

# *Instructional Quality And Performance Of Students In Music, Arts, Physical Education And Health (MAPEH) Subject*

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**Abstract** — Music, Arts, Physical Education, and Health (MAPEH) plays a vital role in developing well-rounded learners; however, empirical studies examining how instructional quality across its four components relates to students' academic performance, particularly in sectarian school contexts, remain limited. This gap constrains evidence-based instructional planning and quality improvement in MAPEH education. Addressing this gap, the present study assessed the level of instructional quality in MAPEH and examined its relationship with students' academic performance in a sectarian school in Moalboal, Cebu. Employing a descriptive-correlational design, the study evaluated instructional quality using six indicators: student engagement, curriculum alignment, instructional strategies, integration of technology, learning outcomes, and teacher professional development. Data were gathered from 186 purposively and conveniently sampled students using a 4-point Likert-scale questionnaire, while academic performance data were obtained from official school records. Statistical analyses included weighted means, frequency and percentage distributions, and chi-square tests. Results indicated a generally good level of instructional quality in student engagement (M=2.90), curriculum alignment (M=2.97), instructional strategies (M=2.87), and learning outcomes (M=2.70). In contrast, integration of technology (M=2.00) and teacher professional development (M=2.23) were rated fair. Students' modal academic performance varied across components: Music was satisfactory (n=88), while Arts (n=81), Physical Education (n=79), and Health (n=71) were outstanding. Chi-square analysis revealed significant relationships ( $p=.001$ ) between instructional quality and academic performance in Music, Arts, Physical Education, and Health. This study contributes empirical evidence linking instructional quality to component-specific academic performance in MAPEH, highlighting technology integration and professional development as critical areas for improvement. It is recommended that school administrators prioritize sustained teacher training and collaborative instructional planning to enhance instructional quality and further improve student learning outcomes in MAPEH.

**Keywords** — instructional quality, academic performance, MAPEH, sectarian school

## I. INTRODUCTION

Music, Arts, Physical Education, and Health (MAPEH) is embedded in the Philippine basic education curriculum as a multidisciplinary subject designed to foster learners' physical, creative, socio-emotional, and health-related competencies [1]. While its curricular importance is well established, recent scholarship emphasizes that the quality of instruction in MAPEH is the decisive factor in realizing these intended outcomes, particularly in skill-based and performance-oriented domains [2].

Empirical research on instructional quality in Philippine schools has largely concentrated on public institutions, documenting persistent challenges such as limited resources, uneven teacher preparation, weak technology integration, and constrained opportunities for professional development—factors that directly affect student engagement and achievement [3] [2]. However, this body of work leaves a critical gap: how instructional quality in MAPEH operates within sectarian schools, where faith-based values, institutional missions, and governance structures may shape teaching practices differently. Sectarian schools occupy a

distinct position in the Philippine education system, integrating religious formation, moral education, and character development into curricular delivery [4]. Such integration may influence pedagogical priorities, classroom interactions, and teacher professional development practices, yet empirical evidence examining these intersections with instructional quality in MAPEH remains scarce.

Instructional quality in MAPEH is multidimensional, encompassing student engagement, curriculum alignment, instructional strategies, technology integration, teacher professional development, and learning outcomes [5] [3]. Studies show that teachers proficient across these indicators foster more engaging learning environments and improved student achievement [5] [3]. For instance, interactive practices such as group performances, multimedia use, and hands-on activities have been found to enhance participation and motivation [6]. Curriculum alignment ensures instructional content matches standards and learning goals, while technology integration—through digital platforms, virtual art galleries, and performance analysis tools—has proven effective in boosting engagement and skill acquisition, particularly in post-pandemic contexts [7]. Continuous professional development also remains vital, equipping teachers with adaptive strategies and digital literacy to meet evolving educational demands [5] [7].

Academic performance in MAPEH spans four domains: Music, Arts, Physical Education, and Health. Teacher competence in instructional strategies strongly correlates with student success across these areas, from creativity and skill mastery in Music and Arts to improved fitness and movement skills in Physical Education, and healthier behaviors in Health [5] [3] [8]. Despite these benefits, challenges such as insufficient resources, lack of specialized materials, and large class sizes continue to undermine achievement [3] [2]. Recent evidence confirms a statistically significant relationship between instructional quality and student academic outcomes, with high-quality instruction and professional development producing notable gains [3] [5]. Technology integration further enhances achievement and motivation, reinforcing the importance of multidimensional instructional quality [6] [7].

Addressing this gap, the present study investigates the instructional quality of MAPEH and its relationship with students' academic performance in a sectarian school in Moalboal, Cebu. By generating context-specific evidence, the study contributes to a more nuanced understanding of instructional quality in faith-based educational settings and supports data-driven interventions aligned with Sustainable Development Goal 4 on quality and inclusive education.

## II. METHODS

This study employed a descriptive-correlational design to examine the relationship between instructional quality and student academic performance in Music, Arts, Physical Education, and Health (MAPEH). The design allowed for describing variables as they naturally occur and identifying associations without experimental manipulation, making it suitable for investigating real-world instructional practices and their impact on student outcomes [9] [7]. A total of 186 learners enrolled in a sectarian school in Moalboal, Cebu participated, selected through purposive-convenience sampling to ensure relevance and accessibility. This approach strategically included students with direct exposure to MAPEH instruction, thereby enhancing data validity while addressing practical constraints such as time and resources [10].

Data were collected using a structured 4-point Likert scale questionnaire derived from the MATATAG Curriculum in MAPEH [1]. The instrument assessed six indicators of instructional quality: student engagement, curriculum alignment, instructional strategies, technology integration, learning outcomes, and teacher professional development, rated from "Never" to "Always." Composite means were interpreted as Poor (1.00–1.74), Fair (1.75–2.49), Good (2.50–3.24), and Excellent (3.25–4.00). Content validity was established through expert review, construct validity through factor analysis (KMO = 0.76), and reliability through a pilot test (Cronbach's alpha = 0.83). Academic performance data were obtained from official school records, providing objective measures across the four MAPEH components. Data collection followed ethical protocols. Permission was secured from the school principal, informed consent was obtained from participants and guardians, and confidentiality was maintained through anonymization and secure data storage. Participation was voluntary, with the freedom to withdraw at any time, and the study adhered to principles of beneficence, non-maleficence, and fairness, consistent with institutional and international ethical standards.

Analysis involved computing weighted means for instructional quality indicators, frequency and percentage distributions of student performance across grade bands (Outstanding, Very Satisfactory, Satisfactory, Fairly Satisfactory, Needs Improvement), and chi-square tests of independence to determine significant associations between instructional quality and academic performance. This combination of descriptive and inferential statistics ensured a comprehensive examination of instructional practices and their outcomes.

### III. RESULT AND DISCUSSION

#### Level of Instructional Quality

Table 1

*Level of Instructional Quality in MAPEH in Terms of Student Engagement*

| Student Engagements   | Weighted Mean | Interpretation |
|---|---------------|----------------|
| 1. Students actively participate in musical performances.             | 2.59          | Good           |
| 2. Students are involved in collaborative art projects.               | 2.96          | Good           |
| 3. Physical activities are conducted with high student participation. | 3.11          | Good           |
| 4. Health discussions engage students thoughtfully.                   | 2.68          | Good           |
| 5. Lessons include interactive and hands-on learning experiences.     | 3.19          | Good           |
| <b>Composite Mean</b>   | <b>2.90</b>   | <b>Good</b>    |

Legend:

1.00–1.74 Poor

1.75–2.49 Fair

2.50–3.24 Good

3.25–4.00 Excellent

The data in Table 1 indicate a generally good level of instructional quality in MAPEH with respect to student engagement, as reflected in the weighted means across five indicators ranging from 2.59 to 3.19 and a composite mean of 2.90. This suggests that students are actively involved, particularly in physical activities and interactive lessons, which are essential for fostering learning in MAPEH subjects. The importance of student engagement in promoting academic achievement is well documented; engaged students tend to be more motivated, participate actively, and develop positive attitudes towards learning, which enhance their overall performance [11]. Moreover, the interconnected dimensions of engagement such as motivation, participation, and satisfaction influence each other and collectively improve learning outcomes [12]. The findings align with recent research emphasizing that well-structured, hands-on, and collaborative instructional approaches, such as musical performances and collaborative art projects, significantly contribute to higher student engagement levels in physical education and health programs [11] [13]. Thus, maintaining and enhancing these engagement practices is crucial for sustaining instructional quality and optimizing student learning in MAPEH.

Table 2

*Level of Instructional Quality in MAPEH in Terms of Curriculum Alignment*

| Curriculum Alignment   | Weighted Mean | Interpretation |
|--|---------------|----------------|
| 1. Music lessons align with national standards for rhythm, notation, and performance.      | 2.49          | Good           |
| 2. Arts lessons progress logically from basic techniques to creative expression.           | 2.98          | Good           |
| 3. Physical Education curriculum covers fitness, sports, and motor skills comprehensively. | 3.19          | Good           |
| 4. Health education lessons address core wellness concepts effectively.                    | 3.11          | Good           |
| 5. Instruction in all MAPEH areas reflects current learning competencies.                  | 3.09          | Good           |
| <b>Composite Mean</b>  | <b>2.97</b>   | <b>Good</b>    |

Legend:

|           |           |
|-----------|-----------|
| 1.00–1.74 | Poor      |
| 1.75–2.49 | Fair      |
| 2.50–3.24 | Good      |
| 3.25–4.00 | Excellent |

The data in Table 2 indicate a generally good level of instructional quality in MAPEH concerning curriculum alignment, demonstrated by weighted means ranging from 2.49 (music lessons aligning with national standards) to 3.19 (comprehensive physical education curriculum), with an overall composite mean of 2.97. This reflects that the teaching content across Music, Arts, Physical Education, and Health is systematically organized to follow national and learning competency standards, ensuring progressive and coherent skill development. Recent literature affirms that curriculum alignment harmonizes intended curriculum, instructional delivery, and assessments, thereby minimizing learning gaps and redundancies [1]. Specifically, in MAPEH, alignment facilitates structured progression from basic techniques to creative expression and comprehensive health concepts [1]. However, challenges such as limited teacher support and resource constraints may hinder full implementation, underscoring the importance of collaborative planning and professional development to sustain curriculum coherence and effective instructional delivery.

Table 3

*Level of Instructional Quality in MAPEH in terms of Instructional Strategies*

| Curriculum Alignment   | Weighted Mean | Interpretation |
|--|---------------|----------------|
| 1. The teacher uses a variety of strategies in music instruction.                  | 2.46          | Fair           |
| 2. Inquiry-based and project-based learning are used in arts lessons.              | 2.91          | Good           |
| 3. Differentiated instruction and games are applied in Physical Education classes. | 2.93          | Good           |
| 4. Role-playing and scenario analysis enhance understanding in health lessons.     | 3.13          | Good           |
| 5. Instructional methods cater to diverse student needs and interests.             | 2.96          | Good           |
| <b>Composite Mean</b>  | <b>2.87</b>   | <b>Good</b>    |

Legend:

|           |           |
|-----------|-----------|
| 1.00–1.74 | Poor      |
| 1.75–2.49 | Fair      |
| 2.50–3.24 | Good      |
| 3.25–4.00 | Excellent |

The data in Table 3 reveal that the overall instructional quality of MAPEH teachers in terms of instructional strategies is rated as good, with a composite mean of 2.87. While a fair rating of 2.46 was given to the use of a variety of strategies in music instruction, other aspects such as inquiry-based learning in arts, differentiated instruction in physical education, and role-playing in health lessons scored good, reflecting effective engagement methods that cater to diverse learner needs. Recent literature emphasizes that diverse, learner-centered strategies are vital in MAPEH for accommodating different learning styles and fostering active engagement [14] [1]. Specifically, inquiry- and project-based approaches in arts education stimulate creativity and collaboration, while game-based and differentiated instruction in physical education adapt to varied abilities, promoting inclusion and motivation [1]. Role-playing and scenario analysis in health instruction enhance critical thinking and practical understanding of wellness concepts [15]. However, challenges such as limited teacher training and professional development can restrict the breadth and efficacy of instructional strategies [16]. Continuous capacity building and curriculum contextualization are therefore needed to expand the range and effectiveness of instructional methods in MAPEH subjects.

Table 4

*Level of Instructional Quality in MAPEH in terms of Integration of Technology*

| <b>Integration of Technology</b>   | <b>Weighted Mean</b> | <b>Interpretation</b> |
|--|----------------------|-----------------------|
| 1. Digital tools are utilized in music for composition and tutorials.              | 1.74                 | Poor                  |
| 2. Virtual art galleries or digital platforms enhance arts learning.               | 2.06                 | Fair                  |
| 3. Technology such as fitness tracking apps is integrated into Physical Education. | 2.16                 | Fair                  |
| 4. Online resources support health education effectively.                          | 2.11                 | Fair                  |
| 5. Technology is used to support remote or blended learning in MAPEH.              | 1.96                 | Fair                  |
| <b>Composite Mean</b>  | <b>2.00</b>          | <b>Fair</b>           |

Legend:

1.00–1.74 Poor

1.75–2.49 Fair

2.50–3.24 Good

3.25–4.00 Excellent

The data in Table 4 show that integration of technology in MAPEH instruction is rated generally fair, with a composite mean of 2.00. Notably, the use of digital tools in music instruction scored poorly at 1.74, indicating underutilization, while other technological applications such as virtual art galleries, fitness tracking apps, online health resources, and remote learning supports received fair ratings. Recent studies in the Philippines and internationally reveal that while technology holds great promise for enhancing creativity, engagement, and performance assessment in MAPEH, implementation is often hindered by limited access to equipment, teacher readiness, and infrastructural constraints [17] [18]. Ponsaran [17] notes that strategic pedagogical approaches like flipped classrooms and use of video platforms significantly enrich student learning experiences by making tasks more interactive and personalized. The Triple E Framework (Engagement, Enhancement, Extension) further underscores the importance of purposeful technology use to deepen learning and connect academic content to real-life contexts [19]. Despite existing challenges, ongoing professional development and creative adaptation of available tools are vital to fully leverage technology's benefits for blended and remote MAPEH instruction.

Table 5

*Level of Instructional Quality in MAPEH in terms of Learning Outcomes*

| <b>Integration of Technology</b>  | <b>Weighted Mean</b> | <b>Interpretation</b> |
|---|----------------------|-----------------------|
| 1. Students demonstrate improved musical performance over time.               | 2.86                 | Good                  |
| 2. Students show creativity and skill development in arts projects.           | 3.01                 | Good                  |
| 3. Physical fitness and motor skills are noticeably enhanced in students.     | 2.68                 | Good                  |
| 4. Students adopt healthy lifestyle choices through health lessons.           | 2.51                 | Good                  |
| 5. Socio-emotional growth is evident from student reflections and activities. | 2.46                 | Good                  |
| <b>Composite Mean</b>   | <b>2.70</b>          | <b>Good</b>           |

Legend:

1.00–1.74 Poor

1.75–2.49 Fair

2.50–3.24 Good

3.25–4.00 Excellent

Table 5 demonstrates a generally good level of instructional quality in MAPEH regarding learning outcomes, with a composite mean of 2.70. Students show marked improvement in musical performance, creativity and skills in arts projects, physical

fitness, healthy lifestyle adoption, and socio-emotional growth. This aligns with research that emphasizes the use of authentic, performance-based assessments, such as musical performances, arts projects, fitness tests, and reflective health activities, to holistically evaluate knowledge, skills, creativity, and socio-emotional development [1]. Continuous formative and summative assessments provide actionable feedback that supports competency mastery and meaningful learning [1]. Moreover, integrating socio-emotional learning through reflective practices fosters holistic student development, which is increasingly recognized as essential in MAPEH education [20]. These findings uphold best practices emphasizing diverse and continuous assessment strategies to capture comprehensive learning outcomes in MAPEH.

Table 6

*Level of Instructional Quality in MAPEH in terms of Teacher Professional Development*

| <b>Integration of Technology</b>   | <b>Weighted Mean</b> | <b>Interpretation</b> |
|--|----------------------|-----------------------|
| 1. The teacher regularly attends workshops and seminars related to MAPEH.        | 2.61                 | Good                  |
| 2. The teacher applies updated methodologies in music and arts instruction.      | 2.58                 | Good                  |
| 3. There is evidence of technology use learned through professional development. | 2.11                 | Fair                  |
| 4. The teacher incorporates current health trends and topics into lessons.       | 2.15                 | Fair                  |
| 5. Collaboration with peers to improve teaching practices is common.             | 1.70                 | Poor                  |
| <b>Composite Mean</b>  | <b>2.23</b>          | <b>Fair</b>           |

Legend:

1.00–1.74 Poor

1.75–2.49 Fair

2.50–3.24 Good

3.25–4.00 Excellent

Table 6 shows that the overall instructional quality in MAPEH regarding teacher professional development is rated fair, with a composite mean of 2.23. While teachers regularly attend workshops and apply updated methodologies in music and arts instruction, scoring good in these areas (2.61 and 2.58 respectively), the application of technology learned in professional development and the incorporation of current health trends are rated fair (2.11 and 2.15). Collaboration with peers to improve teaching practices received a poor rating (1.70), indicating a gap in collaborative professional learning. Literature highlights that professional development in MAPEH remains challenged by limited access to quality training, time constraints, and low engagement in research and innovation despite frequent training sessions [20]. Teacher competence depends not only on attendance but also on the relevance and practical application of such training [21]. Collaboration among teachers is essential for sharing best practices and continuous improvement but is often insufficient. Studies advocate for management and institutional support to provide needs-based professional development, continuous re-skilling, and encouragement for advanced studies to strengthen instructional quality [22]. Effective professional development in MAPEH must be contextualized, collaborative, and aligned with current educational demands to enhance teaching competence, increase student engagement, and improve learning outcomes.

**Level of Academic Performance in MAPEH**

Table 7

*Level of Academic Performance of the Students in MAPEH in terms of Music*

| <b>Music</b>                    | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------------|------------------|-------------------|
| 1. Outstanding (90-100)         | 30               | 16.13             |
| 2. Very Satisfactory (86-89)    | 39               | 20.97             |
| 3. Satisfactory (80-85)         | 88               | 47.31             |
| 4. Fairly Satisfactory (75-79)  | 29               | 15.59             |
| 5. Needs Improvement (below 75) | 0                | 0                 |
| <b>Total</b>                    | <b>186</b>       | <b>100</b>        |

Table 7 shows the academic performance of students in MAPEH specifically in music. Most students fall in the "Satisfactory" category (80-85) with 47.31%, followed by "Very Satisfactory" (86-89) at 20.97%, and "Outstanding" (90-100) at 16.13%. A smaller percentage achieved "Fairly Satisfactory" (75-79) at 15.59%, and no students were in the "Needs Improvement" category. This indicates a generally positive academic performance in music but with room for improvement to move more students into higher performance brackets.

Recent studies point out that integrating music into the MAPEH curriculum significantly enhances student motivation, confidence, and academic outcomes in music and related subjects [23]. However, many students receive average grades partly due to limited instructional time and foundational skills in music education during earlier levels [24]. The typically average to satisfactory academic levels suggest that while students have a basic understanding and skill in music, more focused efforts such as increased instructional time, active engagement, and creative teaching strategies are needed to develop higher proficiency.

Music education positively impacts not only cognitive skills but also emotional and social development, underscoring the importance of strengthening music instruction within MAPEH to foster holistic student growth [25]. Addressing challenges like limited exposure and varying student preparedness can help improve academic achievement in music.

Table 8

*Level of Academic Performance of the Students in in MAPEH in terms of Arts*

| Arts                            | Frequency  | Percentage |
|---------------------------------|------------|------------|
| 1. Outstanding (90-100)         | 81         | 43.55      |
| 2. Very Satisfactory (86-89)    | 64         | 34.41      |
| 3. Satisfactory (80-85)         | 20         | 10.75      |
| 4. Fairly Satisfactory (75-79)  | 21         | 11.29      |
| 5. Needs Improvement (below 75) | 0          | 0          |
| <b>Composite Mean</b>           | <b>186</b> | <b>100</b> |

Table 8 shows that most students perform strongly in Arts within MAPEH, with 43.55% achieving an Outstanding rating (90-100), 34.41% Very Satisfactory (86-89), and smaller proportions in Satisfactory and Fairly Satisfactory categories. No students needed improvement, indicating generally robust academic achievement in arts. Research highlights that arts education fosters creativity, critical thinking, and emotional expression, all critical for holistic development [25]. High performance in arts correlates with active student participation, the availability of quality resources, and effective teaching methods [26]. Visual arts, notably painting, are preferred by many students, contributing positively to engagement and academic success [27]. Assessment strategies in arts emphasize performance tasks, portfolios, and rubrics that capture creativity, craftsmanship, and the communication of artistic concepts [1]. Addressing constraints such as limited instructional time and resource availability through enriched teaching approaches and materials is essential to sustain and further improve student outcomes in arts education.

Table 9

*Level of Academic Performance of the Students in in MAPEH in terms of Physical Education*

| Physical Education              | Frequency  | Percentage |
|---------------------------------|------------|------------|
| 1. Outstanding (90-100)         | 79         | 42.47      |
| 2. Very Satisfactory (86-89)    | 43         | 23.12      |
| 3. Satisfactory (80-85)         | 49         | 26.34      |
| 4. Fairly Satisfactory (75-79)  | 15         | 8.07       |
| 5. Needs Improvement (below 75) | 0          | 0          |
| <b>Composite Mean</b>           | <b>186</b> | <b>100</b> |

Table 9 indicates that students generally demonstrate strong academic performance in Physical Education within the MAPEH curriculum, with 42.47% achieving outstanding scores (90-100), 23.12% very satisfactory (86-89), 26.34% satisfactory (80-85),

and a smaller proportion fairly satisfactory (8.07%), with no students needing improvement. This suggests that students possess solid physical skills and understanding aligned with national standards. Physical Education contributes positively to students' cognitive and motor development, with research showing that regular physical activity enhances attention, memory, and overall academic achievement [28]. The assessment criteria in the Philippine context typically include participation, effort, behavior, knowledge of rules and skills, and physical fitness levels [1]. Furthermore, motivational factors such as enjoyment and positive self-concept influence student success in physical education settings [29]. These findings underscore the integral role of physical education in holistic student development and support the need for sustained quality instruction and engagement strategies.

Table 10

*Level of Academic Performance of the Students in in MAPEH in terms of Health*

| Health                          | Frequency  | Percentage |
|---------------------------------|------------|------------|
| 1. Outstanding (90-100)         | 71         | 38.17      |
| 2. Very Satisfactory (86-89)    | 52         | 27.96      |
| 3. Satisfactory (80-85)         | 47         | 25.27      |
| 4. Fairly Satisfactory (75-79)  | 16         | 8.60       |
| 5. Needs Improvement (below 75) | 0          | 0          |
| <b>Composite Mean</b>           | <b>186</b> | <b>100</b> |

Table 10 reveals that students demonstrate generally strong academic performance in the health component of MAPEH, with 38.17% receiving outstanding ratings (90-100), 27.96% very satisfactory (86-89), and 25.27% satisfactory (80-85), while none fell below the needs improvement threshold. This signifies effective health education that promotes knowledge, attitudes, and practices essential for maintaining healthy lifestyles. Recent Philippine curriculum frameworks stress that health education within MAPEH integrates physical, mental, emotional, social, moral, and spiritual dimensions, fostering holistic well-being and health literacy [1]. Effective instruction encourages positive health behaviors and socio-emotional growth, enabling learners to make informed decisions and develop lifelong wellness habits [5]. Continuous updating of curriculum content to reflect emerging health trends and relevance is advocated to sustain and enhance these positive academic and personal health outcomes among students.

**Test of Relationship between Instructional Quality and Students' Academic Performance in MAPEH**

Table 11

*Test of Relationship Between the Level of Instructional Quality and Students' Academic Performance in MAPEH*

| Indicator  | Chi-square | P-value | Decision on Ho | Interpretation |
|--|------------|---------|----------------|----------------|
| Level of instructional quality in Music, Arts, Physical Education, and Health (MAPEH) and students' academic performance in Music              | 372.322    | .001    | Reject Ho      | Significant    |
| Level of instructional quality in Music, Arts, Physical Education, and Health (MAPEH) and students' academic performance in Arts               | 413.869    | .001    | Reject Ho      | Significant    |
| Level of instructional quality in Music, Arts, Physical Education, and Health (MAPEH) and students' academic performance in Physical Education | 501.306    | .001    | Reject Ho      | Significant    |
| Level of instructional quality in Music, Arts, Physical Education, and Health (MAPEH) and students' academic performance in Health             | 507.512    | .001    | Reject Ho      | Significant    |

The statistical data demonstrates a significant relationship between the level of instructional quality in MAPEH and students'

academic performance across all components—Music, Arts, Physical Education, and Health—as evidenced by high chi-square values and a p-value of .001 leading to the rejection of the null hypothesis. This finding aligns with prior research emphasizing that teacher competence in content mastery, instructional strategies, assessment techniques, and classroom management profoundly influences student achievement in MAPEH [30] [5]. Effective instructional materials, including multimedia resources and strategic teaching approaches, further enhance learner engagement and academic success [7]. These results affirm the critical role of quality instruction in motivating students and improving academic outcomes, underscoring the need for ongoing efforts to boost teacher competence, instructional quality, and resource availability to sustain and advance student performance in MAPEH subjects.

#### IV. CONCLUSION

The findings of this study conclusively demonstrate that instructional quality in MAPEH within the sectarian school is predominantly good, particularly excelling in student engagement, curriculum alignment, instructional strategies, and learning outcomes. Active student participation and well-aligned curricula underpin effective skill development across the subjects. However, notable gaps exist in the integration of technology and teacher professional development, with underutilized digital tools and limited peer collaboration restricting instructional innovation and improvement. Despite these challenges, student academic performance remains strong, especially in Arts and Physical Education, affirming the positive impact of competent teaching practices. By fostering sustained, collaborative professional development with a focus on diversified instructional strategies and technology use, schools can significantly elevate instructional quality. Ultimately, this study underscores that holistic student development in MAPEH hinges on the continuous enhancement of teaching competency, aligning with existing literature on educational quality and student achievement.

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