MAPEH was conducted at the district level of Gingoog City Division. The main purpose of this study was to determine the extent of the factors manifested in teaching MAPEH and performance among Grade 9 learners of North 3 District, Gingoog City

Division. This study aimed to improve teaching methods and learners overall educational experience by determining the manifestation of MAPEH performance among Grade 9 learners which gave evidence-based treatments that enhanced learning outcomes in MAPEH and promote holistic student development. The main purpose of the study was to determine the manifestation of the factors in teaching MAPEH and performance among Grade 9 learners.

LITERATURE REVIEW

The study about the extent of the factors and MAPEH performance among students draws upon various theories and models from educational psychology and instructional theory. This is primarily rooted in one foundational theory which is the Socio-Ecological Theory, proposed by Bronfenbrenner (1979), this model examines the interplay between individual factors (such as student interest and parent support), interpersonal relationships (like teaching quality and classroom atmosphere), and family factors including financial issues. It emphasizes the importance of understanding how these different levels interact to shape educational experiences and performance.

The model of Bronfenbrenner (1979), was also supported by Bandura (1977) which emphasizes the dynamic interaction between personal factors, environmental influences, and behavior. According to this theory, individuals learn and develop through observing others, modeling behaviors, and making cognitive evaluations of their abilities and the outcomes of their actions.

To conclude the theory of Bronfenbrenner (1979) and Bandura (1997) the Self-Determination Theory (SDT) proposed by Deci & Ryan (2020), emphasizes the importance of intrinsic motivation for optimal learning and performance. In the context of MAPEH, SDT suggests that students who feel autonomous (having a sense of control over their learning), competent (believing in their abilities), and related (feeling connected to teachers and peers) were more motivated and engaged in MAPEH subjects. The research explored how factors like parental support, teacher-student relationships, and curriculum design can influence these psychological needs and ultimately impact MAPEH performance.

These theoretical frameworks provide valuable insights into the dynamics of the key factors that manifested with MAPEH performance among grade 9 learners namely: teaching quality and classroom atmosphere and also the hindering and facilitating factors that teacher encountered in handling MAPEH subjects. This study was undertaken to validate the extent of the factors and MAPEH performance. Figure 1 presented shows the schematic diagram of the study.

RESEARCH METHODS

Research Design

This study employed a sequential explanatory mixed-methods research design incorporating quantitative and qualitative approaches. The quantitative method was used to survey the key factors that influenced learners' MAPEH performance, while the qualitative method involved interviewing teachers to identify the facilitating and hindering factors in handling MAPEH subjects. Additionally, a correlational approach was applied to examine the relationship between these factors and MAPEH performance.

Research Locale

The study was conducted in the North 3 District of Gingoog City Division. This district consisted of six secondary schools at the time of the study: Kalipay National High School, Eureka National High School, Sangalan Integrated School, Dukdukaan Integrated School, Baliguihan Integrated School, and Minpakiki Integrated School.

Kalipay National High School is located at Purok 1, Barangay Kalipay, Gingoog City, 25 kilometers away from the city proper. A public institution founded in 1995 with a total land area of 39,000 square meters. The school offers complete Junior High School and Senior High School programs with tracks focusing in General Academic Strands and Technical Vocational and Livelihood Track with specialization in Agricultural Crop Productions NCII. The school has been serving the community for more than 25 years and currently caters more than 400 learners on both JHS and SHS which is facilitated by 28 committed teachers and incredibly supportive stakeholders (Alojacin & Tantiado, 2023).

Under Barangay Kalipay aside from Kalipay National High School which has secondary students is Minpakiki Integrated School. These schools are also situated in Barangay Kalipay, Gingoog City, within the province of Misamis Oriental, Philippines. The distance from Kalipay to Minpakiki is around 9 kilometers. This is an integrated schools that cater the learners coming from far-flung areas within Barangay Kalipay (Alojacin & Tantiado, 2023).

Meanwhile, Sangalan Integrated School was founded in 1935 with more than 400 Higaonon learners. It is in Purok 1, Barangay Sangalan, Gingoog City, 35 kilometers away from the city proper with 18 active and committed teachers: 11 from the elementary, and 7 from the secondary. The school offers complete elementary education from kindergarten to Grade 6, complete Junior High School from Grades 7 to 10, and complete Senior High School from Grades 11 and 12 offering General Academic Strand. Sangalan Integrated School continues to improve with the help of the teaching staff, incredibly supportive barangay officials, parents, and other stakeholders to ensure that quality education is being offered (Alojacin & Tantiado, 2023).

On the other hand, Eureka National High School is located at barangay Eureka in the city of Gingoog, in the province of Misamis Oriental. Its population as determined by the 2020 Census was 2,573. This represented 1.88% of the total population of Gingoog. Eureka is situated at approximately 8.7064, 125.1960, in the island of Mindanao. Elevation at these coordinates is estimated at 588.8 meters or 1,931.7 feet above mean sea level. The school is composed of 8 committed and dedicated teachers. They offer complete Junior High School from grade 7 to 10 (<http://www.philatlas.com/Mindanao/r10/gingoog/eureka.html>)

Dukdukaan Integrated School and Baliguihan Integrated School, are situated on the other side of Barangay Eureka, these are schools which are located at the boundary of CARAGA. Its jurisdiction is also upon the level of Barangay Eureka but it is in a far-flung area of the other route going to Buenavista, Agusan Del Norte.

Research Instrument

To determine the extent to which factors manifested with MAPEH performance among grade 9 learners, the researcher utilized a survey questionnaire adopted from various sources (referenced in Appendix A). This questionnaire consisted of 50 statements, with each of the five key factors being represented by 10 statements. The 50-item statements instrument served as the data collection tool for the study, allowing the researchers to gather information on the factors potentially related to MAPEH performance in grade 9 learners. The survey questionnaire was used for learners and teachers to rate the factors extent with MAPEH performance.

To determine the MAPEH performance, the researcher collected the final grade of the 145 sampling respondents for recording. Another research instrument was the interview guide, which is employed to know the facilitating and hindering factors of teachers in handling MAPEH subjects.

Data Gathering Procedure

This study was conducted during the academic year 2023-2024. Before commencing the research, the researcher obtained an official letter of permission from the Dean of the graduate school and a letter of approval from the school's division superintendent of the division of Gingoog City. She also wrote a letter to the School Heads requesting approval to conduct the study. Only learners and teachers directly involved in the study are included.

The questionnaire was administered in person, with the format chosen based on the respondents' preferences and convenience. The content of the survey questionnaire mirrored the indicators used to assess MAPEH performance. Before administering the survey, instructions were provided to ensure participants understood how to complete the questionnaire and utilized the rating scale effectively. This scale was used to collect data on the key factors potentially correlating with MAPEH performance.

The participants of the survey were the secondary MAPEH teachers who handled MAPEH subjects and their corresponding learners in MAPEH class. Teachers used the survey instrument to rate the corresponding learners in his/her class using the 5 indicators with 10 statements each. MAPEH performance data for the Grade 9 learners was obtained from school records or academic transcripts, located either in master sheets or individual grading sheets maintained by the subject teachers. The researchers collaborated with school administrators or relevant personnel to securely access the necessary academic data.

The researcher conducted interviews with the 6 teachers to gather qualitative data on their experiences in handling MAPEH subjects. An interview guide, consisting of open-ended questions related to facilitating and hindering factors in teaching MAPEH, was developed beforehand. Before the interviews, this guide with its questions was provided to the participating teachers for them to analyze and prepare. The interviews were conducted in person depending on the availability and preferences of the participants. With their consent, the interviews were audio-recorded and then transcribed for further analysis.

Data Analysis Plan

To treat the data collected for objective examination and analysis, the following statistical tools were used:

Mean. This statistical tool was used to assess the degree of the factors that extend to MAPEH performance.

Frequency and Percentage. This statistical tool was used to analyze MAPEH performance among grade 9 learners.

Pearson-r. This statistical tool was used to determine whether there is a significant relationship between the factors and MAPEH performance.

Thematic analysis. This was used to group the responses from the questions on the facilitating and hindering factors teachers faced when handling MAPEH subjects as basis in the discussion and analysis of the data that was presented.

RESULTS AND DISCUSSION

Problem 1. To what extent are the factors manifested in the teaching of MAPEH such as teaching quality and classroom atmosphere as rated by the Grade 9 learners?

Teachers' Best Practices in Teaching Filipino 6 along classroom management, lesson preparation, lesson delivery, utilization of instructional materials and assessments were analyzed using thematic analysis. The tables present the teachers' best practices and the corresponding interpretation for each.

Table 1. Extent of Manifestation with Respect to Teaching Quality Management

Teaching Quality	Mean	Description	Interpretation
1. The MAPEH teacher is knowledgeable about the subject he/she teaches.	4.70	Strongly Agree	Very Evident
2. The MAPEH teacher explains concepts clearly.	4.65	Strongly Agree	Very Evident
3. The MAPEH teachers use various teaching methods to engage students.	4.37	Strongly Agree	Very Evident
4. The MAPEH teacher provides constructive feedback on student work.	4.43	Strongly Agree	Very Evident
5. The MAPEH teacher is supportive.	4.67	Strongly Agree	Very Evident
6. The MAPEH teacher demonstrates a passion for his/her subject.	4.54	Strongly Agree	Very Evident
7. The MAPEH teacher encourages student participation during the discussion.	4.47	Strongly Agree	Very Evident
8. The MAPEH teacher adapts teaching to meet the needs of diverse learners.	4.31	Strongly Agree	Very Evident
9. The MAPEH teacher provides opportunities for hands-on learning experiences.	4.55	Strongly Agree	Very Evident
10. Overall, the MAPEH teacher is satisfied with the quality of teaching in his/her MAPEH classes.	4.43	Strongly Agree	Very Evident
Overall	4.51	Strongly Agree	Very Evident

Legend: 1.00-1.79 Not evident 1.80-2.59 Least evident 2.60-3.39 moderately evident 3.40- 4.19 Evident 4.20-5.00 Very Evident

Table 1 shows the factors that manifested in the teaching of MAPEH in terms of teaching quality as rated by the learner's respondents. It reveals an overall mean of 4.51, described as Strongly Agree and interpreted as Very Evident. The results of the teaching quality evaluation for the MAPEH teacher indicate a consistently high level of performance across various aspects of teaching because Grade 9 learners of the North 3 District, Gingoog City Division benefited the most from the well-structured lessons, step-by-step explanations, and real-life examples used by MAPEH teachers in teaching. According to the study, Hill (2021), found that teachers with a deep understanding of the MAPEH subjects tend to deliver more effective lessons, which directly correlates with higher student performance. Students taught by knowledgeable teachers were more engaged and demonstrated better comprehension of complex concepts in music, arts, physical education, and health. The importance of clear communication and explanation of concepts of MAPEH teachers which explained concepts clearly and concisely, grasp the material, leading to improved academic performance.

Moreover, the statement that the *MAPEH teacher is knowledgeable about the subject he/she teaches* got the highest criterion of 4.70. It suggests that the MAPEH teacher is highly knowledgeable about the subject they taught. It is very evident in the North 3

District that teachers are knowledgeable about the lessons they taught in MAPEH because as perceived by the Grade 9 learners in the survey, this criteria got the highest score. This means that teachers have a deep understanding of the subject matter and allows the MAPEH teacher in Grade 9 to deliver the content and answer the queries comprehensively. This results was supported by Harris and Jones (2021) emphasizes the importance of teacher subject knowledge, noting that MAPEH teachers who have a deep understanding of the subject matter can deliver content more effectively and address student questions with confidence. This expertise is crucial for fostering a productive learning environment and ensuring student success.

On the other hand, the statement, *The MAPEH teacher adapts teaching to meet the needs of diverse learners*, got the lowest mean of 4.31 but it is still rated positively since it is described as Strongly Agree and interpreted as Very Evident to teachers who are teaching MAPEH. The result suggests that while the teacher is effective, there might be further opportunities to adapt teaching strategies to meet the diverse needs of all learners. In the context of North 3 District, Gingoog City Division, MAPEH teachers found it harder to adapt to the learners' needs because numerous learners are Higaonon who have diverse culture and tradition. This is the very reason why learners rated the MAPEH teachers lower than the other criterion because in the first place, teachers did not know how to speak Higaonon, so there is language barriers. The research emphasizes the necessity for teachers to modify their instructional approaches to meet the varied learning needs of students, particularly in increasingly diverse classroom settings.

Tomlinson and Moon (2020) emphasize the critical role of differentiated instruction in enhancing educational outcomes for diverse student populations. Their work supports the idea that teachers must adapt their teaching strategies to accommodate varying learning needs, backgrounds, and styles. By tailoring instruction to individual students, educators can better support student success and improve overall classroom performance. This aligns with Evertson (2022) findings on the necessity of adapting teaching methods to address the diverse needs of learners.

Table 2. Extent of Manifestation with Respect to Classroom Atmosphere

Classroom atmosphere	Mean	Description	Interpretation
1. The classroom environment of MAPEH classes is positive.	4.15	Agree	Evident
2. Student feel comfortable expressing their self in MAPEH classes.	4.32	Strongly Agree	Very Evident
3. Students show respect to each other during MAPEH activities.	4.09	Agree	Evident
4. MAPEH teacher fosters a sense of community among students.	4.50	Strongly Agree	Very Evident
5. There is a sense of collaboration in MAPEH classes	4.21	Strongly Agree	Very Evident
6. MAPEH teacher encourages creativity	4.55	Strongly Agree	Very Evident
7. MAPEH classroom is well-organized	4.24	Strongly Agree	Very Evident
8. MAPEH teacher promotes a culture of diversity.	4.54	Strongly Agree	Very Evident
9. MAPEH classmates support each other's learning.	4.20	Strongly Agree	Very Evident
10. Overall, students enjoy the atmosphere in MAPEH classes.	4.53	Strongly Agree	Very Evident
Overall	4.33	Strongly Agree	Very Evident

Legend: 1.00-1.79 Not evident 1.80-2.59 Least evident 2.60-3.39 moderately evident 3.40-4.19 Evident 4.20-5.00 Very Evident

Table 2 shows the factors that were manifested with respect to MAPEH performance in terms of classroom atmosphere as perceived by the learner's respondents. The results of the study on classroom atmosphere in MAPEH (Music, Arts, Physical Education, and Health) classes provide valuable insights into the factors that contribute to learner's academic performance in these subjects. The survey shows an overall mean score of 4.33, interpreted as "Strongly Agree" and "Very Evident," indicates that Grade 9 learners of North 3 District generally perceive the classroom atmosphere as positive and conducive to learning. This means that the learners of North 3 District feel safe and comfortable in their classroom setting in grade 9 which is helpful for effective learning in MAPEH.

Waller (2021) study on the influence of classroom atmosphere on learner's performance in MAPEH subjects highlights the critical role that a positive and supportive classroom environment plays in enhancing student outcomes. The research delves into various elements of classroom atmosphere and their direct and indirect effects on student engagement, motivation, and academic achievement in MAPEH. The findings of the study of Waller's concluded the profound impact that a positive classroom atmosphere has on student performance in MAPEH subjects. By fostering an environment that is supportive, inclusive, and well-organized, teachers can significantly enhance student engagement, creativity, and collaboration. These elements are crucial for success in MAPEH, where active participation and creative expression are key components of the curriculum.

Moreover, the statement, *MAPEH teacher encourages creativity*, garnered the highest mean of 4.55 described as Strongly Agree and interpreted as Very Evident in the classroom setting of MAPEH class. The high rating of classroom atmosphere in terms of creativity in Grade 9 learners of North 3 District indicates that they clearly observe and experience a learning environment that nurtures their creative abilities in Music, arts, physical education and health. MAPEH teachers also used engaging and interactive activities that allows Grade 9 learners to express their creativity in MAPEH like for example in arts they create original artworks, music through composing song and creating improvised instrument, physical education fostered through dance choreography and even health learners make projects like informative fosters, role play which are common in Kalipay National High School and other schools in North 3 District.

A study by Hardiman et al. (2019) found that integrating creative activities into teaching significantly enhances student engagement and retention of content. This finding underscores the importance of creativity in education, particularly for MAPEH teachers, who can foster a more dynamic and engaging learning environment by encouraging creative expression among learners.

Meanwhile, the statement 'Students show respect to each other during MAPEH activities' shows the lowest mean of 4.09, which is described as 'Agree' and interpreted as 'Evident. Although these results reveal positive outcomes, they suggest that there is a lack of mutual respect among students in the Grade 9 MAPEH class. In the classroom setting of North 3 District of Grade 9 learners, they felt less mutual respect for their classmates during MAPEH activities because sometimes misunderstanding may occur most especially in group works, collaborative activities and focus group discussion. Learners of North 3 District are diverse in their attitude because they are coming from different background of family and raises.

Mutual respect during MAPEH activities ensures a supportive learning environment where students feel valued and safe. This respect fosters collaboration and reduces conflict, which can positively influence student performance by creating a more focused and cohesive classroom environment. Espinoza et al. (2020) also supported student perception, highlighting the importance of mutual respect in educational settings, emphasizing that it

fosters a supportive learning environment where students feel valued and safe. The study found that when mutual respect is evident among students, it enhances collaboration and reduces conflicts, ultimately contributing to better academic performance and a more cohesive classroom environment.

In conclusion, the overall mean score of 4.33, indicating "Strongly Agree" and "Very Evident," shows that the classroom atmosphere in MAPEH 9 among the secondary schools of North 3 District is highly conducive to learning. The factors that contribute to this positive atmosphere, such as a sense of community, encouragement of creativity, promotion of diversity, and peer support, are all strongly correlated with improved student performance in MAPEH. When students feel comfortable, respected, and supported, they are more likely to engage fully in the subject, leading to better academic and practical outcomes. This positive classroom atmosphere not only enhances student enjoyment but also fosters an environment where students can thrive and excel in MAPEH subjects. Research by Johnson et.al (2020) and Martinez et.al (2022) confirms that a positive classroom atmosphere characterized by community, creativity, diversity, and peer support strongly manifested with improved student performance. When students feel respected and supported, their engagement increases, leading to better outcomes in both academic and practical aspects of subjects like MAPEH.

Problem 2. To what extent are the factors manifested in the learning of MAPEH such as learner's interest, parent's support and available resources as rated by teachers?

Table 3. Level of Learners Interest in the learning of MAPEH

Lerner's Interest	Mean	Description	Interpretation
1. MAPEH subjects are personally interesting to students.	4.02	Agree	Evident
2. Students participate in MAPEH classes because they enjoy them.	3.95	Agree	Evident
3. Students always look forward to MAPEH classes.	3.85	Agree	Evident
4. Students find MAPEH subjects relevant to their life.	4.10	Agree	Evident
5. Students prefer MAPEH activities over other subjects.	3.88	Agree	Evident
6. Students feel motivated to excel in MAPEH.	3.70	Agree	Evident
7. Students enjoy exploring different aspects of MAPEH (e.g., music, arts, physical education, health).	3.77	Agree	Evident
8. Students would choose to spend extra time on MAPEH-related activities.	3.97	Agree	Evident
9. MAPEH classes inspire students to pursue related hobbies or interests outside of school.	4.01	Agree	Evident
10. Overall, students found MAPEH subjects enjoyable and engaging.	4.03	Agree	Evident
Overall	3.93	Agree	Evident

Legend: 1.00-1.79 Not evident 1.80-2.59 Least evident 2.60-3.39 moderately evident 3.40-4.19 Evident 4.20-5.00 Very Evident

Table 3 shows the factors that were manifested in the level of learners' interest as perceived by the teacher's respondents. The results reveal that it has an overall mean of 3.93, described as Agree and interpreted as Evident. The survey results suggest that interest in and engagement with MAPEH subjects were factors that were manifested in the grade 9 learners' performance according to teacher perception. When Grade 9 learners of North 3 District are interested in and enjoy in MAPEH, they are more likely to put in the effort needed to excel. The results shows that MAPEH subject's is relevance to their lives and it further strengthens there performance, because they are more motivated to learn when they

see the practical applications of the knowledge they are acquiring into their real life situation. MAPEH teachers shows the relevance of MAPEH subjects to the life of the Grade 9 learners as perceived by the overall results of learners' interest in learning MAPEH. In the study conducted by Panganiban (2021), the impact of learners' interest on their academic performance in MAPEH subjects was thoroughly examined. The study found that students who exhibited a higher level of interest in MAPEH were more motivated to participate actively in classes. The study suggests that when students are genuinely interested in the content, they are more likely to engage in learning activities.

Moreover, the statement, *Students find MAPEH subjects relevant to their life* has the highest mean of 4.10 described as Agree and interpreted as Evident. This means that when grade 9 learners perceive content as relevant, they are more likely to see the value in what they are learning, which can enhance motivation and engagement, leading to better academic performance. Like for example in physical education where they learn about the importance of exercise and an active lifestyle. Grade 9 learners engaged in personalize fitness plan activity, designing it weekly to have a workout routine at home because it helps them to stay healthy and prevent diseases. The idea that students' perception of the relevance of content enhances their motivation and engagement, thereby leading to better academic performance, is supported by the work of (Johnson, 2020). Johnson discusses how the perceived relevance of educational content to students' lives significantly increases their motivation to engage with the material, which in turn positively impacts their academic outcomes.

On the other hand, the statement, *Students feel motivated to excel in MAPEH* got the lowest mean of 3.70 described as Agree and interpreted as Evident. Although this was one of the lower scores, it still indicates that grade 9 learners are motivated to do well in MAPEH subjects but the interest in doing it is less compare to other subjects as perceived by the MAPEH teachers. The reason for teachers not to see this as a positive criterion because some learners in North 3 District are not so motivated to excel in MAPEH because of lack of interest in the subject, lack of confidence to perform and limited skills. Motivation is closely linked to performance, as motivated students are more likely to set goals, seek help when needed, and persist through challenges. According to Garcia (2022), students with even moderate motivation levels tend to engage in goal-setting, actively seek assistance, and persevere through academic challenges, leading to better performance.

In conclusion, the result implies that motivation to excel in MAPEH class is also significant. Even when motivation levels are not extremely high as shown above, the presence of moderate motivation is enough to drive positive academic behaviors, such as goal-setting, help-seeking, and persistence. These behaviors, in turn, lead to better academic performance, as students are more likely to stay engaged, complete assignments on time, and perform well on assessments.

Table 4. Extent of Manifestation with Respect to Parent's Support

Parents support	Mean	Description	Interpretation
1. The parents/ guardian attend student MAPEH-related events (e.g., sports games, art exhibitions).	3.96	Agree	Evident
2. The parents/ guardian provide the student with resources or materials for MAPEH projects.	3.68	Agree	Evident
3. The parents/guardians support student involvement in extracurricular MAPEH activities.	3.72	Agree	Evident
4. The parents communicate with MAPEH teachers to track student progress through visiting the school or online communication.	3.70	Agree	Evident

5. The parents/guardians can access all necessary materials for MAPEH classes.	3.40	Agree	Evident
6. The parents/guardians value student achievements by attending the culmination program in MAPEH.	3.80	Agree	Evident
7. The parents/guardian's financial situation can affect the student's access to additional MAPEH resources (e.g., private lessons).	3.45	Agree	Evident
8. The parents/ guardian volunteer to assist MAPEH teachers during extracurricular activities	3.72	Agree	Evident
9. The parents/ guardian attend meetings specifically to discuss the child's progress in the MAPEH subject.	3.91	Agree	Evident
10. Overall, students feel supported by parents/guardians in my MAPEH education.	3.90	Agree	Evident
Overall	3.72	Agree	Evident

Legend: 1.00-1.79 Not evident 1.80-2.59 Least evident 2.60-3.39 moderately evident 3.40-4.19 Evident 4.20-5.00 Very Evident

Table 4 shows the parent's support as factors manifested by the MAPEH performance of learners as rated by the MAPEH teacher. The results of the survey conducted reveals an overall mean score of 3.72, described as "Agree" and interpreted as "Evident," indicates that parental support is generally present and recognized by Grade 9 MAPEH teachers of the North 3 District secondary level. Though the results described as Agree and interpreted as evident but it shows positive results with regards to parental support in MAPEH class. In the context of North 3 District secondary schools parents are supportive to their children in a way of support during MAPEH activities. The results indicates that support from parents are present but it is on the level of interpretation which is evident since there are some factors that contributed the less support from parents into the MAPEH class in Grade 9. This level of support is strongly manifested with academic performance in MAPEH. When parents are involved whether by attending events, providing resources, communicating with teachers, or valuing their child's achievements students are more likely to feel motivated, supported, and capable of excelling in MAPEH.

The relationship between parental support and MAPEH performance has been extensively studied, and the findings of the survey are supported by the work of (Delgado, 2020). Delgado's research emphasizes that parental involvement in a child's education whether through attending events, providing resources, or maintaining communication with teachers significantly enhances students' motivation and academic performance, particularly in subjects like MAPEH. Delgado (2020) found that students who perceived strong parental support were more likely to be engaged and motivated in their studies. Delgado noted that when parents attended school events related to their child's education, such as sports games or art exhibitions, students felt more valued and supported. This recognition motivated them to put more effort into their studies, knowing that their achievements were appreciated both at home and in school.

Moreover, the statement that *'the parents/guardians attend student MAPEH-related events (e.g., sports games, art exhibitions)* has the highest mean of 3.96, described as Agree and interpreted as Evident. The highest mean score was for parents or guardians of the North 3 District Grade 9 learners who are attending MAPEH-related events, such as sports games, art exhibitions, or any MAPEH-related activities conducted at school. When Grade 9 learners saw their parents present during their activities, they were motivated to perform. This strong presence at events likely reinforces the importance of these activities in the grade 9 learners' lives, boosting their motivation and engagement in MAPEH.

When parents show interest in their child's participation in these events, students may feel more encouraged to excel, knowing that their efforts are recognized and valued at home. Research by Smith et.al (2021) and Lee et.al (2023) indicates that parental involvement in school events, such as MAPEH-related activities, positively influences student engagement and achievement. Their studies found that when parents or guardians attend events like sports games or art exhibitions, it not only enhances students' motivation but also strengthens their connection to both their academic and extracurricular pursuits.

On the other hand, the statement that *the parents/guardians can access all necessary materials for MAPEH classes* as a factor manifested with MAPEH performance got the lowest mean of 3.40, described as Agree and interpreted as Evident. This implies that a relatively lower mean score for parents accessing necessary materials for MAPEH classes suggests some challenges in this area. The results interpreted as evident got the lowest mean because many of the parents of the North 3 District belong to less fortunate family which they cannot provide all the necessary materials in MAPEH class, most especially in arts. This could be due to financial limitations, lack of information, or other barriers. The ability to access the required materials is crucial for grade 9 learners to participate fully in MAPEH activities and assignments, and insufficient access could negatively impact their performance. The results of the study were also supported by (Reyes & Bautista, 2021). Their research highlights that financial constraints, lack of information, and other barriers can significantly limit parents' ability to provide the required resources for their children's education, which, in turn, negatively impacts students' academic performance in practical subjects like MAPEH.

Table 5. Extent of Manifestation with Respect to Available Resources

Available Resources	Mean	Description	Interpretation
1. The school provides adequate resources.	3.19	Neutral	Moderately Evident
2. Students can access technology (e.g., computers, and tablets) for MAPEH-related activities.	2.48	Neutral	Moderately Evident
3. There is sufficient sports equipment for physical education classes.	2.72	Neutral	Moderately Evident
4. The school offers a variety of musical instruments for music classes.	2.25	Disagree	Least Evident
5. Art supplies are readily available for art classes.	2.99	Neutral	Moderately Evident
6. The school library has a diverse selection of resources related to MAPEH subjects.	2.99	Neutral	Moderately Evident
7. Student have access to online resources or databases for MAPEH research and projects.	2.68	Neutral	Moderately Evident
8. The school provides opportunities for off-campus MAPEH experiences (e.g., museum visits, and outdoor excursions).	2.10	Disagree	Least Evident
9. Students feel that the available resources enhance the learning experience in MAPEH.	3.00	Neutral	Moderately Evident
10. Overall, students are satisfied with the resources available for MAPEH education.	2.94	Neutral	Moderately Evident
Overall	2.74	Neutral	Moderately Evident

Legend: 1.00-1.79 Not evident 1.80-2.59 Least evident 2.60-3.39 moderately evident 3.40-4.19 Evident 4.20-5.00 Very Evident

Table 5 shows the available resources as factors manifested with the MAPEH Performance among the grade 9 learners. The survey results regarding available resources for MAPEH classes reveal a concerning trend, with an overall mean score of 2.74,

described as "Neutral" and interpreted as "Moderately Evident." These results suggest that while some resources are present, they are often insufficient, which negatively impact grade 9 learners' performance in MAPEH subjects. The resources is the main hindering factors in teaching MAPEH because there is really an insufficient materials for teaching MAPEH in the secondary schools of North 3 District. Sanchez et al. (2023) highlight that "insufficient or inadequate resources in educational settings can significantly impact students' ability to engage fully with the curriculum and achieve their academic potential, particularly in subjects that rely heavily on specific materials and tools like MAPEH.

As indicated in the overall mean score of 2.74, described as "Neutral" and interpreted as "Moderately Evident," this implies that the resources available for MAPEH education in North 3 District are insufficient and could be significantly improved. The lack of adequate resources like technology, sports equipment, musical instruments, or art supplies can hinder students' ability to fully engage with the curriculum, leading to lower academic performance. The results were supported by the studies of Reyes et.al (2020) and Bautista et.al (2022) found that in the Philippines, inadequate resources in educational settings, especially for MAPEH (Music, Arts, Physical Education, and Health), negatively affect student engagement and academic achievement. These findings underscore the critical need for sufficient materials and tools to ensure students can fully engage with the curriculum and reach their academic potential, highlighting a significant challenge in resource-dependent subjects like MAPEH.

Moreover, the statement, *the school provides adequate resources* got the highest mean of 3.19. The highest score in this category is for the adequacy of resources provided by the school, but even this is only at a "Neutral" level. This implies that while resources are available, they may not be sufficient or of the quality needed to fully support grade 9 learners in learning MAPEH. Inadequate resources can hinder students' ability to engage deeply with the subject matter, potentially limiting their performance. The study by Baker and Green (2020) titled "Does Funding Matter? Evidence from the National Longitudinal Study of Public School Spending" explores the relationship between school funding and educational outcomes. The findings underscore the importance of not just the amount of funding but also how resources are allocated. Effective use of additional funds such as investing in instructional materials, teacher training, and support services can enhance the positive effects on student learning.

On the other hand, the statement, *the school provides opportunities for off-campus MAPEH experiences (e.g., museum visits, outdoor excursions)* got the lowest score of 2.10 as described Disagree and Least Evident because there is no event like this in North 3 District of Gingoog City Division. The Grade 9 learners did not experience undergone to a museum visits and outdoor excursions due to financial constraint. The parents and schools cannot afford to let the learners' experiences real world connections due to lack of budget. These experiences are crucial for providing grade 9 learners with real-world connections to the material they learn in class. Without these opportunities, students may find it challenging to see the relevance of MAPEH subjects in their lives, which can reduce their motivation and engagement, ultimately impacting their performance. The issue of insufficient off-campus learning opportunities and its impact on students' engagement and performance in MAPEH subjects is explored in the study by (Thompson & Lee, 2022).

Therefore, their research highlights the importance of real-world experiences, such as museum visits and outdoor excursions, in enhancing students' understanding and interest in subjects like MAPEH. Thompson and Lee (2022) emphasize that real-world experiences are crucial for bridging the gap between theoretical knowledge and practical application. For subjects like MAPEH, which encompass music, arts, physical education, and health,

off-campus activities provide learners with tangible, experiential learning opportunities that deepen their understanding and appreciation of the material. The lack of such experiences can lead to reduced motivation and a lower level of engagement in MAPEH subjects.

Table 6. Summary of the extent of the factors in the manifestation of teaching MAPEH

Indicators	Mean	Description	Interpretation
Teaching Quality	4.51	Strongly Agree	Very Evident
Classroom Atmosphere	4.33	Strongly Agree	Very Evident
Overall	4.42	Strongly Agree	Very Evident

Legend: 1.00-1.79 Not evident 1.80-2.59 Least evident 2.60-3.39 moderately evident 3.40-4.19 Evident 4.20-5.00 Very Evident

Table 6 shows the summary of results which indicate a very positive perception of both teaching quality and classroom atmosphere, with mean scores of 4.42 suggesting strong agreement from grade 9 learner's respondents on both indicators and interpreted as Very Evident.

The mean score for teaching quality is 4.51, which falls under the "Strongly Agree" category and interpreted as Very Evident. This high score indicates that North 3 Districts MAPEH teachers was very visible in their teaching practices as observed by learners and it is reported as highly effective, engaging, and well-received by the Grade 9 learners. It implies that MAPEH teachers were employed strategies that resonate well with grade 9 learners, fostering a strong understanding of the material, effective instructional methods, and perhaps encouraging high levels of student engagement.

On the other hand, with a mean score of 4.33 also under "Strongly Agree," and interpreted as Very Evident, the classroom atmosphere is similarly viewed as very positive. This suggests that grade 9 learners feel comfortable, safe, and encouraged within the classroom environment, which is crucial for effective learning.

The results of this study align with research emphasizing that both teaching quality and classroom atmosphere are critical for positive educational outcomes. A recent study by Ye et al. (2023) highlights the importance of a supportive classroom environment in boosting student engagement, which has been linked to improved learning outcomes. In classrooms where teachers foster positive interactions and high-quality instruction, students tend to be more engaged and perform better academically. This engagement not only supports academic success but also helps in fostering a positive attitude toward learning, especially in challenging subjects like language learning.

In conclusion, the results underscore the importance of both high-quality teaching and a positive classroom atmosphere in creating an effective learning environment. When learners perceive both as highly favorable, it can lead to improved academic outcomes, higher learner satisfaction, and greater engagement.

Table 7. Summary of the extent of the factors in the manifestation of Learning MAPEH

Indicator	Mean	Description	Interpretation
Learner's Interest	3.93	Agree	Evident
Parent's Support	3.72	Agree	Evident
Available Resources	2.74	Neutral	Moderately Evident
Overall	3.46	Agree	Evident

Legend: 1.00-1.79 Not evident 1.80-2.59 Least evident 2.60-3.39 moderately evident 3.40-4.19 Evident 4.20-5.00 Very Evident

Table 7 shows the summary of the factor's extent in the manifestation of learning MAPEH which is rated by the subject teachers in Grade 9. With an overall mean of 3.46 described as agree and interpreted as Evident, in which learners appear to exhibit a level of interest, with a mean score of 3.93, which described as "Agree" and interpreted as Evident. This indicates that learners are motivated and engaged, a positive indicator for academic success. Interest in learning often a factors with better outcomes, as engaged learners are more likely to persist through challenges, show curiosity, and take ownership of their studies. High learner interest is an asset for any educational system, as it is often more difficult to cultivate than any external support. When learners felt that they like the subject matter, mostly the level of participation and engagement were high.

A growing body of recent literature confirms that learner interest is a crucial component of academic success, resonating with the findings in MAPEH studies. Research indicates that high student engagement, often reflected in active curiosity and persistence, can significantly enhance learning outcomes. For instance, Tang et al. (2021) found that student motivation is directly correlated with academic success, as engaged learners are more likely to persist through academic challenges. Additionally, they are more receptive to feedback, which facilitates better learning retention and improved performance.

Further studies show that when learners are intrinsically motivated, they are likely to develop a sense of ownership over their studies, leading to greater resilience and adaptability (Ryan & Deci, 2020). This self-driven engagement is not only a predictor of success but is also seen as a resilient factor in learner's ability to overcome barriers in learning environments with limited resources (Fryer & Bovee, 2020). Their findings align with Social Cognitive Theory, which posits that personal interest and motivation drive both engagement and achievement, as students are more inclined to invest their energy and attention in tasks, they find meaningful (Bandura, 2019). Finally, a study by Hagenauer et al. (2023) highlights those educational systems should prioritize maintaining and nurturing learner interest, as intrinsic motivation can often be more challenging to cultivate and sustain than external support factors. This emphasizes the role of educators in creating an engaging, interactive environment that reinforces students' intrinsic desire to learn.

Meanwhile, parents support is another strong factor, with a mean of 3.72, also within the "Agree" range and interpreted as 'Evident'. The result suggests that parents are actively involved in their children's educational journey. Parental support can be a powerful motivator, as it can provide students with both emotional encouragement and practical assistance, like help with homework, transportation, or securing necessary materials. Moreover, support from home can enhance a student's confidence, as they know they have a safety net beyond the classroom.

Parental support has been shown to significantly contribute to students' educational experiences and outcomes. Recent studies echo the importance of various forms of parental involvement. For instance, a study by Wang and Sheikh-Khalil (2019) found that both emotional and academic support from parents were strongly associated with students' increased engagement and confidence in their academic pursuits. Emotional support, such as encouragement and reassurance, helped students develop resilience, while practical assistance, like help with assignments, provided a foundation for better performance and increased confidence.

Similarly, Sun et al. (2021) emphasized that parental involvement, whether through direct academic support or indirect forms of encouragement, has a profound effect on children's confidence and sense of security. This support acts as a "safety net," reassuring students that they have a reliable source of guidance beyond the classroom. Importantly, Sun et al. highlighted that even parents with limited time or resources can positively

impact their children’s learning by fostering an emotionally supportive home environment. This suggests that valuing all forms of parental involvement is crucial to understanding the full impact of family support on academic success.

On the other hand, available resources, with a mean score of 2.74 described as neutral and identified as a moderately evident factor. The lower score indicates that resource availability is a less significant factor compared to teaching quality and classroom atmosphere. Insufficient or inadequate resources can create barriers to learning, particularly in practical subjects like MAPEH that require specific tools and materials. Although it is less critical compared to the other factors, improving resource availability could still enhance students' learning experiences and performance. The results were also supported by many studies Cohen and Ball (2021) reviewed the impact of instructional resources on educational outcomes, emphasizing that while resources are essential, their availability alone does not guarantee improved student performance. The study highlights those resources play a moderate role in enhancing learning, particularly when combined with high-quality teaching and a positive classroom environment. Their findings support the notion that while resource availability is a factor, it is less significant than other elements like teaching quality and classroom atmosphere.

Hattie and Zierer (2019) discuss various factors influencing student success, including the role of resources. They argue that while resources are important, their impact is often moderated by the quality of teaching and the classroom environment. Their work supports the view that insufficient resources can be a barrier to effective learning, particularly in practical subjects like MAPEH, but it is often less critical compared to factors such as teaching quality and a supportive classroom atmosphere.

So therefore, the results of the study in problem statement 1 concluded that among the factors extent in the manifestation of teaching MAPEH and Performance among Grade 9 learners of the North 3 District of Gingoog City Division, available resources received the lowest mean score which was rated by the MAPEH subject teacher.

Problem 3. What is the MAPEH performance of the Grade 9 learners?

Table 8. MAPEH Performance of Grade 9 learners

Description	Frequency	Percentage
Advanced	28	19.31%
Proficient	63	43.45%
Approaching Proficiency	36	24.83%
Developing	17	11.72%
Beginning	1	0.69%
Total	145	100%

Legend: 60-74 Beginning 75-79 Developing 80-84 Approaching Proficiency 85-89 Proficient 90-100 Advanced

Table 8 shows the MAPEH performance among Grade 9 learners of the North 3 District of Gingoog City Division for the school year 2023-2024. Based on the provided results, the distribution of MAPEH performance among Grade 9 learners reflects a generally positive performance trend with a high proportion of learners achieving levels classified as "Proficient". The largest proportion of grade 9 learners, 43.45%, fell into the "Proficient" category with a frequency distribution of 63 learners. This high percentage implies that a significant majority of the grade 9 learners are performing well above average in MAPEH. This could reflect effective instructional methods, a positive classroom atmosphere, and a good level of student interest. The majority of grade 9 learners in this category highlight a generally strong performance across the grade level, indicating that the factors influencing

MAPEH performance (such as teaching quality and classroom environment) are positively impacting most learners in Grade 9 as manifested in the results of the survey conducted by the learners.

In addition, the category of Approaching Proficiency follows the next highest percentage. Approximately 24.83% of students are classified as "Approaching Proficiency." This category shows that the grade 9 students are performing well but may not yet have reached the "Proficient" level. This performance level suggests that while there is solid proficiency, there may be areas for improvement or further development to reach higher performance categories. This group is still performing above average and reflects a strong grasp of MAPEH concepts and skills.

Moreover, the notable 19.31% of grade 9 learners achieved the "Advanced" category with a frequency distribution of 28 students. This indicates that nearly one-fifth of the students are performing at an exceptional level in MAPEH. This group likely exhibits a high level of proficiency and engagement in the subject, demonstrating advanced skills and a deep understanding of MAPEH content. Such performance may be attributed to factors like high-quality teaching, strong personal interest, and effective support systems.

On the other hand, only 0.69% of learners fell into the "Beginning" category with a frequency distribution of only 1 learners. This very small percentage indicates that the majority of grade 9 learners are performing at least at a satisfactory level or higher. The presence of only one student in this category suggests that most learners are successfully meeting or exceeding the expected standards for MAPEH.

The performance distribution demonstrates a generally positive trend among Grade 9 learners in MAPEH of the North 3 District of the Gingoog City Division. The majority of learners are performing at high levels, with a significant percentage achieving "Proficient" or "Advanced" ratings. This suggests that the educational strategies, classroom environment, and student engagement in MAPEH are effective for most grade 9 students.

The smaller percentages in the "Developing" and "Beginning" categories highlight that while most students are performing well, there are still a few who may need additional support to improve their performance. Overall, the results reflect a successful performance in MAPEH with most students performing above average, indicating effective teaching and a supportive learning environment.

In conclusion, the findings indicate that most grade 9 learners are performing at high levels with nearly 63% being rated as "Proficient" or "Advanced". While most are doing well, a segment could still benefit from the targeted improvements, particularly those in the "Developing" and Beginning categories. The distribution highlights the strengths within the grade 9 students while also identifying areas where further development could be beneficial.

Problem 4. Is there a significant relationship between the extent of the factors and MAPEH performance among Grade 9 learners?

Table 9. Correlation Test Result between Factors in the Teaching of MAPEH and the MAPEH Performance of the Grade 9 Learners

Factors	MAPEH performance	R-Value	P value	Remarks	Decision
Teaching Quality	MAPEH Performance	0.28	0.000647	Very low positive correlation	Reject Ho
Classroom Atmosphere		0.17	0.040928		

*Correlational at the level of 0.05 (Two-tailed)

Problem 5. What are the facilitating and hindering factors of teachers handling MAPEH Subjects?

Table 10. Facilitating Factors of Teachers Handling MAPEH Subjects

Theme	Sub theme	Key words	Code	Verbatim Responses
Active Students Interest	Engagement	Collaborative	P6	For me, while I was teaching the MAPEH subject, I experienced that my students are very preferred to the activities which is collaborative activity. We do not prefer the teacher and the blackboard only but then we much prefer the collaborative activity.
		Dramatization Activity	P2	One of the facilitating factors is the quality of teaching which addresses the learner's needs so I always used collaborative, group activity and project-based learning.
			P4	The specific example that I can give, ma'am, is when the student performing the dramatization activity, it is successful, especially in relating to their culture.
		Instrument /accompaniment	P3	Okay. So, there is just recent one. I realized that. Students are very creative nowadays. Number one there is, we just recently discussed about music, and then I introduced them the different, um, instruments in Southeast Asia. So I, I found out that students are interested in music. Making and crafting their own instrument. And they can use that one for accompaniment of their composed music.
		Hands-on activities	P5	The instructional strategies or approaches that I found most effective in engaging students and promoting their understanding in MAPEH concepts are hands- on activities, differentiated instruction to cater the diverse learners.
Constant Institutional support	Professional Development	Workshop	P3	One thing in mind is workshops because we are that good in MAPEH. So, workshops is a must in order for the teacher to upgrade, you know, all the necessary teaching methods that she could teach. I could have to give to my students.
		Seminar	P5	For me, especially since I am a major Filipino teacher, I need to undergo a workshop or seminar that is useful for my teaching MAPEH subject because there are a lot of strategies and a lot of techniques to cater to the needs of the learners. I cannot attend seminars since I have a lot of things to do in the city.
		Coaching/ Mentoring	P2	Coaching and mentoring are essential for me, I am a MAPEH major but I'm good in Physical education as my expertise regarding music was

				difficult for me, especially reading notes.
		Training	P6	I think specialized workshop and training that focuses on the latest teaching strategies and techniques that can provide valuable insights and practical skills related to MAPEH.
Dynamic Curriculum	Innovative approaches	Collaboration	P6	For me, while I was teaching the MAPEH subject, I experienced that my students are very preferred to the activities which is collaborative activity. We do not prefer the teacher and the blackboard only but then we much prefer the collaborative activity.
			P2	
		Contextualization	P4	The best strategy is contextualization because it, it fits on the learner's interests and needs.
		Technology-based	P5	The instructional strategy or the approaches that I found most effective is when the students can use technology such as TV. That is more effective to them. Technology is important.
		Differentiated instruction	P3	Used differentiated instruction to cater to the needs of diverse learners. Engaging MAPEH lessons go beyond traditional lectures. We handle with histories in music and as well as in arts. And also, incorporate hands on activities like composing music, body compositions like dances. Create instrumental materials. Giving the students. Work to do. Improvise.
Supportive Atmosphere	Child-Friendly	Sense of security	P3	Okay. So having a classroom environment a climate where it's essential and it also fosters a sense of security with our students. Feel comfortable. Most especially here, our students here are diverse. There are students who are go on and try some different communities. So, it's, it's good to have a collaborative. It's getting to know. For them to interact with each other.
		Safe and conducive	P2	The classroom atmosphere inside the classroom is very much important because it also, it is also one of the factors that help improve the MAPEH performance of my learners. Like for example, a collaborative work inside the class will lead to success. Safe and conducive to learning environment where students feel safe. Motivated every day to learn and enjoy.
		Culture relevant	P5	Classroom climate and culture are important also in fostering a conducive environment for MAPEH to encourage students to actively participate and express themselves creatively and physically.
			P1	Classroom climate and culture are vital for fostering, a conducive learning environment in MAPEH. A positive classroom encourage

				creativity, participation and risk-taking, which are essential in these subjects. To cultivate this, I prioritize respect, inclusivity, and positive reinforcement.
Effective Management	Rules and Procedures	Respect and teamwork	P2	One of the positive impacts of classroom management, most especially in my class, is the respect and teamwork inside the classroom.
			P6	Like for example, if you give them collaborative work, yes, classroom management is effective, just like giving instruction, complete instruction, because that students, we cannot manage the students if we just give those papers, and then let them work, but then the teacher, you need to be the prime mover, you need to be at the center of the child.
		Clear instructions	P3	On student's engagement and performance in MAPEH is Classroom management. Now it's, it's really important to give them the instruction first. No, it's a clear instruction. Clear instruction before you let them do the task. So that's number, that's the thing. Do not leave them hanging on the task vehicle. Because if you leave them hanging or without instructions, the classroom will have a chaotic environment.
		Consistent routine	P1	I implemented clear guidelines, assigned specific roles, and established a consistent routine for grouped activities.
Valuable Resources	Resource Allocation	Recycled materials	P1	To overcome the challenges of limited access to materials I often get creative with available materials such as recycled items for art projects or incorporating body weight exercises in PE. I also collaborate with colleagues to share resources and sometimes seek community support for donations. I utilize digital resources and online platforms to supplement traditional materials, ensuring that students still receive a comprehensive and engaging learning experience despite the limitations.
		Electricity	P4	Yes, especially sometimes, Ma'am, like now, the electricity is one of the barriers. I want them to watch on the TV but no electricity. They can relate and they can have the hands on experiences for themselves. But it's part of the topic also.
		Technology	P5	The main factors that facilitate students learning and achievement is the use of technology to enhance learning by providing additional resources and downloading pictures and videos to students.

Table 10 shows the thematic analysis based on the responses of teacher during the interview on the facilitating factors of teachers handling MAPEH Subjects. Students' interest in MAPEH subjects is a crucial facilitating factor for the grade 9 students. When students are engaged, they actively participate in class activities, show enthusiasm for the subject matter, and demonstrate a higher level of involvement. Engagement often leads to better learning outcomes and performance. Factors that enhance student engagement include making lessons interactive, connecting content to students' interests, and using diverse teaching methods to maintain excitement about the subject.

Participants 6 mentioned in the interview about learner engagement *“For me, while I was teaching the MAPEH subject, I experienced that my students are very preferred to the activities which is collaborative activity. We do not prefer the teacher and the blackboard only but then we much prefer the collaborative activity.* The statement was also justified by Participant 4 who said that *“The specific example that I can give, ma'am, is when the student performing the dramatization activity, it is successful, especially in relating to their culture”*. The perceptions of MAPEH teachers about learners' interest in MAPEH class as one facilitating factor was supported by another two participants. Participant 3 said that *“Okay. So, there is just recent one. I realized that. Students are very creative nowadays. Number one there is, we just recently discussed about music, and then I introduced them the different, um, instruments in Southeast Asia. So I, I found out that students are interested in music. Making and crafting their own instrument. And they can use that one for accompaniment of their composed music.* Participant 5 said that *“The instructional strategies or approaches that I found most effective in engaging students and promoting their understanding in MAPEH concepts are hands- on activities, differentiated instruction to cater the diverse learners.”* another teacher participant 2 responded that *“One of the facilitating factors is the quality of teaching which addresses the learner's needs so I always used collaborative, group activity and project-based learning.”*

Moreover, Institutional support plays a significant role in facilitating effective MAPEH teaching. Professional development for teachers is a key facilitating factor, as it equips them with the latest pedagogical strategies, content knowledge, and skills to deliver high-quality instruction. Regular training and workshops help teachers stay updated with educational trends and improve their teaching practices, thereby enhancing student learning experiences in MAPEH.

For MAPEH major teachers' institutional support is very necessary quoted by Participant 3 in the interview *“One thing in mind is workshops because we are that good in MAPEH. So, workshops are a must for the teacher to upgrade, you know, all the necessary teaching methods that she could teach. I could have to give to my students.”* The response was also supported by another teacher participant 2 who said *“Coaching and mentoring is essential for me, I am a MAPEH major, and I'm good in Physical education as my expertise regarding music was difficult for me especially reading notes.* In addition to the claims of MAPEH major teachers, non-MAPEH majors need also professional development so that they can teach MAPEH effectively and efficiently. The Department needs to help and guide teachers who are teaching not in their expertise to give them the necessary development to cater to the needs of the learners based on their learning abilities and interests. According to Participant 6, *“For me, especially since I am a major Filipino teacher, I need to undergo a workshop or seminar that is useful for my teaching MAPEH subject because there are a lot of strategies and a lot of techniques to cater to the needs of the learners. I cannot attend seminars since I have a lot of things to do in the city...”* Another teacher's perception of professional development is the point of view of participant 5 *“I think specialized workshop and training that focuses on the latest teaching*

strategies and techniques that can provide valuable insights and practical skills related to MAPEH.”

A curriculum that incorporates innovative approaches facilitates effective teaching by making learning more dynamic and relevant. Innovative methods, such as project-based learning, technology integration, and interdisciplinary activities, can enhance students' understanding and interest in MAPEH subjects. An adaptive curriculum that embraces new educational trends and practices contributes to more engaging and effective learning experiences.

The creative innovation of the teacher in handling MAPEH subjects to grade 9 helps the student to be successful in the discipline and tends to increase their academic performance. The curriculum should be outcome-based where student best learn through hands-on experience. Participant 6 says *“For me, while I was teaching the MAPEH subject, I experienced that my students are very preferred to the activities which is collaborative activity. We do not prefer the teacher and the blackboard only but then we much prefer the collaborative activity.”*

On the other hand, as for teachers, according to Participant 3 the most effective approach in promoting students' understanding of the MAPEH concept is *“Engaging MAPEH lessons go beyond traditional lectures. We handle histories in music and as well as in arts. And also, incorporate hands-on activities like composing music, and body compositions like dances. Create instrumental materials. Giving the students. Work to do. Improvise”* This perception was also supported by another teacher participant 2 who identified some of the innovative approaches to become successful in handling MAPEH subject *“The best strategy is contextualization because it, it fits on the learner's interests and needs.”* Teachers also integrate the use of technology to provide a visual representation of the concept and let the students reflect on the picture and video presented. Participant 4 said *“The instructional strategy or the approaches that I found most effective is when the students can use technology such as TV. That is more effective to them. Technology is important”*

In addition, a well-managed classroom atmosphere is conducive to effective MAPEH teaching. Effective classroom management practices, such as maintaining order, fostering a positive learning environment, and addressing behavioral issues, create a space where students can focus on learning and engage actively. A supportive and organized atmosphere enhances the overall teaching and learning experience in MAPEH. Environmental and structural issues can hinder the effectiveness of MAPEH teaching. Problems such as inadequate classroom space, poor ventilation, and insufficient facilities can negatively impact the learning environment. Addressing these issues requires investment in proper infrastructure and creating a conducive physical environment for teaching and learning MAPEH.

According to Participant 3 classroom atmosphere is important in their school she said that *“Okay. So having a classroom environment a climate where it's essential and it also fosters a sense of security with our students. Feel comfortable. Most especially here, our students here are diverse. There are students who are go on and try some different communities. So, it's, it's good to have a collaborative. It's getting to know. For them to interact with each other.”*

In addition, participant 2 said, *“The classroom atmosphere inside the classroom is very important because it also, is one of the factors that help improve the MAPEH performance of my learners. Like for example, collaborative work inside the class will lead to success. Safe and conducive to a learning environment where students feel safe. Motivated every day to learn and enjoy.”* It was supported by Participant 5 also that *“Classroom climate*

and culture are important also in fostering a conducive environment for MAPEH to encourage students to actively participate and express themselves creatively and physically. It was also mentioned by Participant 1 who says that “Classroom climate and culture are vital for fostering, a conducive learning environment in MAPEH. A positive classroom encourages creativity, participation, and risk-taking, which are essential in these subjects. To cultivate this, I prioritize respect, inclusivity, and positive reinforcement.”

Management plays a crucial role in supporting teachers who handle MAPEH subjects. Effective management provides a structured environment that enables teachers to focus on delivering quality education. One of the key subthemes under management is the establishment of clear rules and procedures. When teachers implement consistent rules and procedures, it helps create an organized and disciplined atmosphere, which is essential for the multifaceted nature of MAPEH. Teachers can better manage their time and resources, ensuring that each component of MAPEH receives adequate attention. Moreover, clear procedures guide both teachers and students, minimizing confusion and maximizing instructional time, ultimately leading to a more effective teaching and learning experience in MAPEH subjects.

To justify this idea about classroom management that fosters more effective teaching and learning in MAPEH subjects, teachers testify about their experiences, participant 2 said *“One of the positive impacts of classroom management especially in my class is to show respect and teamwork inside the classroom.”* Participant 2 also said, *“For example, if you give them collaborative work, yes, classroom management is effective, just like giving instruction, complete instruction, because that students, we cannot manage the students if we just give those papers, and then let them work, but then the teacher, you need to be the prime mover, you need to be at the center of the child..”* This idea was also approved by Participant 3 *“On student's engagement and performance in MAPEH is Classroom management. Now it's, it's really important to give them the instruction first. No, it's a clear instruction. Clear instructions before you let them do the task. So that's number, that's the thing. Do not leave them hanging on the task vehicle. Because if you leave them hanging or without instructions, the classroom will have a chaotic environment.”* The responses of teachers are concluded by Participant 1 *“I implemented clear guidelines, assigned specific roles, and established a consistent routine for grouped activities”*

Lastly, Effective resource allocation is a facilitating factor in teaching MAPEH. Properly allocated resources, such as instructional materials, technology, and equipment, support the delivery of engaging and well-resourced lessons. Adequate resources help teachers implement diverse and effective teaching strategies, enhancing student learning outcomes in MAPEH. One of the positive impacts of classroom management especially in my class is to show respect and teamwork inside the classroom.

Participant 1 said *“To overcome the challenges of limited access to materials I often get creative with available materials such as recycled items for art projects or incorporating body weight exercises in PE. I also collaborate with colleagues to share resources and sometimes seek community support for donations. I utilize digital resources and online platforms to supplement traditional materials, ensuring that students still receive a comprehensive and engaging learning experience despite the limitations.”* The response was also supported by Participant 4 *“Yes, especially sometimes, Ma'am, like now, the electricity is one of the barriers. I want them to watch on the TV but no electricity. They can relate and they can have hands-on experiences for themselves. But it's part of the topic also.”* Participant 5 said, *“The main factors that facilitate students learning and*

achievement is the use of technology to enhance learning by providing additional resources and downloading pictures and videos to students.”

In conclusion, the subthemes of engagement, innovative approaches, professional development, resource allocation, rules and procedures, and a safe and conducive environment are recognized by teachers as essential facilitating factors in the effective teaching of MAPEH subjects. Engagement ensures active participation and interest among students, while innovative approaches allow for creative and adaptable teaching methods that cater to diverse learning needs. Professional development provides teachers with the continuous learning and skills necessary to stay current in their field.

Adequate resource allocation ensures that the necessary tools and materials are available for comprehensive instruction. Clear rules and procedures offer structure and clarity, creating an organized learning environment. Lastly, a safe and conducive atmosphere supports both the physical and emotional well-being of students and teachers, fostering a positive and productive educational experience. Together, these factors create a robust framework that enhances the effectiveness of MAPEH education.

Table 11. Hindering Factors of Teachers Handling MAPEH Subjects

Theme	Sub theme	Key words	Code	Verbatim Responses
Less Students Interest	Low comprehension	Weak vocabulary	P6	For me, as I am teaching the MAPEH subject, my challenges are, to understand easily the given instructions and especially the very difficult subject or the difficult area. There are four areas of the MAPEH, the Music, the Arts, the P.E., and Health. But then, sometimes they are not, they cannot understand easily the content. You have to explain it and expound it in vernacular or any language. Because they are weak in vocabulary.
		Diverse Learners	P1	However, challenges arise in balancing the diverse needs of students, especially when some excel in one areas but struggle in another. Adapting lessons to accommodate different skills levels while keeping all students motivated can be demanding but ultimately rewarding.
			P3	Okay, number one is, again, the diversity of the students. Know how to cater their needs. Intelligences. Intelligences. Different. Different. Most especially in music and arts because not all are interested in music and arts. So the diversity and the next one is the resources. Resources. It's very limited.
		Language barriers	P4	Especially their language. It is not easy to translate some of the specific concept, they have the language barriers. They

				cannot understand English. It's a challenge. And explain deeper for them to understand.
Insuffi- cient Institutio- nal support	Inadequate expertise	Math major	P5	I am a newly hired teacher and a MATH major, teaching MAPEH is very hard for me and I need support in terms of professional development to enhance my ability to teach MAPEH effectively.
		Science major	P4	It is a great opportunity and a great challenge also because it gives me an idea that is not related to my area of expertise which is physical science.
		Not MAPEH major	P6	They need to teach us how to teach MAPEH subjects. So, that is also my problem because I am not a MAPE H major, which is why my study is about this one. Even if we are a teacher, but then we need to learn.
Rigid Curri- culum	Curri-culum challenges	Varying students abilities	P1	Challenges in teaching MAPEH include varying student's abilities, limited resources and balancing the diverse aspects of the curriculum. These obstacles can lead to gaps in understanding and unequal engagement.
		Broad subject	P6	As I observed the k to 12 curriculum before, MAPEH is very long. The music, and then the arts, and then the PE, and then the health. So you need to integrate that subject in just one hour. I can only teach in one hour, music and the arts. That is because it takes time for me to teach. On the other hand materials and instruments needed are not there available, it's very hard for me. We have no instrument. That's one of the problems.
		Diversity of students	P3	As we all know that MAPEH is a demanding subject. It handles music, arts, physical education and health. But it is a broad subject yet it develops the holistic of among the students. I see barriers is the diversity of the students. We cannot handle them properly because they have different needs. That's number one. And then the last one is the limited resources. We have now no resources at all here, but we can modify it.
		Limited resources		

Unwelcoming Atmosphere	Not conducive classroom	Very tight Crowded noise	P6	For me, in Minpakiki the environment is very cold and then sometimes the students they're comfortable with the environment because the space is very tight. It's not conducive. The weather is cold, but the classroom is very crowded. The classroom is open so the air can go inside the classroom then we feel that we cannot explain the environment. Sometimes the noise is there. For example, the integrated school is beside the peer classroom. So, it is normal that those noises can be heard by the children.
Unorganized Management	Unclear instruction	Inconsistency Without guidance Chaotic environment	P1 P6 P3	For me, to have a positive classroom management do not practice inconsistency of rules and procedures, always set rules and routines. The students cannot manage if we just give those papers and let them work. Do not go outside the classroom without your guidance. Clear instruction, do not leave them hanging on the task given. If you leave them hanging or without proper instruction the classroom will have a chaotic environment.
Limited Resources	Inadequate resources	Lack of facilities No Electricity unavailability of technology no off-campus limited budget	P3 P4 P6 P2 P5	Yes. Okay, number one resources is MAPEH should have a facility wherein it has a covered court so that students can play comfortably. Yet here in our school, we have lack of facilities like that. And also the sports equipment. So that's one of the most of the challenges. Television is available but no electricity. Technology is missing, even cellphones and tablets, and gardening materials, for sports are not available in school. MAPEH 9 books are not available. Sometimes we are hindered by the problem of electricity. One of the limitations in our school is the off-campus MAPEH experiences in which student's perspective about the topic is limited. Limited budget in our school for purchasing specialized equipment or materials. One challenge and obstacle in teaching MAPEH is the lack of resources

		Limited access	P1	<p>and facilities to be used. Like limited access to instruments and art supplies.</p> <p>An incomplete set of instruments used in music is one of our problems. We don't have enough equipment for sports and also art materials are not readily available in our school. These are limitations that can hinder the success of the teaching and learning process in grade 9 MAPEH class.</p>
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Table 11 shows the responses of the participants on the hindering factors of teachers in handling MAPEH subjects. The hindrances and barriers are determinants of the unsuccessful conduct of the MAPEH class. In the North 3 District of Gingoog City Division, several themes hinder teachers from teaching MAPEH effectively. Moreover, student interest is very essential in facilitating learning but comprehension can be a hindering factor if students struggle to understand the material. Difficulty in grasping concepts or skills can dampen enthusiasm and hinder overall performance. Addressing comprehension issues through tailored support, additional resources, and differentiated instruction can help mitigate this hindering factor and support better engagement and performance. However, the only main concern and problem is the low level of comprehension among some students, the teacher needs to expound the concepts and boil it down to code-switching using vernacular language.

Some of the teachers justify these claims in their respective schools, participant 6 said *“For me, as I am teaching the MAPEH subject, my challenges are, to understand easily the given instructions and especially the very difficult subject or the difficult area. There are four areas of the MAPEH, the Music, the Arts, the P.E., and Health. But then, sometimes they are not, they cannot understand easily the content. You have to explain it and expound it in vernacular or any language. Because they are weak in vocabulary.”* This response of the teacher was agreed by participant 1 *“However, challenges arise in balancing the diverse needs of students, especially when some excel in one area but struggle in another. Adapting lessons to accommodate different skill levels while keeping all students motivated can be demanding but ultimately rewarding.”* It was also supported by Participant 3 as she said *“Diversity of students, I need to cater to their needs, especially their intelligence because some are not interested in music and arts, which will lead to less comprehension of the subject taught.”* To conclude the perceptions of the teachers who responded the interview, Participant 4 state that *“One of the obstacle especially their language, it is not easy to translate some of the specific concept, they have language barriers, they cannot understand English. It’s a challenge, need to explain deeper for them to understand.”*

On the other hand, another challenge of teacher who handle MAPEH subjects is the inadequate expertise that can hinder effective teaching. Teachers who lack specialized knowledge or skills in MAPEH may struggle to deliver engaging and effective lessons. This can result in lower student performance and reduced interest in the subject. Addressing this issue through targeted professional development and hiring qualified personnel can help overcome this hindering factor.

According to Participant 6 who is not a MAPEH major as he quoted in *“They need to teach us how to teach MAPEH subjects. So, that is also my problem because I am not a MAPE H major, which is why my study is about this one. Even if we are a teacher, but then*

we need to learn.” The response was also seconded by Participant 5 *“I am a newly hired teacher and a MATH major, teaching MAPEH is very hard for me and I need support in terms of professional development to enhance my ability to teach MAPEH effectively.”* Another teacher also justified the claims of Participants 6 and 5, according to Participant 4 *“It is a great opportunity and a great challenge also because it gives me an idea that is not related to my area of expertise which is physical science.”*

In conclusion, the inadequate expertise of teachers stands out as a significant hindering factor in the effective teaching of MAPEH subjects. When teachers lack specialized knowledge and skills in Music, Arts, Physical Education, and Health, it limits their ability to deliver comprehensive and engaging instruction. This gap in expertise can result in a less dynamic learning experience, where students miss out on the depth and quality of education that these subjects require. Consequently, the potential for student growth and development in these areas is compromised, underscoring the critical need for targeted professional development and support to address this challenge.

In addition, another hindering factor is the challenges within the curriculum, it can act as barriers to effective MAPEH teaching. Issues such as outdated content, lack of coherence, and rigid structures can hinder the implementation of engaging and relevant lessons. Addressing these challenges involves revising and updating the curriculum to ensure it meets current educational standards and aligns with students' needs and interests. One of the hindering factors in handling MAPEH subjects is the problem of the curriculum content and performance standard which is too broad and teachers find a hard time to finish the competencies within the allocated time. For the teacher to complete the competencies given they tend to rush the topic or concept without knowing the learning outcomes of the students is inefficient.

According to Participant 6 *“As I observed the k to 12 curriculum before, MAPEH is very long. The music, and then the arts, and then the PE, and then the health. So you need to integrate that subject in just one hour. I can only teach in one hour, music and the arts. That is because it takes time for me to teach. On the other hand materials and instruments needed are not there available, it's very hard for me. We have no instrument. That's one of the problems.”* Some teachers can manage the competencies and hit the targeted budget of work but it shows limited learning outcomes to the students. Participant 1 said *“Challenges in teaching MAPEH include varying student's abilities, limited resources and balancing the diverse aspects of the curriculum. These obstacles can lead to gaps in understanding and unequal engagement.”* This problem of the curriculum was also testified by Participant 3 *“As we all know that MAPEH is a demanding subject. It handles music, arts, physical education and health. But it is a broad subject yet it develops the holistic of among the students. I see barriers is the diversity of the students. We cannot handle them properly because they have different needs. That's number one. And then the last one is the limited resources. We have now no resources at all here, but we can modify it.*

On the other hand, barriers and limitations are great challenges for teachers in handling MAPEH subjects. Like for example inadequate infrastructure and limited resources are significant hindering factors. Insufficient or outdated resources can limit teachers' ability to provide comprehensive and engaging MAPEH instruction. This includes challenges such as a lack of sports equipment, musical instruments, art supplies, and access to technology. Addressing these issues involves ensuring that schools are equipped with the necessary resources and infrastructure to support effective teaching and learning in MAPEH.

Limited resources pose a significant challenge in teaching MAPEH (Music, Arts, Physical Education, and Health) subjects. These subjects often require specialized equipment, materials, and facilities, such as musical instruments, art supplies, sports

equipment, and adequate space for physical activities. When resources are scarce, teachers struggle to deliver the comprehensive and hands-on experiences that are crucial for student engagement and learning in MAPEH. This limitation can lead to a reliance on theoretical instruction rather than practical, experiential learning, which diminishes the effectiveness of the curriculum. Additionally, the lack of resources may result in unequal opportunities for students to develop their skills and talents in these areas, further exacerbating educational disparities. The challenge of limited resources, therefore, hinders the ability of teachers to fully implement the MAPEH curriculum and restricts students' potential to excel in these subjects.

The theory of inadequate infrastructure and limited resources is the main concern of teachers of the North 3 District of Gingoog City especially in MAPEH 9. Based on the different responses of the teacher's participants, it is an emerging problem in the schools. Participant 3 shared her thoughts *“Yes. Okay, number one resources is MAPEH should have a facility wherein it has a covered court so that students can play comfortably. Yet here in our school, we have a lack of facilities like that. And also the sports equipment. So that's one of the most of the challenges.”* The problem was also identified by Participant 6 *“Technology is missing, even cellphones and tablets, and gardening materials, for sports, are not available in school. MAPEH 9 books are not available. Sometimes we are hindered by the problem of electricity”*

This problem of funds is also justified by Participant 5 *“Limited budget in our school for purchasing specialized equipment or materials. Participant 2 have also the same concern about the equipment and facilities which are not available “One challenge and obstacle in teaching MAPEH is the lack of resources and facilities to be used. Like limited access to instruments and art supplies.”* And lastly, it was concluded by participant 1 as she said *“An incomplete set of instruments used in music is one of our problems. We don't have enough equipment for sports and also art materials are not readily available in our school. These are limitations that can hinder the success of the teaching and learning process in grade 9 MAPEH class”*

Inadequate infrastructure is one hindering factor for teachers teaching MAPEH subjects. Participant 4 said, *“Television is available but sometimes or many times no electricity. Electricity is one of the barriers in teaching because they want students to watch television but there is always power interruption in the Barangay where the school is situated”* This problem is also true in some other schools like in Minpakiki, Kalipay, Eureka, and Baliguihan which belong to one district, in which the electricity is unstable.

An atmosphere that is not conducive to learning serves as a significant hindering factor in education, particularly in subjects like MAPEH, which require active participation and creativity. When the learning environment is chaotic, unsafe, or lacks proper facilities, it can lead to distractions, decreased motivation, and heightened stress for both students and teachers. Such an environment stifles engagement, limits opportunities for hands-on activities, and impedes effective instruction, ultimately compromising the quality of education and student outcomes in MAPEH subjects.

Like for example, the experience of students in one school according to Participant 6 *“The weather is very cold and relaxing but the classroom is very tight and the noise from another classroom can be heard. It is very crowded”* This hindering factor of the classroom atmosphere was partnered by the management in which inconsistency of instruction led to a chaotic and not organized classroom. Unclear instructions are a critical hindering factor in the effective teaching of MAPEH subjects. When instructions are vague or poorly communicated, students may struggle to understand the expectations, leading to confusion and a lack of direction in their learning. This can result in disengagement,

incomplete tasks, and a lower quality of work, as students are unsure of how to approach assignments or activities. For teachers, unclear instructions can lead to increased classroom management challenges and less efficient use of instructional time, ultimately hindering the overall learning experience in MAPEH.

According to Participant 1 *“For me, to have a positive classroom management do not practice inconsistency of rules and procedures, always set rules and routines.”* The idea is also seconded by Participant 6 *“The students cannot manage if we just give those papers and let them work. Do not go outside the classroom without your guidance.”* This was concluded by Participant 3 *“Clear instruction, do not leave them hanging on the task given. If you leave them hanging or without proper instruction the classroom will have a chaotic environment.”*

In conclusion, the effectiveness of teaching MAPEH subjects is significantly hindered by factors such as low student comprehension, inadequate teacher expertise, limited resources, curriculum challenges, an uncondusive learning environment, and unclear instructions. These obstacles collectively diminish the quality of education, impede student engagement, and limit the ability of teachers to deliver a comprehensive and effective MAPEH curriculum. Addressing these challenges is crucial to enhancing the overall teaching and learning experience in these vital subjects

Problem 6. Based on the findings of the study, what intervention program can be designed?

Based on the study's findings, where the factors extent in teaching MAPEH are presents and identified as factors impacting the effectiveness of MAPEH instruction among grade 9 learners, it is imperative to implement an intervention program aimed at enhancing the teaching quality, classroom environment and resource availability. The program focuses on providing teachers and students with the necessary tools, materials, and facilities to foster a more engaging and effective learning environment in MAPEH subjects. By addressing this critical gap, the intervention sought to improve educational outcomes and ensure that all learners have equal opportunities to excel in these diverse and important areas.

Table 12. Intervention Activities

	Target / Objectives	Intervention activities	Time Frame	Persons Involved	Resources Needed	Budgetary Requirements	Source of Funds
1.	To train teachers in maximizing existing resources and creatively sourcing alternatives	Teacher Resource Development Workshops	Nov.-Jan. 2026	Teachers, educational consultants, Education program specialist in MAPEH	Training materials, workshop venues, expert trainers	5,000.00	School Budget or NGO's
2.	To Enhance Teaching Quality	Conduct school-based regular professional development workshops on effective MAPEH teaching	July-Sept. 2025	MAPEH Teachers, School Principal, Professiona	Projector, handouts, multimedia resources, interactive	2,500.00	MOOE

	strategies.		l Trainers	software			
3.	Improve Classroom Atmosphere	Set up a more engaging classroom environment with MAPEH-focused materials like posters, charts, and motivational quotes.	Feb.-Apr.2026	MAPEH Teachers	Posters and visual aids - Flexible seating options (e.g., bean bags, movable desks) - Whiteboard and markers	5,000.00	Donation, PTA Funds or MOOE
4.	Increase Student Engagement in MAPEH	Integrate more practical, hands-on activities like art projects, musical performances, and sports clinics.	May-July 2026	MAPEH Teachers - School Staff - External Volunteers (for events)	Event supplies (e.g., art materials, sports equipment) - Mobile learning apps - Participation incentives	10,000.00	Donation, Local Funds, MOOE

The intervention matrix activities presented above in table 12 outline strategic programs aimed at addressing the factors affecting the MAPEH performance of Grade 9 learners of the secondary school in North 3 District. Each program is designed to tackle different improvement of the educational environment of MAPEH subjects.

Teacher Resource Development Workshops, recognizing the importance of MAPEH teacher training, this program aims to enhance teachers' ability to maximize the use of existing resources and find creative solutions for resource challenges. Workshops will be conducted with the help of educational consultants and trainers. Funding might come from the school budget or NGOs, and necessary resources include training materials and workshop venues.

To elevate the overall quality of MAPEH teaching, regular professional development workshops will be organized, where teachers are trained in effective instructional strategies specific to MAPEH. This program will emphasize modern teaching methods, including interactive software and multimedia resources, to create engaging lessons. By empowering teachers with new skills and up-to-date tools, this intervention aims to foster more impactful learning experiences, potentially boosting students' interest and performance in MAPEH.

Creating a conducive classroom environment is essential to foster a positive learning atmosphere. This intervention includes enhancing classrooms with MAPEH-focused materials, such as motivational posters, educational charts, and flexible seating arrangements. By making the classroom a more dynamic and welcoming space, students may feel more comfortable and motivated to participate. The inclusion of MAPEH-related visuals not only brightens the classroom but also helps reinforce the subject's themes, making learning more immersive.

To boost student interest and active participation in MAPEH, this intervention integrates hands-on activities such as art projects, musical performances, and sports clinics. These activities allow students to explore different aspects of MAPEH in a practical, enjoyable way, helping to build skills and a deeper understanding of the subject. Additionally, events like mini-talent shows or sports clinics bring excitement to learning, while incentives such as certificates or small prizes recognize students' efforts and achievements. This engagement-centered approach aims to increase both learners' motivation and overall MAPEH performance.

Each program addresses the challenges from different angles, ensuring a comprehensive approach to improving MAPEH education. By implementing these interventions, secondary schools from the North 3 District, Gingoog City Division can better support teachers and learners, ultimately leading to a more effective and engaging MAPEH curriculum.

CONCLUSION

This study came up with the following conclusion based on the findings of the study:

1. The educational environment in MAPEH for Grade 9 learners is highly supportive, with effective teaching practices and a positive classroom atmosphere fostering student understanding, engagement, and motivation. This conducive learning environment plays a crucial role in enhancing learners overall learning experience in MAPEH.
2. The high learner interest and strong parental support are crucial for fostering effective teaching and learning in MAPEH, creating a motivated and supportive environment for Grade 9 learners. While these factors are impactful, addressing the moderate availability of resources could further enhance the learning experience, making it even more effective.
3. The majority of grade 9 students are performing at high levels, with nearly two-thirds achieving "Proficient" or "Advanced" ratings. This reflects strong overall performance within the group. However, there remains a portion of the group in the "Developing" and "Beginning" categories that would benefit from focused improvements. Addressing these areas could elevate the overall performance and ensure a more uniformly high standard across all aspects.
4. Enhancing teaching quality and creating a supportive classroom atmosphere could lead to slight improvements in MAPEH performance. However, the low correlation strength implies that additional factors likely play a more substantial role in determining student success in MAPEH. Thus, a multifaceted approach that includes, but is not limited to, improving teaching quality and classroom atmosphere may be necessary to make a more meaningful impact on MAPEH performance.
5. The study highlights critical challenges in teaching MAPEH subjects that significantly impact educational effectiveness. Key issues include low student comprehension due to language barriers due to Higaonon learners, inadequate teacher expertise, curriculum breadth, and a non-conducive physical environment. Additionally, unclear instructions and insufficient resources further hinder the teaching process. Addressing these challenges requires a multifaceted approach, including enhancing teacher professional development, streamlining the curriculum, improving the learning environment, providing clear guidance, and increasing resource availability. By tackling these areas, schools can improve MAPEH instruction and support both teachers and students more effectively.
6. Implementing targeted intervention programs can effectively address challenges in teaching MAPEH, particularly by enhancing teaching quality, classroom atmosphere, learner interest, and resource availability. A comprehensive, multifaceted approach is essential for overcoming existing limitations and supporting improved educational outcomes for Grade 9 learners in MAPEH.

Recommendations

Based from the findings of the study presented the following recommendations.

Administrators. Enhance resource allocation by prioritizing the provision of essential MAPEH materials and equipment. Ensure that classrooms are equipped with necessary

resources such as musical instruments, art supplies, and sports equipment to support diverse instructional needs and activities. Additionally, it offers targeted professional development for teachers to build their expertise in MAPEH subjects. Focus on training that addresses gaps in knowledge and skills, and provides strategies for effectively utilizing available resources.

Teachers. Personalize support through developing and implementing targeted interventions for students in the "Developing" and "Beginning" categories. Provide additional support such as one-on-one tutoring, small group sessions, or differentiated instruction tailored to their specific needs to help them progress. Teachers may conduct frequent formative assessments to identify areas where students are struggling and to monitor their progress. Use assessment data to adjust instructional strategies and provide timely feedback to students. On the other hand, use a variety of teaching methods and materials to increase engagement and interest among students. Incorporate interactive activities, practical applications, and real-world connections to make the MAPEH subjects more relevant and motivating for all learners.

Learners. Actively engage with the subjects by exploring personal interests in Music, Arts, Physical Education, and Health. Participate in extracurricular activities related to MAPEH to develop a deeper appreciation and enthusiasm for the subjects. Engage Actively in Class by demonstrating active participation during lessons by asking questions, contributing to discussions, and taking part in activities. Show curiosity and eagerness to learn to enhance overall engagement and performance.

Parents. Support the effective teaching of MAPEH subjects, Provide Resources and Tools if possible, and help supply necessary resources and tools that support MAPEH learning, such as art supplies, sports equipment, or musical instruments. If resources are limited, discuss potential solutions with the school or teacher.

Future Researchers. Conduct a longitudinal study on the Impact of Multifaceted Interventions; the future researcher should focus on evaluating the long-term effectiveness of the proposed intervention programs to continue success in the MAPEH curriculum.

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