



REFRAMING MUSIC, ARTS, PHYSICAL EDUCATION, AND HEALTH (MAPEH) INSTRUCTION: TEACHERS' COMPETENCE AND ITS IMPACT ON HOLISTIC DEVELOPMENT

Argie Q. Igama

Institute of Graduate and Professional Studies, Lyceum-Northwestern University, Dagupan City, Pangasinan, Philippines

ABSTRACT

This study examined the competence of teachers in delivering Music, Arts, Physical Education, and Health (MAPEH) instruction and its impact on holistic learner development in Second Congressional District, Schools Division Office I Pangasinan during the school year 2025-2026. Specifically, it determined the profile of teachers in terms of educational attainment, teaching experience, and relevant trainings; assessed their level of competence in content knowledge, pedagogical skills, classroom management, assessment practices, and technological integration; evaluated the level of learners' cognitive, affective, and psychomotor development; identified the relationship between teachers' competence and learner development; determined differences in competence when grouped according to profile variables; and explored the challenges encountered by teachers in delivering MAPEH instruction. The study employed a descriptive-correlational research design with teacher-respondents. Findings revealed that teachers generally possess advanced academic qualifications and adequate teaching experience, with moderate exposure to professional training. Teachers demonstrated competence in MAPEH instruction, particularly in classroom management and content knowledge, while technological integration and differentiated instruction were identified as areas needing improvement. Learners exhibited high levels of affective and psychomotor development, while cognitive development was found to be moderate, especially in higher-order thinking skills. Further results showed a significant relationship between teachers' competence and holistic learner development, indicating that improved teaching competence contributes to better learner outcomes. Significant differences were also found in teachers' competence when grouped according to educational attainment,

teaching experience, and training exposure. Moreover, teachers encountered serious challenges, particularly in terms of insufficient facilities, lack of instructional materials, and limited training opportunities. Based on the findings, an intervention program was proposed to enhance teachers' competence, focusing on technological integration, differentiated instruction, and assessment practices. The study concludes that strengthening teacher competence is essential in promoting holistic learner development in MAPEH.

Keywords: *teacher competence, MAPEH instruction, holistic learner development*

INTRODUCTION

The integration of Music, Arts, Physical Education, and Health (MAPEH) in basic education plays a vital role in fostering holistic learner development by addressing the cognitive, affective, and psychomotor domains of learning. Globally, educational systems recognize the importance of a well-rounded curriculum that promotes not only academic achievement but also creativity, physical wellness, and emotional well-being (UNESCO, 2021). This recognition highlights the critical role of teachers' competence in delivering effective MAPEH instruction.

In the international context, teacher competence has consistently been identified as a key determinant of student success and educational quality. According to Darling-Hammond (2017), effective teachers possess a strong understanding of subject matter, pedagogical skills, and the ability to adapt instruction to the diverse needs of learners. These competencies are particularly important in multidisciplinary subjects such as MAPEH, where teachers are expected to integrate knowledge and skills from various learning areas.

The increasing demand for 21st-century skills has further emphasized the significance of MAPEH in contemporary education. Trilling and Fadel (2009) argued that creativity, collaboration, critical thinking, and health awareness are essential competencies that can be developed through well-implemented MAPEH programs. Consequently, the successful delivery of these programs depends largely on the competence of teachers.

Research has also demonstrated that arts and physical education contribute significantly to learners' academic achievement and personal growth. Winner et al. (2013) found that arts education enhances critical thinking, problem-solving abilities, and creative expression, reinforcing the need for competent instruction in music and arts education. Similarly, physical education and health programs play a crucial role in addressing global concerns related to sedentary lifestyles and mental health. The World Health Organization (2020) emphasized that schools serve as important venues for promoting physical activity and well-being, making teacher competence essential in the successful implementation of health and physical education programs.

The integration of music and arts likewise promotes cultural awareness, self-expression, and identity formation among learners. Eisner (2002) maintained that arts education enables learners to understand diverse perspectives and communicate their ideas creatively. As such, teachers must possess the necessary competencies to facilitate meaningful learning experiences in these areas.

Moreover, the interdisciplinary nature of MAPEH requires teachers to demonstrate a broad range of competencies across its four components. Shulman (1987) introduced the concept of Pedagogical Content Knowledge (PCK), emphasizing that effective teaching involves not only content mastery but also the ability to present content in ways that learners can understand. This concept is particularly relevant in MAPEH, where teachers must integrate content knowledge and pedagogy across multiple disciplines.

Within Southeast Asia, efforts to strengthen holistic education have underscored the importance of teacher quality. The Southeast Asian Ministers of Education Organization (SEAMEO, 2018) highlighted that teacher competence directly influences the successful implementation of integrated curricula, including MAPEH. This perspective aligns with the Philippine educational agenda, which emphasizes the development of well-rounded and globally competitive learners.

In the Philippines, the Department of Education recognizes MAPEH as a core learning area that supports holistic learner development. Through the K to 12 Curriculum, the Department aims to produce functionally literate individuals equipped with the knowledge, skills, values, and attitudes necessary for lifelong learning and responsible citizenship (DepEd, 2016). Achieving these goals depends greatly on the competence of teachers responsible for delivering MAPEH instruction.

Despite the importance of MAPEH, several challenges continue to affect its effective implementation. Bernardo (2020) reported that disparities in teacher preparation and resource availability influence the quality of instruction, particularly in specialized areas such as music and arts. Likewise, Caballes (2019) observed that some teachers assigned to teach MAPEH do not possess specialization in all of its components, which may negatively affect instructional quality and learner engagement.

The growing integration of technology in education presents additional challenges and opportunities for MAPEH instruction. Koehler and Mishra (2009) emphasized the importance of Technological Pedagogical Content Knowledge (TPACK), which enables teachers to effectively integrate technology into teaching and learning processes. As educational environments continue to evolve, MAPEH teachers must develop technological competencies alongside content and pedagogical expertise.

Teacher competence is also closely associated with learner outcomes. Hattie (2009) found that teacher effectiveness significantly influences student achievement, highlighting the need to examine how MAPEH teachers contribute to learners' holistic development. In health education, teachers play a critical role in addressing issues related to nutrition, physical fitness, mental health, and overall well-being. According to the Department of

Health (DOH, 2021), effective health education requires teachers who possess adequate knowledge, skills, and training.

To strengthen teacher competence, professional development programs have been implemented at the national level. However, Avalos (2011) emphasized that continuous and context-specific training is necessary to sustain improvements in teaching practice. Despite these initiatives, gaps in instructional delivery remain evident, particularly in integrating the four components of MAPEH effectively. Balagtas et al. (2019) stressed the importance of research-based interventions to address these concerns and improve educational outcomes.

In the local context, particularly within the Second Congressional District of Pangasinan under the Schools Division Office I Pangasinan, MAPEH teachers encounter unique challenges related to resource limitations, diverse learner needs, and limited access to specialized training (DepEd Pangasinan I, 2024). Furthermore, observations suggest variations in teachers' competence across the different components of MAPEH, which may affect the consistency and quality of instruction in the district (Santos, 2023).

Given these concerns, there is a need to systematically assess the competence of MAPEH teachers and determine its impact on holistic learner development. Such an assessment will provide valuable insights into teachers' strengths and areas requiring improvement, thereby informing policy formulation, professional development initiatives, and instructional enhancement strategies (Fullan, 2016).

Ultimately, this study sought to contribute to the improvement of MAPEH instruction by providing evidence-based recommendations for strengthening teacher competence and enhancing instructional practices. By examining MAPEH instruction through the lens of teacher competence, the study aimed to support the development of well-rounded, healthy, creative, and globally competitive learners equipped to meet the demands of the twenty-first century (OECD, 2019).

Research Questions

This study aimed to examine the competence of teachers in delivering Music, Arts, Physical Education, and Health (MAPEH) instruction and its impact on holistic learner development in the Second Congressional District, Schools Division Office I Pangasinan during the School Year 2025-2026.

Specifically, this study sought to answer the following research questions:

1. What is the profile of the MAPEH teachers in terms of:
 - 1.1 highest educational attainment;
 - 1.2 length of teaching experience; and
 - 1.3 relevant trainings attended in MAPEH?
2. What is the level of teachers' competence in MAPEH instruction in terms of:
 - 2.1 content knowledge;

- 2.2 pedagogical skills;
- 2.3 classroom management;
- 2.4 assessment practices; and
- 2.5 technological integration?
- 3. What is the level of holistic learner development as perceived by MAPEH teachers in terms of:
 - 3.1 cognitive development;
 - 3.2 affective development; and
 - 3.3 psychomotor development?
- 4. Is there a significant relationship between teachers' competence in MAPEH instruction and holistic learner development?
- 5. Is there a significant difference in teachers' competence in MAPEH instruction when grouped according to their profile variables?
- 6. What challenges do teachers encounter in delivering MAPEH instruction?
- 7. Based on the findings of the study, what intervention program may be proposed to enhance teachers' competence in MAPEH instruction?

METHODOLOGY

Research Design

This study utilized a quantitative research approach employing a descriptive-correlational design to examine the competence of teachers in delivering Music, Arts, Physical Education, and Health (MAPEH) instruction and its impact on holistic learner development.

The descriptive method was used to determine the profile of the MAPEH teachers in terms of highest educational attainment, length of teaching experience, and relevant trainings attended, as well as to assess the level of teachers' competence in MAPEH instruction in terms of content knowledge, pedagogical skills, classroom management, assessment practices, and technological integration. It was also utilized to describe the level of holistic learner development in terms of cognitive, affective, and psychomotor domains, and to identify the challenges encountered by teachers in delivering MAPEH instruction.

On the other hand, the correlational design was employed to determine the significant relationship between teachers' competence in MAPEH instruction and holistic learner development. This design allowed the researcher to examine whether variations in teachers' competence are associated with differences in learners' development across the identified domains.

Furthermore, the comparative aspect of the study was applied to determine whether there is a significant difference in teachers' competence when grouped according to their profile variables. This enabled the researcher to analyze variations in competence based on teachers' educational attainment, teaching experience, and training exposure.

The study was conducted using a structured questionnaire as the primary data-gathering instrument, which was administered to MAPEH teachers in selected public secondary schools in the Second Congressional District under the Schools Division Office I Pangasinan during the School Year 2025–2026.

Overall, the descriptive-correlational research design was deemed appropriate for this study as it allowed for the systematic description of variables, examination of relationships, and comparison of groups, thereby providing a comprehensive understanding of teachers' competence in MAPEH instruction and its influence on holistic learner development.

Instrumentation and Data Collection

The primary instrument used in this study was a structured questionnaire developed by the researcher based on the Statement of the Problem and related literature. The questionnaire was designed to gather data on the competence of MAPEH teachers in delivering instruction and its impact on holistic learner development.

The questionnaire consisted of four parts. Part I elicited the profile of the respondents in terms of highest educational attainment, length of teaching experience, and relevant trainings attended in MAPEH. Part II measured the level of teachers' competence in MAPEH instruction in terms of content knowledge, pedagogical skills, classroom management, assessment practices, and technological integration. Part III assessed the level of holistic learner development in terms of cognitive, affective, and psychomotor domains. Part IV identified the challenges encountered by teachers in delivering MAPEH instruction.

The items in the questionnaire were constructed using a five-point Likert scale to determine the extent or level of agreement of the respondents on each indicator. To ensure validity, the instrument was subjected to content validation by experts in the field of education, particularly those knowledgeable in MAPEH instruction and research methodology. Suggestions and corrections from the validators were incorporated to improve the clarity, relevance, and reliability of the instrument.

Prior to the actual data collection, a pilot testing was conducted to determine the reliability of the questionnaire. The responses from the pilot test were analyzed using appropriate statistical tools to ensure consistency of the instrument.

For the data collection procedure, the researcher first secured permission from the Schools Division Office I Pangasinan and the school heads of the selected public secondary schools. Upon approval, the researcher personally administered the questionnaires to the MAPEH teachers. The respondents were given adequate time to answer the instrument, ensuring accuracy and completeness of responses.

After retrieval, the questionnaires were checked, tallied, and encoded for statistical analysis. All data gathered were treated with strict confidentiality and used solely for academic and research purposes.

Overall, the instrumentation and data collection process ensured that the data obtained were valid, reliable, and sufficient for addressing the objectives of the study.

Tools for Data Analysis

The data gathered in this study were analyzed using appropriate statistical tools to answer the specific sub-problems.

For the profile of the MAPEH teachers in terms of highest educational attainment, length of teaching experience, and relevant trainings attended, frequency count and percentage were used. These descriptive statistics provided a clear summary of the respondents' background characteristics.

To determine the level of teachers' competence in MAPEH instruction in terms of content knowledge, pedagogical skills, classroom management, assessment practices, and technological integration, the weighted mean and standard deviation were utilized. The same statistical tools were also used to determine the level of holistic learner development in terms of cognitive, affective, and psychomotor domains, as well as the extent of challenges encountered by teachers in MAPEH instruction.

To determine the significant relationship between teachers' competence and holistic learner development, Pearson Product-Moment Correlation Coefficient (Pearson r) was used. This statistical tool measured the strength and direction of the relationship between the two variables.

To test the significant difference in teachers' competence when grouped according to profile variables such as educational attainment, length of teaching experience, and relevant trainings attended, t-test for two groups and One-Way Analysis of Variance (ANOVA) for three or more groups were employed.

For the challenges encountered by MAPEH teachers in delivering instruction, the weighted mean was used to determine the extent of each challenge as perceived by the respondents. These statistical tools helped describe how frequently and intensely the teachers experienced specific difficulties in MAPEH instruction.

All statistical tests were interpreted using a 0.05 level of significance to determine whether the null hypotheses should be accepted or rejected.

Overall, these statistical tools were appropriate for describing, comparing, and determining relationships among variables in this study, thereby ensuring accurate and meaningful interpretation of data.

RESULTS

Table 1
Profile of MAPEH Teacher-Respondents
(N = 87)

Profile Variables	Categories	Frequency (f)	Percentage (%)
Highest Educational Attainment	With Master's Units	35	40.23
	Master's Degree Holder	30	34.48
	Doctorate Degree Holder	22	25.29
Total		87	100
Length of Teaching Experience	1–5 years	18	20.69
	6–10 years	27	31.03
	11–15 years	24	27.59
	16 years and above	18	20.69
Total		87	100
Relevant Trainings in MAPEH	0–2 trainings	15	17.24
	3–5 trainings	38	43.68
	6–8 trainings	24	27.59
	9 trainings and above	10	11.49
Total		87	100

Table 2.1
Teachers' Competence in MAPEH Instruction in Terms of Content Knowledge
(N=87)

No.	Indicators	Mean	Descriptive Equivalent
1	Demonstrate mastery of concepts in Music.	3.40	Competent
2	Demonstrate mastery of concepts in Arts.	3.32	Competent
3	Demonstrate mastery of concepts in Physical Education.	3.55	Very Competent
4	Demonstrate mastery of concepts in Health.	3.50	Competent
5	Integrate concepts across MAPEH components effectively.	3.20	Moderately Competent
6	Update myself with current trends in MAPEH.	3.05	Moderately Competent
7	Use accurate and appropriate terminologies in teaching.	3.60	Very Competent
8	Align lesson content with curriculum standards.	3.70	Very Competent
9	Connect lessons to real-life situations.	3.45	Competent

10	Demonstrate interdisciplinary understanding in MAPEH.	3.25	Moderately Competent
Average Weighted Mean		3.40	Competent

Table 2.2
Teachers' Competence in MAPEH Instruction in Terms of Pedagogical Skills
(N=87)

No.	Indicators	Mean	Descriptive Equivalent
1	Use varied teaching strategies in MAPEH.	3.35	Competent
2	Facilitate learner-centered activities.	3.30	Competent
3	Encourage creativity and self-expression.	3.50	Competent
4	Adapt lessons to diverse learners' needs.	3.10	Moderately Competent
5	Integrate collaborative learning activities.	3.25	Moderately Competent
6	Use appropriate instructional materials.	3.40	Competent
7	Promote critical thinking in lessons.	3.30	Competent
8	Provide clear instructions during activities.	3.55	Very Competent
9	Motivate learners to actively participate.	3.60	Very Competent
10	Apply differentiated instruction effectively.	3.05	Moderately Competent
Average Weighted Mean		3.34	Competent

Table 2.3
Teachers' Competence in MAPEH Instruction in Terms of Classroom Management
(N=87)

No.	Indicators	Mean	Descriptive Equivalent
1	Establish clear classroom rules.	3.65	Very Competent
2	Maintain discipline during activities.	3.60	Very Competent
3	Manage time efficiently.	3.40	Competent
4	Ensure safety during physical activities.	3.70	Very Competent
5	Organize materials and equipment properly.	3.35	Competent
6	Handle disruptive behavior effectively.	3.25	Moderately Competent
7	Create a positive learning environment.	3.50	Competent
8	Monitor students' participation consistently.	3.40	Competent
9	Maintain order during group work.	3.32	Competent
10	Ensure inclusivity in all activities.	3.20	Moderately Competent
Average Weighted Mean		3.34	Competent

Table 2.4
Teachers' Competence in MAPEH Instruction in Terms of Assessment Practices
(N=87)

No.	Indicators	Mean	Descriptive Equivalent
1	Use varied assessment tools.	3.30	Competent
2	Align assessment with learning objectives.	3.35	Competent
3	Provide timely feedback.	3.20	Moderately Competent
4	Assess both skills and knowledge.	3.40	Competent
5	Use performance-based assessment.	3.45	Competent
6	Develop rubrics for evaluation.	3.10	Moderately Competent
7	Monitor learner progress regularly.	3.25	Moderately Competent
8	Use assessment results to improve teaching.	3.30	Competent
9	Ensure fairness in grading.	3.38	Competent
10	Involve learners in self-assessment.	3.05	Moderately Competent
Average Weighted Mean		3.28	Competent

Table 2.5
Teachers' Competence in MAPEH Instruction in Terms of Technological
Integration
(N=87)

No.	Indicators	Mean	Descriptive Equivalent
1	Use digital tools in teaching MAPEH.	3.20	Moderately Competent
2	Integrate multimedia resources.	3.30	Competent
3	Use online platforms for instruction.	3.10	Moderately Competent
4	Utilize technology for assessment.	3.05	Moderately Competent
5	Encourage learners to use technology creatively.	3.25	Moderately Competent
6	Adapt to new educational technologies.	3.15	Moderately Competent
7	Use videos and simulations effectively.	3.40	Competent
8	Promote digital literacy in MAPEH.	3.18	Moderately Competent
9	Troubleshoot basic technical issues.	3.00	Moderately Competent
10	Integrate ICT in lesson planning.	3.12	Moderately Competent
Average Weighted Mean		3.18	Moderately Competent

Table 3.1
Holistic Learner Development in Terms of Cognitive Development
(N = 87)

No.	Indicators	Mean	Descriptive Equivalent
1	Learners demonstrate understanding of MAPEH concepts.	3.65	High Level

2	Learners apply knowledge in real-life situations.	3.50	High Level
3	Learners analyze and interpret information.	3.35	Moderate Level
4	Learners solve problems creatively.	3.30	Moderate Level
5	Learners show critical thinking skills.	3.40	High Level
6	Learners demonstrate knowledge retention.	3.55	High Level
7	Learners ask relevant questions.	3.25	Moderate Level
8	Learners connect ideas across topics.	3.28	Moderate Level
9	Learners engage in reflective thinking.	3.20	Moderate Level
10	Learners demonstrate independent learning.	3.22	Moderate Level
Average Weighted Mean		3.37	Moderate Level

Table 3.2
Holistic Learner Development in Terms of Affective Development
(N = 87)

No.	Indicators	Mean	Descriptive Equivalent
1	Learners show interest in MAPEH activities.	3.75	Very High Level
2	Learners express creativity confidently.	3.60	High Level
3	Learners show appreciation of arts and music.	3.65	High Level
4	Learners demonstrate positive attitudes.	3.55	High Level
5	Learners value teamwork and cooperation.	3.70	High Level
6	Learners exhibit self-discipline.	3.45	High Level
7	Learners show respect for others.	3.80	Very High Level
8	Learners develop self-confidence.	3.50	High Level
9	Learners demonstrate motivation to learn.	3.55	High Level
10	Learners show emotional engagement.	3.40	High Level
Average Weighted Mean		3.60	High Level

Table 3.3
Holistic Learner Development in Terms of Psychomotor Development
(N = 87)

No.	Indicators	Mean	Descriptive Equivalent
1	Learners demonstrate physical coordination.	3.65	High Level
2	Learners perform movement skills accurately.	3.60	High Level
3	Learners participate actively in physical activities.	3.75	Very High Level
4	Learners demonstrate proper techniques.	3.55	High Level
5	Learners improve physical fitness.	3.50	High Level

6	Learners apply skills in real situations.	3.45	High Level
7	Learners show agility and flexibility.	3.35	Moderate Level
8	Learners follow safety procedures.	3.70	High Level
9	Learners demonstrate rhythm and coordination.	3.32	Moderate Level
10	Learners exhibit motor skill development.	3.55	High Level
Average Weighted Mean		3.54	High Level

Table 4
Significant Relationship Between Teachers' Competence in MAPEH Instruction and Holistic Learner Development

Variables	Computed r-value	p-value	Decision	Interpretation
Teachers' Competence and Holistic Learner Development	0.68	0.000	Reject Ho	Significant Relationship

Table 5
Significant Difference in Teachers' Competence in MAPEH Instruction When Grouped According to their Profile Variables

Profile Variables	Test Statistic	p-value	Decision	Interpretation
Highest Educational Attainment	F = 4.25	0.018	Reject Ho	Significant Difference
Length of Teaching Experience	F = 3.10	0.031	Reject Ho	Significant Difference
Relevant Trainings in MAPEH	F = 5.42	0.002	Reject Ho	Significant Difference

Table 6
Challenges Encountered by Teachers in Delivering MAPEH Instruction (N = 87)

No.	Indicators	Mean	Descriptive Equivalent
1	Lack of instructional materials	3.85	Serious Challenges
2	Limited training in MAPEH components	3.70	Serious Challenges
3	Insufficient facilities and equipment	3.95	Serious Challenges
4	Large class sizes	3.75	Serious Challenges
5	Time constraints in teaching	3.60	Serious Challenges
6	Difficulty in integrating technology	3.50	Moderately Serious Challenges

7	Diverse learner abilities	3.45	Moderately Serious Challenges
8	Limited administrative support	3.30	Moderately Serious Challenges
9	Safety concerns during activities	3.65	Serious Challenges
10	Lack of specialization in MAPEH areas	3.55	Serious Challenges
Average Weighted Mean		3.63	Serious Challenges

DISCUSSION

Table 1 presents the profile of the 87 MAPEH teacher-respondents in terms of highest educational attainment, length of teaching experience, and relevant trainings attended in MAPEH. The results show that the largest group of respondents (40.23%) had earned Master's units, while 34.48% were Master's degree holders and 25.29% had completed a Doctorate degree. This indicates that most teachers have pursued graduate studies, reflecting their commitment to professional growth and continuous learning.

In terms of teaching experience, the highest proportion of respondents (31.03%) had been teaching for 6–10 years, followed by those with 11–15 years of experience (27.59%). Meanwhile, teachers with 1–5 years and 16 years and above each accounted for 20.69%. These findings suggest that the respondents generally possess substantial teaching experience, which may contribute to their effectiveness in delivering MAPEH instruction.

Regarding relevant trainings in MAPEH, nearly half of the respondents (43.68%) had attended 3–5 trainings, while 27.59% had participated in 6–8 trainings. Only 11.49% had attended 9 or more trainings. This implies that most teachers have been exposed to professional development opportunities related to MAPEH, which can enhance their knowledge and instructional practices.

Table 2.1 shows that the teachers were generally Competent in terms of content knowledge, with an average weighted mean of 3.40. The highest-rated indicators were aligning lesson content with curriculum standards (3.70), using accurate and appropriate terminologies (3.60), and demonstrating mastery of Physical Education concepts (3.55), all described as Very Competent. These results indicate that teachers possess a strong understanding of MAPEH content and curriculum requirements.

However, lower ratings were obtained in updating themselves with current trends in MAPEH (3.05), integrating concepts across MAPEH components (3.20), and demonstrating interdisciplinary understanding (3.25), which were described as Moderately Competent. This suggests a need for further professional development to strengthen teachers' ability to integrate and update content knowledge across the different MAPEH disciplines.

Table 2.2 reveals that the teachers were generally Competent in pedagogical skills, as reflected by the average weighted mean of 3.34. The highest-rated indicators were motivating learners to actively participate (3.60) and providing clear instructions during activities (3.55), both rated Very Competent. This suggests that teachers are effective in engaging learners and facilitating classroom activities.

On the other hand, adapting lessons to diverse learners' needs (3.10), integrating collaborative learning activities (3.25), and applying differentiated instruction effectively (3.05) received lower ratings and were described as Moderately Competent. These findings indicate that while teachers demonstrate sound teaching practices, additional support and training may help them better address learner diversity and individual learning needs.

Table 2.3 presents the teachers' competence in classroom management, with an average weighted mean of 3.34, interpreted as Competent. The highest-rated indicators were ensuring safety during physical activities (3.70), establishing clear classroom rules (3.65), and maintaining discipline during activities (3.60), all rated Very Competent. These findings suggest that teachers are capable of maintaining a safe and orderly learning environment, which is essential in MAPEH classes.

Meanwhile, handling disruptive behavior effectively (3.25) and ensuring inclusivity in all activities (3.20) received lower ratings and were described as Moderately Competent. This implies that although teachers generally manage their classrooms well, there is still room for improvement in addressing behavioral concerns and promoting inclusive participation among all learners.

Table 2.4 shows that the teachers were generally Competent in terms of assessment practices, as indicated by the average weighted mean of 3.28. The highest-rated indicators were the use of performance-based assessment (3.45), assessing both skills and knowledge (3.40), and ensuring fairness in grading (3.38), all interpreted as Competent. These findings suggest that teachers effectively employ assessment strategies that measure learners' performance and achievement in MAPEH.

However, providing timely feedback (3.20), developing rubrics for evaluation (3.10), monitoring learner progress regularly (3.25), and involving learners in self-assessment (3.05) were rated Moderately Competent. This implies that while teachers demonstrate adequate assessment skills, there is a need to strengthen assessment practices that promote continuous feedback, learner reflection, and systematic monitoring of student progress.

Table 2.5 reveals that teachers were Moderately Competent in technological integration, with an average weighted mean of 3.18. The highest-rated indicators were the effective use of videos and simulations (3.40) and the integration of multimedia resources (3.30), both of which contributed positively to classroom instruction. These results indicate that teachers recognize the value of technology in enhancing learner engagement and understanding.

Nevertheless, most indicators, including the use of digital tools (3.20), online platforms for instruction (3.10), technology for assessment (3.05), digital literacy promotion (3.18), troubleshooting technical issues (3.00), and ICT integration in lesson planning (3.12), were rated Moderately Competent. This suggests that teachers still face challenges in maximizing technology for teaching and learning, highlighting the need for additional training and support in educational technology integration.

Table 3.1 presents the level of holistic learner development in terms of cognitive development, with an average weighted mean of 3.37, interpreted as Moderate Level. Learners demonstrated a high level of understanding of MAPEH concepts (3.65), knowledge retention (3.55), and the ability to apply learning in real-life situations (3.50). These findings indicate that learners possess a solid foundation of knowledge and are able to relate classroom learning to practical experiences.

On the other hand, indicators such as analyzing and interpreting information (3.35), solving problems creatively (3.30), asking relevant questions (3.25), engaging in reflective thinking (3.20), and demonstrating independent learning (3.22) were rated at a Moderate Level. This suggests that while learners have acquired essential knowledge and understanding, further efforts are needed to strengthen higher-order thinking skills, reflection, and independent learning.

Table 3.2 shows that learners exhibited a High Level of affective development, as reflected by the average weighted mean of 3.60. The highest-rated indicators were showing respect for others (3.80) and demonstrating interest in MAPEH activities (3.75), both interpreted as Very High Level. Learners also showed high levels of appreciation for arts and music (3.65), teamwork and cooperation (3.70), creativity (3.60), and positive attitudes toward learning (3.55).

These findings suggest that MAPEH instruction contributes positively to learners' values, attitudes, and social skills. The consistently high ratings across all indicators indicate that learners are emotionally engaged, motivated, and able to develop positive interpersonal relationships, which are essential components of holistic development.

Table 3.3 reveals that learners demonstrated a High Level of psychomotor development, as reflected by the average weighted mean of 3.54. The highest-rated indicator was active participation in physical activities (3.75), which was interpreted as Very High Level. Other indicators such as physical coordination (3.65), performance of movement skills (3.60), adherence to safety procedures (3.70), and motor skill development (3.55) were rated at a High Level. These findings suggest that learners have developed the physical skills and competencies necessary for effective participation in MAPEH activities.

However, agility and flexibility (3.35) as well as rhythm and coordination (3.32) were rated at a Moderate Level. This indicates that while learners generally perform well in psychomotor tasks, there is still room for improvement in enhancing specific movement-related skills through continuous practice and participation in varied physical activities.

Table 4 presents the relationship between teachers' competence in MAPEH instruction and holistic learner development. The computed r-value of 0.68 indicates a strong positive relationship between the two variables. Moreover, the p-value of 0.000 is lower than the 0.05 level of significance, leading to the rejection of the null hypothesis.

This finding implies that higher levels of teacher competence are associated with higher levels of holistic learner development. In other words, teachers who demonstrate stronger instructional competence in MAPEH are more likely to contribute positively to learners' cognitive, affective, and psychomotor growth. The result highlights the important role of competent teachers in fostering the overall development of learners.

Table 5 shows that significant differences exist in teachers' competence in MAPEH instruction when grouped according to their profile variables. The results revealed significant differences based on highest educational attainment ($F = 4.25$, $p = 0.018$), length of teaching experience ($F = 3.10$, $p = 0.031$), and relevant trainings in MAPEH ($F = 5.42$, $p = 0.002$), as all p-values are lower than the 0.05 level of significance.

These findings indicate that teachers' competence varies according to their educational background, teaching experience, and participation in professional development activities. Teachers with higher educational qualifications, longer teaching experience, and greater exposure to MAPEH-related trainings tend to demonstrate higher levels of competence in instruction. This underscores the importance of continuous professional development and advanced studies in enhancing teaching effectiveness.

Table 6 presents the challenges encountered by teachers in delivering MAPEH instruction. The overall average weighted mean of 3.63 indicates that the respondents experienced Serious Challenges. Among the identified challenges, insufficient facilities and equipment (3.95) emerged as the most serious concern, followed by lack of instructional materials (3.85), large class sizes (3.75), and limited training in MAPEH components (3.70).

Other challenges such as safety concerns during activities (3.65), time constraints in teaching (3.60), and lack of specialization in MAPEH areas (3.55) were also considered serious. Meanwhile, difficulty in integrating technology (3.50), diverse learner abilities (3.45), and limited administrative support (3.30) were rated as Moderately Serious Challenges. These findings suggest that resource limitations, inadequate facilities, and insufficient professional preparation remain major barriers to effective MAPEH instruction, emphasizing the need for increased support, training opportunities, and improved learning resources.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. MAPEH teachers demonstrate strong academic qualifications and adequate teaching experience, which contribute positively to their instructional competence.

2. Teachers are generally competent in delivering MAPEH instruction, with strengths in classroom management and content knowledge, but weaknesses in technological integration and differentiated instruction.
3. Learners exhibit high levels of affective and psychomotor development, but only moderate cognitive development, particularly in higher-order thinking skills.
4. There is a significant relationship between teachers' competence and holistic learner development, confirming that teacher effectiveness directly influences student outcomes.
5. Teachers' competence significantly varies based on their educational attainment, teaching experience, and training exposure.
6. Teachers face serious challenges, particularly in terms of resources, facilities, and professional development opportunities.
7. There is a need for a targeted intervention program to address gaps in teacher competence and improve overall instructional effectiveness.

Recommendations

Based on the findings and conclusions, the following are hereby recommended:

1. Teachers are encouraged to pursue higher academic qualifications and actively participate in professional development programs to further enhance their competence. School administrators should also provide more opportunities for advanced and specialized MAPEH trainings to strengthen teachers' expertise.
2. Teachers should continuously improve their competence, particularly in differentiated instruction, interdisciplinary integration, and technological integration. Schools may organize targeted training workshops and mentoring programs to address these specific areas for improvement.
3. Teachers should implement more learner-centered and higher-order thinking activities to enhance cognitive development while sustaining strong affective and psychomotor outcomes. Integrating reflective and inquiry-based strategies is highly recommended.
4. Since teacher competence significantly influences learner development, continuous professional development programs should be prioritized to ensure sustained improvement in teaching quality and learner outcomes.
5. Professional development programs should be differentiated based on teachers' qualifications, experience, and training needs to ensure that all teachers, regardless of background, achieve a high level of competence.

6. School administrators and stakeholders should address resource-related issues by providing adequate instructional materials, facilities, and equipment, while also reducing class size where possible and increasing training opportunities.

7. An intervention program focusing on technological integration, assessment practices, and inclusive teaching strategies should be implemented and regularly evaluated to enhance teachers' competence and improve overall MAPEH instruction.

Compliance with Ethical Standards

The study adhered to ethical standards to ensure the protection, dignity, and rights of all respondents. Prior to data collection, permission was obtained from the Schools Division Office I Pangasinan and the school heads of the selected public secondary schools in the Second Congressional District. Participation was voluntary, and respondents were informed of the purpose of the study, their role, and their right to withdraw at any time without penalty. Informed consent was secured before the administration of the questionnaire.

Confidentiality and anonymity were strictly maintained. No identifying information was collected, and all responses were coded and used solely for academic and research purposes. The researcher ensured that no physical, emotional, or professional harm was caused to the respondents, and the questionnaire focused only on professional practices and perceptions related to MAPEH instruction. All data were stored securely and accessed only by the researcher. Findings were reported in aggregate form to protect the identities of respondents and schools. Throughout the study, honesty and integrity were observed in data collection, analysis, interpretation, and reporting to ensure the credibility and trustworthiness of the research findings.

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APA Citation:

Igama, A. Q. (2026). REFRAMING MUSIC, ARTS, PHYSICAL EDUCATION, AND HEALTH (MAPEH) INSTRUCTION: TEACHERS' COMPETENCE AND ITS IMPACT ON HOLISTIC DEVELOPMENT. Ignatian International Journal for Multidisciplinary Research, 4(7), 1–19. <https://doi.org/10.5281/zenodo.21118944>

pearljoy.grado20@yahoo.com