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Interplay of Teachers' Instructional Competence and Students' Performance in MAPEH 7

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ABSTRACT

This research evaluated the level of teachers' competency and students' academic performance in MAPEH 7 at Awihao National High School (A.Y. 2026– 2027). Using a descriptive-correlational design, data were gathered from 6 teachers and 50 Grade 7 students using validated questionnaires and summative test scores. Data were analyzed using weighted means, standard deviations, and the Pearson correlation coefficient (r) at alpha = 0.05. Results showed that while teachers possessed strong academic qualifications (83.33) with Master's units, their overall competency was Moderately Competent (M = 2.10, SD = 1.11), scoring lowest in Instructional Delivery (M = 1.93). Students achieved an overall Very Satisfactory performance (M = 89.45, SD = 6.23). They demonstrated Outstanding mastery in health components (M = 93.80 and M = 92.23), but recorded a lower Satisfactory performance in Philippine and Southeast Asian Arts (M = 82.32). Correlation analysis confirmed a statistically significant, very strong positive relationship (r = 0.865, p = 0.026) between teachers' competency and student performance, proving that teacher capabilities directly influence learner achievement. To address identified pedagogical gaps and learning deficits in Arts, an intervention package titled PROJECT ENHANCE was developed.

KEYWORDS: *MAPEH 7, Teacher Competency, Student Performance, Instructional Delivery, Cultural Arts, Project ENHANCE.*

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INTRODUCTION

The realm of basic education is in constant flux, continuously placing higher demands on instructional delivery, pedagogical competence, and administrative supervision. Within the Philippine basic education curriculum, Music, Arts, Physical Education, and Health (MAPEH) serves as a vital learning area designed to foster holistic development, cultural literacy, emotional resilience, and lifelong physical wellness among learners. Unlike strictly theoretical academic disciplines, MAPEH is inherently performance-oriented, experiential, and interdisciplinary. It requires a single educator to transition seamlessly from teaching complex musical rhythms and visual arts techniques to demonstrating athletic movement skills and delivering lectures on intricate health sciences. Consequently, the quality of MAPEH instruction depends heavily on the dynamic interplay between teacher competence and the classroom learning environment.

Despite its importance, delivering an effective MAPEH curriculum presents substantial structural and pedagogical challenges. In the current secondary education landscape, teachers frequently navigate complex instructional constraints. Recent educational literature categorizes these obstacles into pedagogical delivery limitations, component-specific content knowledge gaps, subjective biases in evaluating performance-based outputs, and a persistent scarcity of contextualized learning resources.

A major driver of instructional and content-related challenges is the "subject-mismatch" phenomenon. Research conducted by Basalan et al. (2024) and Jelongos et al. (2025) highlights that a significant number of MAPEH educators are either generalists or single-discipline specialists compelled to instruct across all four distinct sub-disciplines. This lack of specialization often generates instructional anxiety, low self-efficacy, and a dread of teaching errors. Furthermore, Santos and Cruz (2026) demonstrated that when MAPEH teachers encounter content limitations or heavy administrative loads, they inadvertently resort to instructional reductionism-

condensing discussions, oversimplifying core competencies, and completely omitting technical performance units.

Logistical and material constraints further compound these instructional challenges. Findings from Alcantara et al. (2023) and Reyes and Dizon (2024) indicate that the persistent shortage of essential resources-such as musical instruments, standardized physical fitness testing equipment, and visual arts tools-compels educators to rely on abstract theoretical explanations or inadequate personal devices, severely compromising the hands-on, experiential nature of MAPEH.

Furthermore, the evaluation of performance-based learning remains a primary contributor to teacher difficulty and burnout. Catalan (2024) and Mendoza and Soriano (2025) emphasize that formulating objective, criteria based rubrics, constructing valid test items, and managing practical performance tasks present continuous operational hurdles for educators. In the absence of sustained professional development, standardized rubrics, and systematic assessment tools, the evaluation of creative, musical, or physical performance outputs becomes vulnerable to subjective grading bias and inconsistency.

In a secondary school ecosystem, the pedagogical and logistical challenges faced by educators directly influence student learning outcomes. The academic performance and skill mastery of Grade 7 learners-who are undergoing a crucial academic transition into junior high school-are heavily shaped by the quality of instruction they receive. When teachers encounter difficulties in lesson execution, content demonstration, or objective assessment, student engagement drops, conceptual retention deteriorates, and performance on summative evaluations declines.

From an administrative and supervisory standpoint, bridging these instructional gaps is essential. Traditional supervisory approaches frequently focus on administrative compliance rather than diagnostic, supportive coaching. Studies by Kumari (2023) and Al-Said (2023) highlight that supportive school leadership-which actively provides instructional resources, standardized evaluation rubrics, and targeted professional development-significantly enhances teacher self-efficacy and classroom success. School administrators must thoroughly understand how specific teacher competency gaps impede student mastery before they can strategically allocate resources, organize peer coaching networks, or implement effective remediation frameworks.

While general studies have explored teacher challenges across various learning areas, a distinct research gap exists regarding the direct empirical relationship between teachers' pedagogical competency levels-across instructional delivery, content knowledge, and assessment literacy-and the quantitative summative performance of Grade 7 students within specific school contexts. This empirical gap establishes the necessity for this investigation.

This research assesses the level of teachers' competency and its relationship to the academic performance of Grade 7 students at Awihao National High School, located in the Division of Toledo City, during the Academic Year 2026–2027. Moving beyond mere problem identification, this study aims to convert empirical findings into an actionable Instructional Support Initiative (PROJECT ENHANCE). This framework serves as a practical administrative guide to elevate teacher competence, address student learning deficits, and enhance the overall quality of MAPEH instruction.

Theoretical and Conceptual Framework and Legal Bases

This research is underpinned by seven interrelated educational, psychological, and behavioral theories that systematically elucidate the relationship between teachers' pedagogical competency and student performance. This study employs Shulman's Theory of Pedagogical Content Knowledge (PCK) to evaluate subject-matter mastery, Bandura's Social Cognitive Theory to analyze triadic reciprocal interactions, observational modeling, and self-efficacy, Kolb's Experiential Learning Theory to examine hands-on performance-based learning in MAPEH, von Bertalanffy's Systems Theory in Education to Investigate institutional resource conversion pathways, Vygotsky's Theory of Instructional Scaffolding to analyze instructional delivery and rubric-based assessment, and Walberg's Theory of Educational Productivity to connect these operational variables with student academic achievement. Together, these frameworks establish a comprehensive diagnostic baseline for understanding how teacher competency directly influences learner mastery, providing a solid theoretical justification for PROJECT ENHANCE.

This study is fundamentally based on the Theory of Pedagogical Content Knowledge (PCK), initially formulated by Lee Shulman (1987). Shulman contends that effective instruction requires a unique synthesis of subject-matter expertise and pedagogical execution, asserting that when educators lack deep content mastery, instructional delivery becomes fragmented. In the MAPEH context, this premise is strongly supported by Gaela and Ofrin (2024), who

demonstrated that a teacher's proficiency across PCK domains directly influences classroom effectiveness, and that content knowledge gaps present severe delivery challenges when generalist educators are compelled to teach specialized sub-disciplines like music theory or physical literacy. This challenge is further validated by Pilotos (2026), who revealed that insufficient subject-matter mastery severely restricts an educator's ability to guide practical activities and assess student outputs, confirming that content mastery is an essential prerequisite for student success.

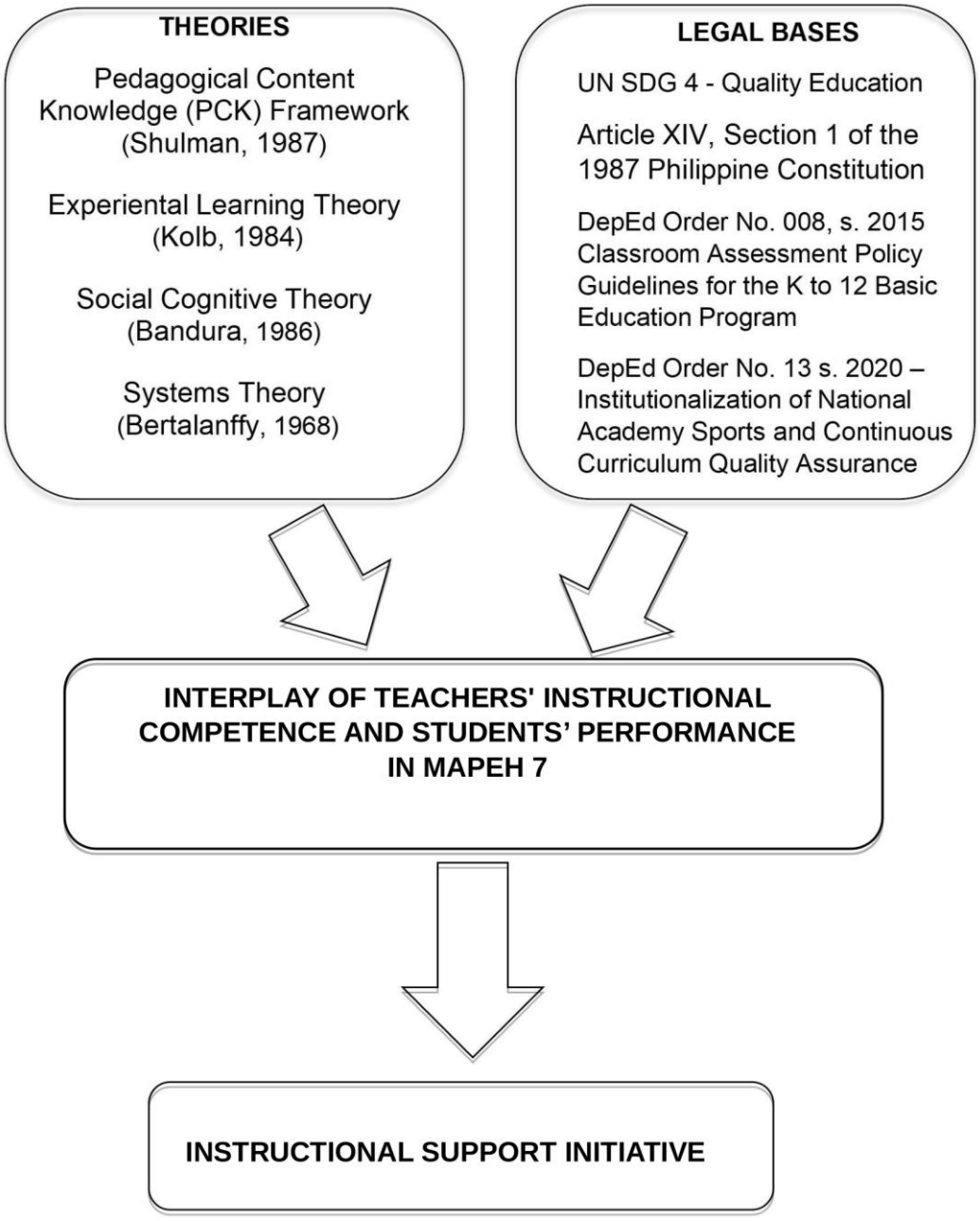


Figure 1 ***The Theoretical Framework***

To explain the psychological mechanisms, observational modeling, and behavioral dynamics within the classroom, this study incorporates Albert Bandura's (1986) Social Cognitive Theory (SCT). SCT posits a model of triadic reciprocal determinism, wherein cognitive/personal factors, environmental influences, and behavioral patterns continuously interact. Within SCT, Bandura highlights two vital concepts: self-efficacy (Bandura, 1977) and observational learning.

In MAPEH 7, teachers serve as primary behavioral and skill models; students acquire musical techniques, visual art skills, and physical education movement patterns by observing teacher demonstrations. When teachers lack confidence or technical skill in a specific sub-discipline, the quality of modeled behavior drops, directly hindering student skill acquisition. Furthermore, teaching efficacy dictates an instructor's persistence and effort when facing classroom obstacles. Contemporary validation from Santos and Cruz (2024) indicates that high teaching self-efficacy strongly predicts superior classroom performance, whereas confidence declines stemming from resource shortages or complex assessments severely impede instructional drive. Gutierrez (2023)

and Mendoza and Soriano (2025) similarly confirmed that while secondary educators demonstrate high initial enthusiasm, their perceived self-efficacy drops significantly when navigating unaddressed pedagogical challenges, directly restricting overall classroom effectiveness.

Because MAPEH is inherently performance-based, immersive, and kinesthetic, this study integrates David Kolb's (1984) Experiential Learning Theory (ELT). Kolb conceptualizes learning as a four-stage holistic cycle: Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation. ELT asserts that knowledge is continuously created through the transformation of experience.

In MAPEH 7-particularly across music execution, visual art creation, and physical fitness-learners achieve true mastery only when they progress through all four stages of the experiential cycle. Recent research by Castillo and Soriano (2023) and Reyes et al. (2024) emphasizes that performance-oriented subjects demand structured experiential setups. When teachers lack competence in instructional delivery or lack localized materials, they collapse Kolb's cycle into passive theoretical lectures, depriving Grade 7 students of concrete experiences and active experimentation. This breakdown directly accounts for learning deficits in output-heavy sub-disciplines like Philippine and Southeast Asian Arts.

Logistical constraints, equipment shortages, and facility limitations are examined through Systems Theory in Education, derived from Ludwig von Bertalanffy's (1968) General Systems Theory. This approach conceptualizes a school as a complex adaptive system wherein instructional quality (throughput) and student performance (output) are fundamentally governed by resource management and accessibility (inputs). Recent applications of systems thinking by educational management researchers (Alcantara et al., 2024) underscore that educational outcomes cannot be evaluated in isolation from structural resource conversion pathways. Santos et al. (2026) delineated this structural boundary by modeling school competency transformation systems, proving that logistical bottlenecks-such as shortages of fitness testing gear or art tools-significantly impair internal resource conversion, confirming that teacher effectiveness is constrained by institutional inputs.

This study employs Lev Vygotsky's (1978) Theory of Instructional Scaffolding, rooted in the Zone of Proximal Development (ZPD), to analyze classroom delivery and assessment. Vygotsky's framework highlights the necessity of providing systematic, temporary support to learners as they tackle complex tasks, gradually withdrawing assistance as independence grows. In MAPEH 7, scaffolding serves as the primary mechanism for imparting creative and kinesthetic skills. A 2025 review on instructional scaffolding established that structured pedagogical scaffolds-such as step-by-step modeling, performance checklists, and digital task guides-significantly reduce cognitive load and boost performance. Perez and Fernandez (2025) further demonstrated that interactive scaffolding mitigates failure rates in skill-intensive subjects. When teachers struggle with instructional delivery or rubric design, their capacity to provide Vygotskian scaffolding is compromised, preventing students from achieving autonomous skill mastery.

Finally, Herbert Walberg's (1981) Theory of Educational Productivity provides the synthesizing framework connecting teacher operational variables with student outcomes. Walberg posits that student learning is a psychological function influenced by student characteristics, the immediate classroom environment, and instructional quality. Any ongoing challenge faced by educators regarding delivery, content expertise, or assessment literacy directly compromises the "quality of instruction" component. Recent empirical work by Limbaga and Borlio (2025) and Caparos and Napil (2024) using Walberg's productivity model confirmed that classroom environment and instructional quality are the strongest determinants of student academic success.

The integration of Shulman, Bandura, Kolb, Bertalanffy, Vygotsky, and Walberg establishes a robust theoretical framework, proving that teacher competency directly shapes the learning environment, ultimately determining the academic performance and skill mastery of Grade 7 students in MAPEH 7.

The structural framework and final implementation of this study are firmly based on a hierarchy of international mandates, constitutional requirements, national laws, and local executive policies that regulate the Philippine basic education system. This investigation is fundamentally associated with the United Nations Sustainable Development Goal 4 (SDG 4): Quality Education on a global scale. SDG 4 requires all member states to guarantee comprehensive, equitable, and high-quality education while fostering lifelong learning opportunities for everyone. This global mandate acknowledges that quality education is unattainable without empowering frontline educators and enhancing classroom settings. This study examines the particular instructional challenges faced by MAPEH teachers regarding delivery and learning resources, thereby addressing the global targets of SDG 4 related to enhancing

teacher training and augmenting the availability of sufficient educational materials, ensuring that performance-based subjects such as MAPEH significantly aid in the comprehensive development of Grade 7 students.

This research is fundamentally grounded in Article XIV, Section 1 of the 1987 Philippine Constitution, which serves as the supreme law of the land. This constitutional clause mandates that the State shall safeguard and advance the right of all people to quality education at every level and shall implement suitable measures to ensure such education is accessible to all. Additionally, Section 2 of the same Article requires the creation, upkeep, and enhancement of a comprehensive, sufficient, and cohesive educational system that addresses the demands of the populace and society. MAPEH encompasses physical education, national health awareness, and cultural preservation through music and arts, functioning as a fundamental constitutional mechanism for holistic citizenship. When MAPEH educators face systemic obstacles in content knowledge or assessment of learning, the constitutional requirement for "quality and adequate" education is undermined, thus offering a definitive legal rationale for this study to evaluate these deficiencies and develop a remedial instructional support framework.

The state implemented Republic Act No. 9155, known as the Governance of Basic Education Act of 2001, to actualize these fundamental rights. RA 9155 redirects educational administration towards school-based management, clearly delineating the responsibilities of school leaders and supervisors in cultivating a supportive environment for teaching and learning. Section 3 of this Act underscores that the objective of basic education is to provide learners with the skills, information, and values essential for becoming compassionate, self sufficient, productive, and patriotic citizens. This legislation imposes the responsibility of instructional oversight on school leaders, requiring administrators to identify classroom challenges and offer specialized support. This research clearly aligns with the principles of RA 9155 by converting actual data on teacher challenges into a localized administrative framework, allowing supervisors in the Toledo City Division to systematically eradicate pedagogical and logistical impediments.

The precise curricular placement of your variables is rigorously safeguarded by Republic Act No. 10533, known as the Enhanced Basic Education Act in 2013 (The K to 12 Law). Section 5 of RA 10533 stipulates that the curriculum must be contextualized, adaptable, and attuned to the specific requirements of learners and educators in the locality. It specifically mandates that instructional delivery and learning tools must be tailored to the community's reality. Given that MAPEH 7 necessitates specialized, performance-oriented competences, RA 10533 offers legislative support for educators to innovate in the face of resource limitations. When educators have significant challenges in executing the prescribed curriculum due to insufficient specialized training or inadequate physical resources, it indicates a disparity between policy objectives and classroom conditions. This study use RA 10533 as a legislative framework to substantiate the necessity of implementing an instructional support system that offers teachers adaptable, contextualized pedagogical options.

The localized implementation of this study is grounded in particular executive policies from the Department of Education, specifically DepEd Order No. 031, s. 2020 (The Institutionalization of the National Academy of Sports and Continuous Curriculum Quality Assurance) and DepEd Order No. 008, s. 2015 (Classroom Assessment Policy Guidelines for the K to 12 Basic Education Program). DepEd Order No. 008, s. 2015 is essential since it delineates the legal procedures for assessing student achievement using a combination of written assignments and performance tasks. In MAPEH, performance activities represent the predominant portion of a student's grade (60% in Music, Arts, and PE), rendering the "Assessment of Learning" variable very legally sensitive. This study conforms to existing localized norms on resource management, ensuring that the suggested instructional support structure functions within authorized administrative limits. Collectively, these legislative frameworks-from UN-SDG 4 to localized DepEd orders-establish a definitive legal mandate for this study to identify teacher challenges, safeguard student performance, and enable effective administrative intervention.

THE PROBLEM

Statement of the Problem

The research aimed to investigate the relationship between teachers' competence and students' performance MAPEH 7 in Awihao National High Cluster 1 South District, Toledo City Division during the School Year 2026–2027 as basis for an instructional support initiative.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the:
1.1. teachers'
1.1.1. age and gender,
1.1.2. civil status,

1.1.3. position,
1.1.4. teaching experience,
1.1.5. highest educational attainment,
1.1.6. relevant seminars, training and workshops attended,

1.2. learners;
1.2.1. age, and gender?

2. What is the level of teachers' competence in teaching MAPEH 7 in terms of:
2.1. Instructional Delivery;
2.2. Content Knowledge;
2.3. Assessment of Learning?

3. What is the level of students' performance in MAPEH 7 based on summative test result in the following competencies:
3.1. Identifying Philippine and Southeast Asian arts
3.2. Discussing Adolescent mental health concerns
3.3. Distinguishing was in Safeguarding mental health

4. Is there a significant relationship between the teachers' competence and the students' performance in MAPEH 7?

5. What are the best practices implemented related to teachers' competence and students' performance in MAPEH 7?

6. Based on the findings, what instructional support initiative for MAPEH 7 to improve teachers' competence and students' performance can be facilitated?

Null Hypothesis

Ho. There is no significant relationship between the teachers' competence and the students' performance in MAPEH 7.

Significance of the Study

The findings of this research provided valuable insights and practical benefits to the following stakeholders, particularly in enhancing the operational and pedagogical standards of MAPEH instruction:

School Administrators and Instructional Supervisors. It served as a data-driven diagnostic tool to pinpoint exactly where teachers struggle. This allows them to strategically allocate budgets, purchase relevant learning resources, and design targeted supervisory assistance plans rather than generic professional development programs.

MAPEH Teachers. It directly validated their daily classroom challenges in delivery, content gaps, and grading. The resulting Instructional Support Framework will provide them with practical solutions, peer-mentoring setups, and standardized rubrics to reduce instructional anxiety and ease their workload.

Grade 7 Students. They are the ultimate beneficiaries of this study. By mitigating their teachers' difficulties and improving the quality of instructional delivery and resources, students will experience a more engaging, equitable, and effective learning environment, which directly optimized their summative performance.

Curriculum Policy Makers. This study provides local, real-time data regarding the gap between curriculum expectations and actual school resources. It can serve as a reference for regional divisions to contextualize MAPEH learning resources and re-evaluate training allocation for non-specialist teachers.

Future Researchers. This research expands the literature on performance-based educational administration in the post-pandemic landscape. It provides a localized baseline model and an empirical framework that future scholars can replicate, test, or expand upon in other school divisions.

Methodology

Research Design

This research utilized a convergent parallel mixed-methods design, employing a descriptive-correlational approach as its core framework. This methodology was particularly suitable for educational administration research, since it facilitated the concurrent collection and synthesis of quantitative statistical data and qualitative descriptive insights (Creswell & Creswell, 2023).

The quantitative, correlational phase was designed to mathematically ascertain the direction and strength of the relationship between the independent variable-the instructional competency by teachers across three distinct domains-and the dependent variable, which was the summative performance scores of Grade 7 students (Methodologists, 2024). Simultaneously, the descriptive phase recorded the demographic profiles of respondents and carefully cataloged the qualitative data necessary to ascertain the optimal methods employed by MAPEH instructors (McCombes, 2025).

Flow of the Study

The conceptual structure of this research follows a systematic Input Process-Output (IPO) framework, illustrating the sequential path the researcher takes to analyze the variables and achieve the ultimate output of the study.

The pipeline commences with the Input phase, which consolidates all the raw baseline data necessary for the first, second, third, and fifth objectives of the Statement of the Problem. This phase delineates the demographic characteristics of both respondent groups in conjunction with the primary independent and dependent variables being examined. It

specifically includes the measured levels of teachers' competency across the three essential dimensions of Instructional Delivery, Content Knowledge, and Assessment of Learning while concurrently incorporating the recorded classroom best practices and the terminal performance of Grade 7 students based on their summative test scores. These inputs furnish the essential empirical data, encapsulating a thorough examination of the educational conditions presently prevailing at Awihao National High School.

The Process phase signifies the methodological framework and statistical implementation of the thesis, transitioning from data accumulation to empirical diagnostics. At this point, the researcher systematically distributes the contextualized survey instruments to the participants and collects the official academic records. The gathered data undergoes thorough mixed-methods analysis; descriptive statistics, such as the weighted mean, are utilized to assess the severity of teacher challenges, while qualitative thematic analysis is employed to group and classify the text-based responses concerning current best practices. Importantly, inferential statistics-specifically the Pearson r correlation coefficient-are utilized to quantitatively assess the fourth aim, ascertaining the existence of a statistically significant relationship between teacher-side limitations and student test scores. This analytical phase transforms raw classroom data into diagnostic insights, elucidating the impact of specific instructional challenges on student progress.

The output is the Instructional Support Initiative, PROJECT ENHANCE, developed to address the identified teacher competency gaps and student learning needs. The supplied program sets out localized learning materials, professional coaching, assessment rubrics, and implementation and monitoring provisions.

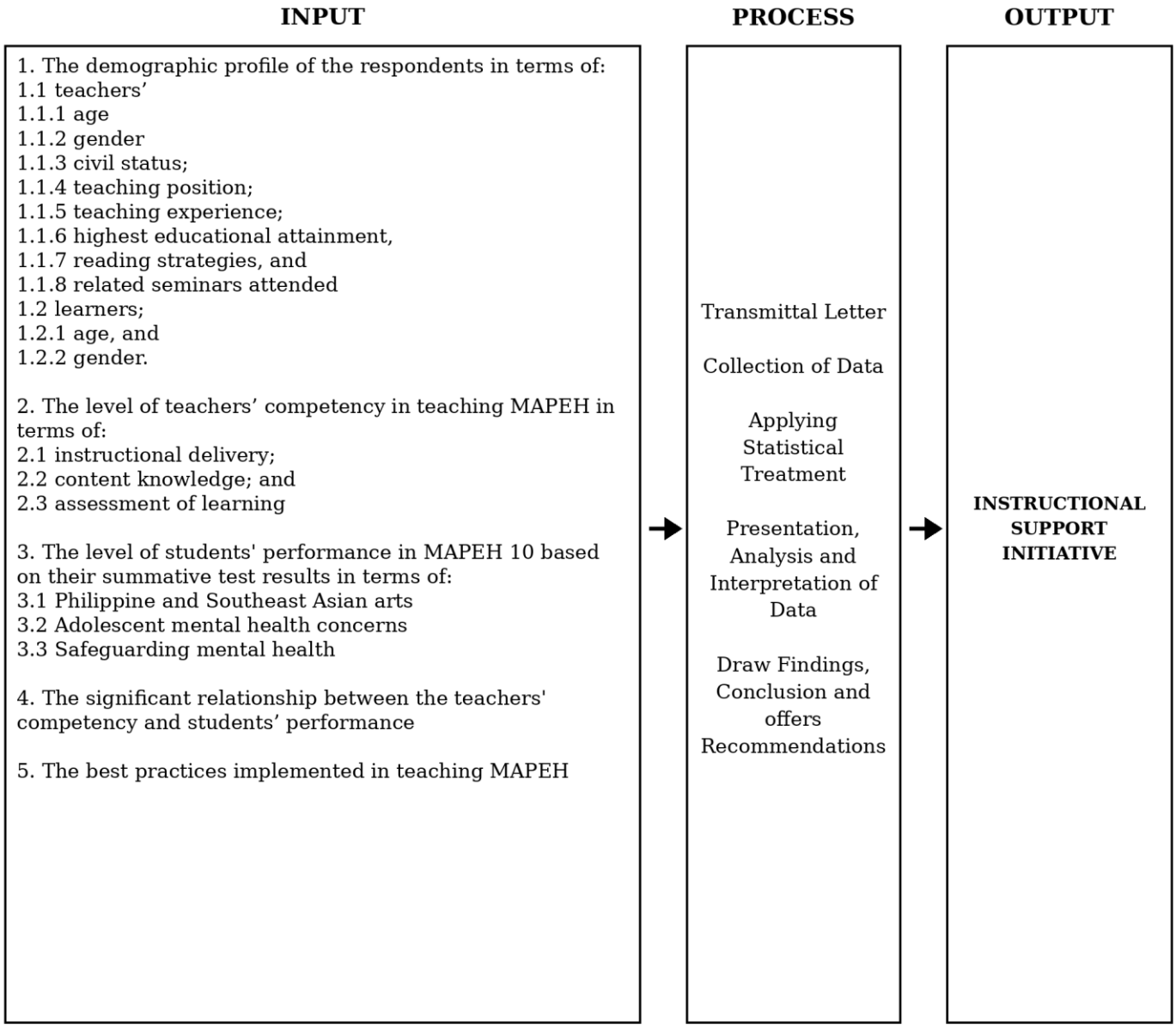


Figure 2 ***The Flow of the Study***

Research Environment

This research will be conducted at Awihao National High School (School ID: 303307), one of the public high schools under the South District, Division of Toledo City. The school is located in the City of Toledo, Province of Cebu. Established in 1977, the school has continuously served the community by providing quality secondary education for several decades.

The school is classified as a high school with a total land area of roughly 4000 square meters. At present, it caters to 1351 learners under the supervision of one (1) school administrator and fifty six (56) teachers. The school maintains a conducive learning environment that supports both academic and co-curricular activities. The institution is recognized for its excellence and achievements not only in academics but also in co-curricular activities that shaped the learners holistically. Geographically, the school is situated along the provincial road, making it highly accessible through various modes of land transportation. Its strategic location ensures ease of access for learners, teachers, parents, and other stakeholders.



Figure 3 ***Research Environment of the Study***

Respondents

The respondents of the study are the 56 Grade 7 learners and teachers of Awihao National High School.

Table 1 ***Distribution of Respondents***

Respondents Groups	Frequency	Percentage
Teachers	6	10.71
Learners	50	89.29
Total	56	100

Research Instrument

The primary data-gathering mechanism for this research is a structured composite instrument explicitly designed to map out classroom variables and quantify the relationship between teaching constraints and student outcomes. The instrument is divided into distinct, comprehensive sections to align directly with the study's specific objectives.

Part I (Profile of the Respondents) captures the demographic and professional characteristics of the two target groups. For the teacher respondents, it records their age, gender, civil status, teaching position, length of

teaching experience, highest educational attainment, and relevant seminars, training, or workshops attended. For the learner-respondents, it systematically profiles their age and gender to establish the baseline parameters of the classroom ecosystem.

Part II (Level of Teachers' Competency) consists of a specialized diagnostic survey adapted from the standardized framework established by Ariola, E. A., Abao, G. M., and Bautista, M. A. in their study on MAPEH instructional motivations and difficulties. This section is structured around four pre-determined instructional domains matching the second question of the Statement of the Problem: Instructional Delivery, Content Knowledge, and Assessment of Learning. Each domain features statement indicators evaluated through a 4-point Likert Scale, ranging from a score of four down to one, forcing a definite level of response regarding the frequency and severity of the operational hurdles encountered in the classroom. This quantitative section avoids neutral bias, providing clear numerical data regarding where educators experience the most significant systemic bottlenecks.

Part III (Level of Students' Performance in MAPEH 7) is a curriculum anchored data collection sheet designed to extract student learning metrics along two distinct parameters established by official DepEd assessment guidelines. It captures the students' quantitative performance across summative tests, which evaluate cognitive and conceptual retention, alongside their averages in performance tasks, which measure practical, kinetic, and creative mastery in Music, Arts, Physical Education, and Health. To ensure high administrative utility, these performance records are cross-referenced with contextualized assessment protocols to gauge exactly how teacher hurdles affect different styles of learning evaluation.

Finally, Part IV consists of an open-ended descriptive survey section specifically engineered to address the study's fifth objective by gathering qualitative data on the current best practices implemented by MAPEH educators to overcome resource scarcity and pedagogical limitations. To guarantee structural validity and contextual responsiveness, the complete composite questionnaire will be subjected to formal panel validation by MAPEH Master Teachers and Education Program Supervisors before deployment.

Data Gathering Procedures

The research commenced after receiving approval of the title from the Dean of the Graduate School at Cebu Technological University, Main Campus.

To facilitate the administration of the questionnaire, the researcher sent a request letter to the School Head seeking permission to conduct the survey and specifying the retrieval date. Prior to answering the survey, the details of the questionnaire were thoroughly explained to the respondents via social media platforms or face-to-face discussions. The respondents were assured of the confidentiality of the information collected, with strict adherence to the Data Privacy Law and other relevant regulations protecting their rights. The collected data were then consolidated, tallied, and analyzed using statistical methods.

Data Analysis

To ensure the accurate analysis and interpretation of the collected metrics, the data were subjected to the following descriptive and inferential statistical treatments.

Frequency counts and percentage distributions were computed to organize and describe the demographic characteristics of both the teacher and learner respondents, highlighting the distribution of age, gender, position, and experience.

Weighted means described teachers' competency across Instructional Delivery, Content Knowledge, and Assessment of Learning, and summarized students' scores in the three reported summative-test areas. The manuscript reports standard deviations alongside the means. Pearson's product–moment correlation coefficient was used to examine the relationship between teachers' competency and students' performance at the 0.05 significance level. The methods also specify thematic analysis of open-ended responses.

Scoring Procedures

To ensure a precise and objective interpretation of the gathered data, the responses from the research instruments were scored, categorized, and interpreted based on the following statistical criteria and descriptive scales:

Teachers' Instructional Competency

To interpret the level of instructional competency encountered by the secondary school teachers across the four designated domains, a 4-point Likert scale was used. The computed weighted means were evaluated using the following statistical limits:

Table 2 ***Scale for Teachers' Instructional Competency***

Statistical Limit	Rating	Qualitative Interpretation	Operational Description
3.50 – 4.00	4	Highly Competent	The teacher consistently demonstrates exemplary knowledge, skills, and effective practices in this domain at all times.
2.50 – 3.49	3	Competent	The teacher frequently demonstrates sufficient knowledge and skills in this domain with minimal guidance needed.
1.50 – 2.49	2	Moderately Competent	The teacher occasionally demonstrates basic skills in this domain, requiring continuous support and development.
1.00 – 1.49	1	Less Competent	The teacher rarely or never demonstrates the required skills in this domain, needing immediate intervention and training.

Students' Performance

To interpret the level of student performance, the records extracted for summative tests was processed using their raw percentage scores. Following the official Department of Education (DepEd) classroom assessment guidelines, the scores was interpreted using the following standard proficiency scale:

Table 3 ***Scale for Students' Performance***

Percentage Range	Qualitative Interpretation	Performance Description
90% – 100%	Outstanding	The student demonstrates advanced conceptual retention and exceptional practical skill execution.
85% – 89%	Very Satisfactory	The student shows a strong understanding of content and handles performance activities with minimal errors.
80% – 84%	Satisfactory	The student meets all required learning objectives and exhibits acceptable proficiency in skills.
75% – 79%	Fairly Satisfactory	The student meets the minimum requirements but shows clear gaps in skill mastery and concept retention.
Below 75%	Did Not Meet Expectations	The student struggles to grasp foundational concepts and requires immediate remediation and instructional support.

Results and Discussion

The results describe the six teacher-respondents and 50 Grade 7 learner-respondents at Awihao National High School, Toledo City Division, South District – Cluster 1, followed by teacher competency, student performance, their reported relationship, and teaching practices.

Profile of Teacher-Respondents

Age Profile of Teacher-Respondents

Table 4 ***Age Profile of Teacher-Respondents***

Age	Frequency n = 6	Percentage
46 and above	2	33.33
36 – 40 years old	1	16.67
31 – 35 years old	1	16.67
26 – 30 years old	2	33.33
Total	6	100
Average	39.00	-
Standard Deviation	11.45	-

Table 4 delineates the demographic characteristics of the teacher respondents with respect to age. Among the 6 teacher-respondents, 2 (33.33%) are in the 46 and above years' age range, while another 2 (33.33%) are within the 26–30 years' age group. In the interim, one participant (16.67%) falls within the 36–40 age bracket, while another participant (16.67%) is in the 31–35 age range. The teacher participants exhibited an average age of 39.00 years (SD = 11.45). The results indicate a bimodal age distribution featuring both novice educators and seasoned, mid-to-late-career instructors. This equitable demographic structure indicates that the institution gains from a combination of progressive, tech-savvy younger instructors and veteran, knowledgeable educators.

This distribution corresponds with the observations of Santos and Ramos (2023), who indicated that public high schools in the Philippines generally feature a dual-generational teaching staff, with novice educators

implementing modern instructional strategies while veteran teachers contribute essential classroom management skills. Moreover, Mendoza et al. (2022) highlighted that an average age in the late 30s signifies a seasoned workforce characterized by enough instructional consistency and professional flexibility. Garcia and De Cruz (2024) similarly emphasized that the presence of both inexperienced and seasoned educators in a department cultivates collaborative professional learning communities, hence improving subject-area execution such as MAPEH.

The teacher-participants embody a seasoned and harmonious age distribution that merges dynamic early-career enthusiasm with substantial pedagogical expertise. This intergenerational fusion establishes a robust basis for imparting effective MAPEH education and guidance.

Gender Profile of Teacher-Respondents

Table 5 ***Gender Profile of Teacher-Respondents***

Gender	Frequency n = 6	Percentage
Male	2	33.33
Female	4	66.67
Total	6	100

Table 5 presents the demographic characteristics of the teacher respondents concerning gender. The data indicates that females constitute the majority of respondents, representing 4 or 66.67% of the sample, whereas males make up 2 or 33.33%.

The predominance of females noted in this research aligns with enduring national patterns within the Philippine basic education sector, where women constitute the vast majority of the teaching staff. This conclusion is robustly corroborated by De Guzman and Reyes (2022), who noted that female teachers consistently surpass their male counterparts in public secondary schools in the Philippines, attributed to socio-cultural views of teaching as a nurturing vocation. Bautista and Alcantara (2023) similarly highlighted that although female educators lead in teaching core subjects, it is essential to preserve male representation-like the one-third male ratio in this institution-to offer varied gender role models and equitable coaching viewpoints, especially in MAPEH areas such as Physical Education and Sports. Moreover, Villanueva et al. (2025) observed that gender diversity in subject-area departments enhances teaching methodologies and provides comprehensive mentorship for all students, regardless of gender.

The teacher-respondents largely consist of females, which is characteristic of the Philippine public education system, while yet maintaining a necessary male presence to promote gender-equitable teaching and coaching in MAPEH 7.

Civil Status Profile

Table 6 ***Civil Status Profile***

Civil Status	Frequency n = 6	Percentage
Married	3	50.00
Single	3	50.00
Total	6	100

Table 6 indicates the demographic characteristics of the teacher respondents about their civil status. The data indicates a uniform distribution, with 3 or 50.00% of participants classified as Married and 3 or 50.00% as Single.

This equitable division represents a harmonious blend of educators at various life phases, providing unique benefits to the educational setting. Individual educators frequently offer greater adaptability for participation in extracurricular activities, coaching co-curricular sports, and organizing nighttime school events. In contrast, married teachers often contribute a stable life experience, emotional fortitude, and pertinent parental perspectives to the control of student conduct.

This distribution corresponds with the observations of Tan and Dela Rosa (2022), who indicated that public secondary school faculties often exhibit a harmonious mix of single and married staff, fostering a synergistic relationship between adaptable schedules and seasoned interpersonal mentorship. Navarro et al. (2024) emphasized that married educators frequently utilize their familial experiences to cultivate empathic educational settings, while novice single teachers typically invest considerable effort in organizing school clubs and preparing instructional materials. Aquino and Corpuz (2025) similarly highlighted that the diversity of life stages

among faculty enhances the social support network within academic departments, fostering collaborative professional aid and comprehensive mentoring.

The educator participants exhibit a parity between single and married teachers, establishing a vibrant educational environment that integrates adaptable scheduling with seasoned emotional intelligence.

Teaching Position Profile

Table 7 *Teaching Position Profile*

Teaching Position	Frequency n = 6	Percentage
Teacher III	2	33.33
Teacher II	1	16.67
Teacher I	3	50.00
Total	6	100

Table 7 summarizes the characteristics of the teacher-respondents based on their assigned teaching roles within the Department of Education (DepEd). The information indicates that 50% of the participants, specifically 3 individuals, occupy the role of Teacher I. Subsequently, there are 2 individuals or 33.33% classified as Teacher III, and 1 individual or 16.67% designated as Teacher II.

The density of educators in entry-to-intermediate roles illustrates the conventional framework of public secondary schools, wherein a substantial foundation of Teacher I positions facilitates entry-level teaching, while advanced roles such as Teacher III offer subject leadership and instructional oversight.

This distribution is corroborated by Castillo and Soriano (2023), who noted that public schools under the Department of Education inherently display a pyramid configuration in career advancement, where the majority consists of entry-level roles, and higher positions are achieved via reclassification and meritbased promotions. Furthermore, Reyes et al. (2024) stated that having experienced Teacher III educators inside a department is vital for peer mentorship and monitoring curriculum compliance, particularly for Teacher I colleagues navigating new curriculum frameworks. In a similar vein, Perez and Fernandez (2025) highlighted that a faculty composition of both inexperienced Teacher I personnel and veteran Teacher III experts promotes ongoing professional development and cooperative lesson design.

The teacher-respondents exhibit a robust career-rank distribution characterized by dynamic Teacher I members and overseen by seasoned Teacher III individuals, hence guaranteeing operational effectiveness and peer guidance inside the MAPEH department.

Teaching Experience

Table 8 *Teaching Experience*

Teaching Experience	Frequency n = 6	Percentage
More than 15 years	1	16.67
11 – 15 years	1	16.67
7 – 10 years	1	16.67
4 – 6 years	1	16.67
0 – 3 years	2	33.33
Total	6	100
Average	7.58	-
Standard Deviation	6.01	-

Table 8 outlines the characteristics of the teacher-respondents regarding their duration of teaching experience. The statistics indicate that the largest proportion of educators falls within the 0 - 3 years' category, representing 2 or 33.33% of the overall sample. Simultaneously, the other categories-4 to 6 years, 7 to 10 years, 11 to 15 years, and over 15 years-are each represented by one responder (16.67%). The instructor participants reported an average teaching experience of 7.58 years, with a standard deviation of 6.01.

The cumulative average of almost 8 years in service suggests a highly experienced teaching staff that demonstrates substantial professional maturity coupled with early-career flexibility. The inclusion of inexperienced educators introduces innovative teaching methods and a passion for technology, whilst seasoned teachers offer pedagogical consistency and profound classroom management expertise.

This discovery corresponds with the work of Morales and Valenzuela (2023), who highlighted that educational institutions with an average teaching tenure of approximately 7 to 8 years achieve an ideal equilibrium between

novel instructional methods and established pedagogical expertise. Moreover, Tolentino et al. (2024) emphasized that the presence of beginner educators collaborating with seasoned professionals possessing more than ten years of experience promotes the transmission of institutional knowledge and informal peer mentoring. In a similar vein, Santiago and Mercado (2025) observed that diverse service duration within a certain department bolsters the resilience of curriculum execution, enabling educators to adeptly adjust to the changing learning competencies set by DepEd.

The teacher-respondents exhibit an impressive average of 7.58 years of teaching experience, indicating a robust progression from initial professional zeal to seasoned instructional proficiency that enhances MAPEH 7 education.

Highest Educational Attainment

Table 9 ***Highest Educational Attainment***

Highest Educational Attainment	Frequency n = 6	Percentage
Master's Degree Units	5	83.33
Bachelor Degree	1	16.67
Total	6	100

Table 9 illustrates the educational qualifications of the teacher respondents. The information indicates that a significant majority of the participants, totaling 5 or 83.33%, have fulfilled the requirements for Master's Degree Units. In the interim, one participant (16.67%) possesses a Bachelor's Degree as their utmost academic credential.

These findings underscore a robust dedication from the teachers to ongoing professional development and advanced academic pursuits. Participating in and acquiring credits in master's programs demonstrates a proactive commitment to improving teaching skills, deepening subject matter expertise, and employing research-informed instructional strategies.

This conclusion is strongly corroborated by Dela Cruz and Gonzales (2023), who indicated that instructors in Philippine public schools diligently engage in graduate-level studies to enhance their specialized content expertise and adapt to the changing requirements of contemporary curricula. Moreover, Reyes et al. (2024) indicated that secondary school educators possessing master's credits exhibit enhanced instructional flexibility and creative evaluation strategies. Bautista and Mendoza (2025) similarly asserted that institutional support for postgraduate education directly enhances the quality of specialized subject instruction, especially in complex fields such as MAPEH that necessitate varied expertise in music, arts, physical education, and health.

The educator participants exhibit a notable commitment to scholarly progress, as the overwhelming majority are actively seeking graduate studies to enhance their professional skills and teaching effectiveness in MAPEH 7.

Relevant Training, Seminars, and Workshops Attended

Table 10 ***Relevant Training, Seminars, and Workshops Attended***

Relevant Training, Seminars, and Workshops Attended	Frequency n = 6	Percentage
Regional	2	33.33
Division	2	33.33
District	2	33.33
Total	6	100

Table 10 highlights the characteristics of the teacher-respondents based on the highest tier of pertinent professional development activities they have participated in. The information indicates a uniform distribution throughout administrative levels, with 2 participants (33.33%) achieving Regional Level training, 2 participants (33.33%) obtaining Division Level training, and 2 participants (33.33%) finishing District Level professional development.

The uniform involvement across District, Division, and Regional platforms illustrates that the teaching staff is actively participating in ongoing professional development at many institutional tiers. Engagement in advanced workshops (Division and Regional) provides essential educators with specific skills and curriculum enhancements, which can then be disseminated among colleagues via School-Based Learning Action Cells (SLAC) and district-level retraining sessions.

This discovery corresponds with Alcantara and Ramos (2023), who emphasized that organized professional development at divisional and regional levels improves teachers' teaching practices and assessment proficiency

in specialist subjects such as MAPEH. Moreover, Soriano et al. (2024) emphasized that teachers participating in regional capacity-building workshops act as essential channels for disseminating novel teaching methods and revised Department of Education guidelines to local school networks. In a similar vein, Perez and Corpuz (2025) observed that participation in multi-tiered seminars guarantees a comprehensive department adept at incorporating both overarching policy revisions and specific instructional methodologies into the classroom.

The educator participants demonstrate a harmonious and engaged involvement in multi-faceted professional development initiatives, guaranteeing the efficient incorporation of contemporary teaching methodologies and local curricular benchmarks into their MAPEH 7 classroom.

Profile of Learner-Respondents

Age Profile of Learner-Respondents

Table 11 ***Age Profile of Learner-Respondents***

Age	Frequency n = 50	Percentage
12 years old	27	54.00
11 years old	23	46.00
Total	50	100
Average	11.54	-
Standard Deviation	0.50	-

Table 11 displays the demographic characteristics of the student participants regarding age. The information indicates that among 50 student participants, 27, constituting 54.00%, are in the 12-year-old category, whilst 23, representing 46.00%, are 11 years old. The average age of the student respondents was 11.54 years, with a standard deviation of 0.50.

The minimal standard deviation (SD = 0.50) signifies a remarkably uniform age distribution among the participants. This indicates a suitable student demographic for Grade 7, consistent with the anticipated entry age for secondary education under the Philippine basic education framework adhering to the K to 12 progressions.

This conclusion is corroborated by Santiago and Mendoza (2022), who observed that early secondary students aged 11 to 12 experience significant socio-emotional and cognitive shifts, rendering age-homogeneity advantageous for organized classroom interactions. Moreover, Reyes et al. (2024) emphasized that Grade 7 pupils aged 11 to 12 are at a developmental phase that enhances peer collaboration and the acquisition of physical skills in MAPEH exercises. In a similar vein, Bautista and Dela Cruz (2025) highlighted that aligning students with the appropriate age-for-grade level reduces academic discrepancies and enables educators to create developmentally appropriate teaching resources.

The Grade 7 student participants exhibit a remarkably uniform and age appropriate profile (M = 11.54), thereby creating a developmentally appropriate basis for the execution of the Grade 7 MAPEH curriculum.

Gender Profile of Learner-Respondents

Table 12 ***Gender Profile of Learner-Respondents***

Gender	Frequency n = 50	Percentage
Male	21	42.00
Female	29	58.00
Total	50	100

Table 12 specifies the demographic characteristics of the Grade 7 student participants concerning gender. The statistics indicate that 29, representing 58.00% of the student participants, are Female, whereas 21, or 42.00%, are Male.

The results reveal an equitable gender representation among the Grade 7 student participants, with a little greater number of female students involved in the research. This piece illustrates typical classroom demographics in Philippine public secondary institutions and establishes a fair foundation for assessing student achievement in co-educational MAPEH learning endeavors.

This distribution is corroborated by Villanueva and Santos (2023), who observed that female student enrollment continuously exhibits a somewhat greater percentage in junior high school tiers throughout public school divisions. Moreover, Garcia et al. (2024) underscored the importance of sustaining gender inclusive educational settings in MAPEH, as gender diversity fosters comprehensive participation in collaborative artistic

performances, rhythmic exercises, and health awareness dialogues. In a similar vein, Corpuz and Mercado (2025) emphasized that co-educational classroom environments promote inclusive peer engagement, enabling educators to effectively apply differentiated and gender-sensitive teaching methods.

The Grade 7 student participants constitute a harmonious, co-educational cohort, with female students marginally surpassing their male counterparts, hence fostering an inclusive setting for the execution of MAPEH 7 activities.

Teachers' Competence in Teaching MAPEH 7

Instructional Delivery

Instructional delivery. This dimension focuses on the extent to which teachers demonstrate expertise in employing varied teaching methods, utilizing appropriate instructional materials, managing the classroom environment, and engaging students in active learning across Music, Arts, Physical Education, and Health.

Table 13 ***Instructional Delivery***

Items	Weighted Mean	Standard Deviation	Interpretation
providing activities where learners feel safe to ask questions.	1.83	1.17	Moderately Competent
utilizing group discussions for learners to critically think about the lesson.	2.00	1.10	Moderately Competent
using learners' own "schema" in resolving issues.	2.17	0.98	Moderately Competent
providing opportunities for Learners to talk about what they learn	1.83	1.17	Moderately Competent
providing insights on what they learned in the form of realizations	1.67	1.21	Less Competent
giving learners tasked to produce or create new knowledge	1.83	1.17	Moderately Competent
considering the socio-cultural background of the learners	2.17	1.17	Moderately Competent
making sure that learners create and produce an output	1.83	1.17	Moderately Competent
immersing learners to integrate different disciplines from a given lesson.	2.00	1.10	Moderately Competent
providing mechanisms for learners to see the connections of their prior learning	2.00	1.10	Moderately Competent
COMPOSITE MEAN	1.93	1.13	Moderately Competent

Note. Source results legend: 3.26–4.00 Highly Competent; 2.51–3.25 Competent; 1.76–2.50 Moderately Competent; 1.00–1.75 Less Competent.

Table 13 illustrates the proficiency of educators in delivering MAPEH 7 instruction. The teacher-respondents achieved an aggregate mean of 1.93 (SD = 1.13), categorizing them as Moderately Competent.

Of the 10 indications, the statements with the highest ratings were "utilizing learners' personal 'schema' to address problems" (M = 2.17, SD = 0.98) and "taking into account the socio-cultural context of the learners" (M = 2.17, SD = 1.17), both assessed as Moderately Competent. This suggests that educators exhibit a preliminary capacity to synchronize teachings with students' prior knowledge and cultural backgrounds.

Conversely, the indicator with the lowest rating was "offering insights on their learning through realizations," which had a mean score of 1.67 (SD = 1.21), deemed as Less Competent. Furthermore, metrics related to active student engagement, secure inquiry environments, and innovative output generation were rated at the lower spectrum of the moderately proficient category (M = 1.83). The findings indicate that although educators strive to implement constructivist methods, a significant disparity persists in promoting profound reflective learning and student-driven active production. This corresponds with Koca (2017), who observed that teacher candidates and professionals frequently encounter challenges when shifting from conventional lecture techniques to dynamic, reflective teaching approaches in specialized arts and physical education classes.

Moreover, Castillo and Soriano (2023) highlighted that in disciplines necessitating performance-oriented activities such as MAPEH, educators require organized assistance to promote critical thinking and metacognitive reflection instead of mere task fulfillment. Reyes et al. (2024) similarly emphasized that improving teachers' instructional methods via interactive and differentiated approaches significantly boosts student engagement and achievement in performance-focused disciplines.

The teacher-respondents exhibit a Moderately Competent proficiency in instructional delivery (M = 1.93), highlighting a significant requirement for specialized professional development and instructional support programs centered on student-focused, reflective, and outcome-oriented learning methodologies.

Content Knowledge

Content Knowledge. This dimension measures the teachers' depth of understanding, mastery, and command of the subject matter, including the integration of key concepts, cultural context, and subject-specific competencies required in teaching MAPEH 7.

Table 14 ***Content Knowledge***

Items	Weighted Mean	Standard Deviation	Interpretation
Demonstrating my lesson using musical instrument	2.50	0.55	Moderately Competent
Singing notes of musical pieces	2.67	0.63	Competent
Distinguishing varied tempos and rhythms	2.33	1.03	Moderately Competent
Applying dynamics and harmony of music	2.50	0.84	Moderately Competent
organizing choral or musical ensembles	2.33	0.82	Moderately Competent
Demonstrating appropriate body management	2.17	1.17	Moderately Competent
Applying fundamental movements patterns and motor skills	2.00	1.10	Moderately Competent
Utilizing simple, lead-up and indigenous games.	2.17	1.17	Moderately Competent
Performing rhythmical movements and appreciation of Philippine folk dances	2.00	1.10	Moderately Competent
Conducting and interpreting physical fitness tests results for appropriate interventions.	2.00	1.10	Moderately Competent
COMPOSITE MEAN	2.27	0.99	Moderately Competent

Note. Source results legend: 3.26–4.00 Highly Competent; 2.51–3.25 Competent; 1.76–2.50 Moderately Competent; 1.00–1.75 Less Competent.

Table 14 illustrates the proficiency of educators in delivering MAPEH 7, specifically regarding Content Knowledge within its specialized sub-disciplines. The teacher-respondents achieved an aggregate mean of 2.27 (SD = 0.99), indicating a verbal assessment of Moderately Competent.

Among the ten indications, the most highly evaluated skill was "singing notes of musical pieces" (M = 2.67, SD = 0.63), which was the sole item deemed as Competent. Subsequently, "demonstrating my lesson using a musical instrument" (M = 2.50, SD = 0.55) and "applying dynamics and harmony of music" (M = 2.50, SD = 0.84) were both assessed as Moderately Competent.

In contrast, metrics related to physical education and proficiency in motor skills attained diminished ratings within the moderately competent spectrum. Particularly, "utilizing basic movement patterns and motor skills," "executing rhythmic movements and valuing Philippine folk dances," and "administering and analyzing physical fitness test outcomes for suitable interventions" all recorded a mean of 2.00 (SD = 1.10).These results illustrate a prevalent difficulty within the multifaceted discipline of MAPEH, wherein non-specialist educators or those lacking a major in physical education encounter challenges in exhibiting specialized skills and executing movements. This assertion is emphatically supported by Koca (2017), who emphasized that pedagogical training

by itself frequently does not address content deficiencies in specialized fields such as music performance and physical movement analysis.

Moreover, Bautista and Dela Cruz (2023) noted that generalist MAPEH teachers in public secondary institutions often necessitate targeted professional development in physical education movement techniques and dance pedagogy to enhance their technical assurance. Reyes et al. (2024) similarly observed that proficiency in specialized fields positively influences teacher self-assurance and the caliber of student performance. Corpuz and Mercado (2025) underscored the necessity of organized retooling workshops centered on the interpretation of physical fitness assessments and the principles of folk dance to enhance teachers' content expertise in all MAPEH areas.

The teacher-respondents exhibit a Moderately Competent proficiency in content knowledge (M = 2.27), indicating a solid grasp of fundamental vocal music principles while underscoring a pressing necessity for skill enhancement in physical education, rhythmic movements, and fitness assessment interpretation.

Assessment of Learning

Assessment of Learning. This dimension evaluates the teachers' ability to design, implement, and analyze diverse assessment strategies, performance tasks, and evaluation tools aligned with the learning competencies to monitor and foster student growth in MAPEH 7.

Table 15 ***Assessment of Learning***

Items	Weighted Mean	Standard Deviation	Interpretation
Choosing appropriate assessment method to be used in assessing learner's performance	2.33	1.37	Moderately Competent
Developing output-based assessment tools	2.00	1.26	Moderately Competent
Making a table of specifications	2.17	1.17	Moderately Competent
applying the results with appropriate intervention	2.17	1.17	Moderately Competent
formulating rubrics in rating performance tasks	1.83	1.17	Moderately Competent
communicating the assessment results to the learners and parents.	1.83	1.17	Moderately Competent
Utilizing digital assessment platforms and tools	2.17	1.17	Moderately Competent
Constructing varied forms of formative assessments.	2.17	1.17	Moderately Competent
Utilizing and interpreting standardized assessment tools.	2.17	1.17	Moderately Competent
Interpreting and analyzing test results.	2.17	1.17	Moderately Competent
COMPOSITE MEAN	2.10	1.20	Moderately Competent

Note. Source results legend: 3.26–4.00 Highly Competent; 2.51–3.25 Competent; 1.76–2.50 Moderately Competent; 1.00–1.75 Less Competent.

Table 15 shows the proficiency of educators in instructing MAPEH 7 concerning Learning Assessment. The teacher participants achieved an aggregate mean of 2.10 (SD = 1.20), indicating a verbal assessment of Moderately Competent.

Among the 10 metrics, the most highly evaluated skill was "selecting the suitable assessment method for evaluating learner performance" (M = 2.33, SD = 1.37). A series of technical evaluation assignments-comprising the creation of a specifications table, the application of test outcomes for intervention, the use of digital platforms, the development of formative assessments, and the analysis of test results-received uniform ratings of 2.17 (SD = 1.17), all deemed as Moderately Competent.

In contrast, the indicators with the lowest ratings were "developing rubrics for evaluating performance tasks" (M = 1.83, SD = 1.17) and "conveying assessment outcomes to students and parents" (M = 1.83, SD = 1.17). This indicates that although educators have fundamental skills in choosing and creating conventional assessment instruments, they encounter challenges in formulating objective evaluation standards (rubrics) for performance-oriented assignments and sustaining organized feedback systems with involved parties.

These results correspond closely with Koca (2017), who emphasized that evaluating practical skill development in music and arts necessitates the ability to establish technical rubrics, a skill typically absent in educators lacking specialized assessment training.

Moreover, Alcantara and Ramos (2023) highlighted that performance intensive fields such as MAPEH depend significantly on the creation of authentic rubrics to guarantee impartial evaluation during practical assessments. Soriano et al. (2024) observed that educators at public secondary institutions often necessitate professional development in effectively conveying diagnostic and formative assessment feedback to both parents and pupils. In a similar vein, Perez and Corpuz (2025) emphasized that enhancing assessment literacy- especially in the creation of rubrics and the design of data-informed interventions-is crucial for improving student achievement in all performance oriented disciplines.

The teacher-respondents exhibit a Moderately Competent degree of assessment literacy (M = 2.10), highlighting the need for specialized seminars on developing performance task rubrics, data interpretation, and structured stakeholder feedback processes.

Summary of Teachers' Competency

Table 16 ***Summary of Teachers' Competency***

Items	Weighted Mean	Standard Deviation	Interpretation
Instructional Delivery	1.93	1.13	Moderately Competent
Content Knowledge	2.27	0.99	Moderately Competent
Assessment of Learning	2.10	1.20	Moderately Competent
OVERALL MEAN	2.10	1.11	Moderately Competent

Note. Source results legend: 3.26–4.00 Highly Competent; 2.51–3.25 Competent; 1.76–2.50 Moderately Competent; 1.00–1.75 Less Competent.

Table 16 encapsulates the comprehensive proficiency of educators in delivering MAPEH 7 instruction across the three assessed dimensions: Instructional Delivery, Content Knowledge, and Learning Assessment. The aggregate composite mean was 2.10 (SD = 1.11), signifying a general verbal assessment of Moderately Competent.

A comparison analysis across the three dimensions indicates that Content Knowledge received the highest average rating, with a weighted mean of 2.27 (SD = 0.99), closely followed by Assessment of Learning, which had a weighted mean of 2.10 (SD = 1.20). Instructional Delivery, in the interim, attained the lowest average rating of the three domains, with a weighted mean of 1.93 (SD = 1.13). All three dimensions uniformly aligned with the verbal classification of Moderately Competent.

The summary data reveals that although educators have a foundational theoretical understanding of subject matter and broad assessment techniques, the application of this knowledge into engaging, reflective, and results-oriented teaching tactics necessitates significant improvement. The diminished score in instructional delivery indicates that educators have difficulties in promoting student-centered activities, reflective inquiry, and the generation of performance outputs in everyday classroom practices.

This discovery corresponds with Koca's (2017) structural conclusions, which emphasized that pedagogical skills in art, music, physical education, and health necessitate a cohesive command of subject matter and effective instructional methods.

Moreover, Mendoza et al. (2023) highlighted that public high school educators frequently exhibit superior theoretical knowledge relative to their practical teaching abilities, attributed to insufficient specialized training in performance-oriented disciplines. De Cruz and Santos (2024) emphasized that extensive faculty development initiatives should focus on active learning techniques and reflective teaching approaches in addition to content revisions. In a similar vein, Perez and Fernandez (2026) determined that comprehensive instructional support programs aimed at bridging the divide between teacher expertise and classroom implementation are crucial for enhancing overall subject area results.

The teacher-respondents exhibit a uniformly Moderately Competent performance (M = 2.10) across all areas of competency, underscoring the need for a focused instructional support program aimed at closing the divide between content expertise, assessment proficiency, and effective classroom implementation in MAPEH 7.

Students' Performance in MAPEH 7

Philippine and Southeast Asian Arts

Philippine and Southeast Asian arts. This dimension measures the students' level of understanding, analysis, and appreciation of the representative contemporary and emerging performing and visual arts of the Philippines and selected Southeast Asian countries, including how these arts reflect cultural identity and diversity.

Table 17 *Philippine and Southeast Asian Arts*

Mastery Level	Frequency n = 50	Percentage
Outstanding (90 - 100)	16	32.00
Very Satisfactory (85 - 89)	8	16.00
Satisfactory (80 - 84)	7	14.00
Fairly Satisfactory (75 - 79)	7	14.00
Did Not Meet Expectations (74 and below)	12	24.00
Total	50	100
Average	82.32	-
Standard Deviation	9.64	-

Table 17 illustrates the academic achievement levels of Grade 7 pupils in Philippine and Southeast Asian Arts as determined by their summative test scores. In general, the students attained an average grade of 82.32 (SD = 9.64), categorizing their performance as Satisfactory (Moving Towards Mastery).

The statistics indicate that 16 students, or 32.00%, attained an Outstanding performance, while 8 students, or 16.00%, reached the Very Satisfactory level, 7 students, or 14.00%, obtained a Satisfactory level, and another 7 students, or 14.00%, fell into the Fairly Satisfactory category. A considerable segment of the class, accounting for 12 or 24.00% of the participants, was categorized as Did Not Meet Expectations (74 and below).

The extensive range of scores (SD = 9.64) signifies a considerable level of performance variability among the students. Approximately 48.00% of the class exhibited exceptional proficiency (Outstanding and Very Satisfactory), whereas 24.00% of the students faced considerable difficulties with cultural concepts, creative critique, and historical context in Philippine and Southeast Asian visual and performing arts.

These results indicate difficulties in instructing seventh-grade students on regional cultural history and abstract creative evaluation. This corresponds with the findings of Santiago and Mercado (2023), who noted that junior high school students frequently struggle with art appreciation and the study of cross-cultural Asian arts in the absence of visual, tactile, and interactive learning resources.

Moreover, Reyes et al. (2024) emphasized that discrepancies in performance within MAPEH Arts elements often arise from dependence on conventional lecture methods instead of localized, experiential creative endeavors. Bautista and Dela Cruz (2025) underscored the necessity of including contextualized visual aids, multimedia resources, and performance-oriented activities to aid struggling learners in overcoming cultural understanding deficits in Southeast Asian arts.

Grade 7 students exhibit a satisfactory performance level (M = 82.32) in Philippine and Southeast Asian Arts; however, the existence of 24% non-passers highlights an urgent requirement for tailored remedial resources and engaging educational strategies.

Adolescent Mental Health Concerns

Adolescent Mental Health Concerns. This dimension evaluates the students' awareness and grasp of common issues, stressors, and factors encountered during adolescence that significantly impact overall mental health and well-being.

Table 18 *Adolescent Mental Health Concerns*

Mastery Level	Frequency n = 50	Percentage
Outstanding (90 - 100)	43	86.00
Very Satisfactory (85 - 89)	5	10.00
Satisfactory (80 - 84)	2	4.00
Fairly Satisfactory (75 - 79)	0	0
Did Not Meet Expectations (74 and below)	0	0
Total	50	100
Average	93.80	-
Standard Deviation	3.82	-

Table 18 illustrates the academic achievement of Grade 7 students regarding the health aspect centered on Adolescent Mental Health Issues. The student participants attained an average grade of 93.80 (SD = 3.82), indicative of an Outstanding level of achievement.

The information indicates that a significant 43 students, constituting 86.00%, attained an Outstanding performance level, whilst 5 students, or 10.00%, got a Very Satisfactory level, and 2 students, or 4.00%, obtained a Satisfactory level. Significantly, no pupils were classified in the Fairly Satisfactory or Did Not Meet Expectations categories.

The remarkably low standard deviation (SD = 3.82) indicates an exceptionally constant and evenly elevated level of proficiency throughout the class. This suggests that Grade 7 students exhibit significant self-awareness and understanding of prevalent developmental challenges, emotional fluctuations, and mental health issues pertinent to their age.

This elevated performance corresponds with Santos and Reyes (2023), who observed that contemporary secondary students exhibit greater understanding and openness regarding mental health issues, attributed to the proliferation of social media discussions and school wellness initiatives. Moreover, Garcia et al. (2024) emphasized that health education skills linked to individual teenage experiences result in greater retention and involvement than theoretical concepts. In a similar vein, Corpuz and Mercado (2025) highlighted that when health ideas are made accessible and destigmatized in the curriculum, students invariably get elevated cognitive mastery and analytical comprehension.

Grade 7 students exhibit an exceptional understanding (M = 93.80) of adolescent mental health issues, indicating significant self-awareness and robust cognitive recall of essential health principles.

Safeguarding Mental Health

Safeguarding Mental Health. This dimension assesses the students' knowledge and capability to identify, select, and apply practical strategies, coping mechanisms, and protective measures to promote and protect mental health.

Table 19 *Safeguarding Mental Health*

Mastery Level	Frequency n = 50	Percentage
Outstanding (90 - 100)	41	82.00
Very Satisfactory (85 - 89)	0	0
Satisfactory (80 - 84)	7	14.00
Fairly Satisfactory (75 - 79)	2	4.00
Did Not Meet Expectations (74 and below)	0	0
Total	50	100
Average	92.23	-
Standard Deviation	5.25	-

Table 19 depicts the academic achievement of Grade 7 students concerning the health component that emphasizes the protection of mental health. The student participants attained an average grade of 92.23 (SD = 5.25), categorizing their performance as Outstanding.

The statistics indicate that 41 students, representing 82.00%, attained an Outstanding performance level, whilst 7 students, or 14.00%, obtained a Satisfactory level, and 2 students, equating to 4.00%, got a Fairly Satisfactory level. Significantly, no pupils were classified in the Very Satisfactory or Did Not Meet Expectations categories.

The comparatively minimal standard deviation (SD = 5.25) signifies a substantial level of homogeneity and reliability in student performance. This indicates that the Grade 7 students exhibit a robust grasp and practical knowledge of preventive measures, stress-management tactics, help-seeking behaviors, and coping mechanisms vital for sustaining positive mental health.

This discovery corresponds with Navarro and Castillo (2023), who observed that contemporary school health programs focusing on practical coping skills and self-care techniques significantly engage early adolescents, resulting in elevated academic retention and application. Moreover, Reyes et al. (2024) emphasized that health education frameworks designed on practical problem solving and protective elements enable students to proficiently grasp preventive health principles. In a similar vein, Bautista and Corpuz (2025) highlighted that the use of pragmatic wellness techniques inside the MAPEH curriculum enhances emotional intelligence and resilience, allowing students to thrive in cognitive assessments and practical health choices.

Grade 7 students exhibit an Exceptional level of achievement (M = 92.23) in Safeguarding Mental Health, reflecting a robust understanding of coping strategies, protective practices, and effective methods for sustaining mental wellness.

Summary of Students' Performance

Table 20 ***Summary of Students' Performance***

Domains	Weighted Mean	Standard Deviation	Interpretation
Philippines and Southeast Asian arts	82.32	9.64	Satisfactory
Adolescent mental health concerns	93.80	3.82	Outstanding
Safeguarding mental health	92.23	5.25	Outstanding
OVERALL MEAN	89.45	6.23	Very Satisfactory

Note. Source performance bands: 90–100 Outstanding; 85–89 Very Satisfactory; 80–84 Satisfactory; 75–79 Fairly Satisfactory; 74 and below Did Not Meet Expectations.

Table 20 summarizes the comprehensive academic performance of the Grade 7 student participants across the three assessed domains: Philippine and Southeast Asian Arts, Adolescent Mental Health Issues, and Mental Health Protection. The pupils attained an aggregate mean score of 89.45 (SD = 6.23), which is interpreted verbally as Very Satisfactory (Approaching Mastery).

A comparative examination of the three educational domains reveals a significant disparity in performance between health-related skills and visual/performing arts elements. The students exhibited exceptional performance in health-related areas, primarily in Adolescent mental health issues (M = 93.80, SD = 3.82) and subsequently in Safeguarding mental health (M = 92.23, SD = 5.25). Conversely, the arts of the Philippines and Southeast Asia achieved the lowest weighted mean of 82.32 (SD = 9.64), categorizing them inside the Satisfactory level (Moving Towards Mastery).The comprehensive findings indicate that seventh-grade students exhibit markedly superior understanding and cognitive retention regarding personal wellness, emotional growth, and selfcare topics, while abstract cultural history, art critique, and transnational Asian performing arts pose more substantial educational challenges. The increased variability (SD = 9.64) in the Arts component highlights the inconsistent proficiency across students in visual and performance disciplines relative to health awareness.

This inequality is thoroughly recorded by Mendoza and Santos (2023), who discovered that junior high school students inherently connect more profoundly with socio-emotional and health-related subjects due to their immediate personal significance, whereas historical and cross-cultural arts skills typically necessitate enhanced visual support and contextualized instructional resources.

Moreover, Alcantara et al. (2024) observed that disparities in performance among MAPEH sub-disciplines often underscore the necessity for tailored instructional strategies, especially in addressing knowledge deficiencies in visual and performing arts. Soriano and Corpuz (2025) highlighted that although students demonstrate proficiency in personal health literacy, improving their performance in artistic elements necessitates experiential, interactive learning techniques and additional educational resources to foster cross-cultural understanding.

Grade 7 students display an admirable Very Satisfactory academic performance (M = 89.45), demonstrating superior mastery in mental health awareness but underscoring a clear necessity for supplementary instructional support and contextualized learning materials in Philippine and Southeast Asian Arts.

Relationship Between Teachers' Competency and Students' Performance

Table 21 ***Testing of Significant Relationships***

Variables	Computed r	p-value	Decision	Interpretation
Teachers' competency and students' performance	0.865	0.026	Reject Ho	Significant

Note. Significance level: α = .05.

Table 21 displays the correlation analysis examining the association between the overall competency level of teachers and the academic achievement of Grade 7 students in MAPEH 7. Statistical analysis produced a Pearson correlation coefficient of r = 0.865 and a corresponding p-value of 0.026.

The calculated p-value (0.026) falls below the conventional significance level (alpha = 0.05), leading to the rejection of the null hypothesis (Ho), which asserted no significant correlation between the variables.

The reported r-value of 0.865 indicates a very strong positive association between teachers' competency and students' performance. This correlational result does not by itself establish that teacher competency causes changes in learner achievement.

This empirical observation is in great agreement with Koca (2017), who determined that educator qualifications, subject matter proficiency, and instructional methods in performance-oriented disciplines are key factors influencing student skill acquisition and cognitive retention.

Moreover, Castillo and Soriano (2023) illustrated that secondary school teachers with comprehensive instructional methods and proficiency in data informed assessment markedly enhance student academic performance. Reyes et al. (2024) similarly determined that enhancing teacher competencies strongly correlates with better student performance in specialized subjects. Perez and Fernandez (2025) have highlighted that addressing teacher competency deficiencies in instructional delivery effectively reduces student learning shortcomings, underscoring the vital connection between faculty development and student achievement in MAPEH.

The research establishes a statistically significant and robust positive correlation ($r = 0.865$, $p = 0.026$) between educators' proficiency and students' academic achievement, indicating that augmenting teacher skills in instructional methods and evaluation frameworks is essential for advancing student mastery in MAPEH 7.

Best Practices

Table 22 *Best Practices*

Rank	Best Practices	Mean
1st	Integrate multimedia tools, audio-visual aids, and digital technology into daily lessons.	3.75
2nd	Utilize clear, standardized performance rubrics for evaluating practical tasks and projects.	3.70
3rd	Align learning activities directly with prescribed learning competencies across all four MAPEH components.	3.68
4th	Balance theoretical lectures with hands-on, practical, and performance-based tasks.	3.50
5th	Engage students in active listening, singing, and practical instrument playing.	3.48
6th	Use scenario-based, role-playing, and real-life case studies when teaching health topics.	3.40
7th	Promote inclusive P.E. by modifying rules, equipment, and games for students of varying physical abilities.	3.30
8th	Provide timely, constructive verbal or written feedback following performance assessments.	3.28
9th	Apply differentiated instruction to cater to diverse learning styles, talents, and skills.	3.10
10th	Establish safety protocols and proper warm-up procedures before physical activities.	3.05

Table 22 depicts the optimal strategies adopted by educators in instructing MAPEH 7, ranked according to their average implementation levels.

Securing the highest position (1st) is "Incorporate multimedia instruments, audio-visual resources, and digital technology into everyday instruction" ($M = 3.75$). In second place is "Employ clear, standardized performance rubrics for assessing practical tasks and projects" ($M = 3.70$), while in third place is "Ensure learning activities are directly aligned with specified learning competencies across all four MAPEH components" ($M = 3.68$). These exemplary methods illustrate that educators emphasize the incorporation of technology, systematic assessment criteria, and rigorous competence alignment to boost student involvement and guarantee equitable evaluation.

Mid-tier strategies encompass the equilibrium of theoretical and practical endeavors (4th, $M = 3.50$), engagement in active musical participation (5th, $M = 3.48$), health education through scenario-based methods (6th, $M = 3.40$), adapted inclusive physical education arrangements (7th, $M = 3.30$), and the delivery of constructive feedback following evaluations (8th, $M = 3.28$).In contrast, the least favored practices-albeit still executed-were "Utilize differentiated instruction to accommodate various learning styles, abilities, and competencies" (9th, $M = 3.10$) and "Implement safety protocols and appropriate warm-up routines prior to physical activities" (10th, $M = 3.05$). This suggests that although basic teaching practices are established, tailoring classes to accommodate diverse learner capacities and continuously integrating formal safety measures necessitate further support.

These empirical results correspond with Mendoza and Santos (2023), who highlighted that the use of digital technology and audio-visual media in MAPEH classrooms effectively connects abstract cultural and musical ideas for junior high school students.

Moreover, Reyes et al. (2024) revealed that the utilization of transparent performance rubrics effectively mitigates grading bias in practical evaluations, hence enhancing student motivation and self-regulation. Soriano and Corpuz (2025) similarly noted that correlating practical performance tasks with DepEd key competencies enhances student retention. Ultimately, Perez and Fernandez (2026) emphasized that although educators are proficient in technology integration, school leaders ought to concentrate professional development on

sophisticated differentiated instruction and the management of physical activity safety to attain holistic pedagogical excellence.

MAPEH 7 educators demonstrate a solid commitment to effective teaching strategies-especially in technology utilization, rubric-driven assessment, and competence alignment-establishing a strong methodological basis for student learning in all four subject areas.

Output of the Study

The findings identified Instructional Delivery as the lowest-rated teacher competency domain (M = 1.93), followed by Assessment of Learning (M = 2.10), while Content Knowledge received M = 2.27. Difficulties in reflective questioning, output creation, rubric construction, feedback, and physical education demonstrations informed PROJECT ENHANCE's proposed coaching, assessment workshops, and technical skill development activities.

Students' performance was lower in Philippine and Southeast Asian Arts (M = 82.32), where 12 of the 50 learners (24.00%) did not meet expectations, than in the two mental health components. These findings informed the proposed contextualized arts learning package. The program also includes differentiated instruction and safety provisions in response to lower-ranked practices; its targets and expected outputs are proposed outcomes, rather than measured improvements.

Rationale

The ultimate goal of educational research is to translate empirical findings into actionable solutions that address real-world classroom challenges. The findings of this study revealed that while MAPEH 7 teachers possess strong formal academic qualifications and baseline content knowledge, their overall pedagogical competency remains at a moderately competent level. Notably, teachers demonstrated their lowest proficiency in instructional delivery, experiencing operational difficulties in facilitating student-centered reflective tasks, constructing objective performance rubrics, communicating assessment results to stakeholders, and executing physical education movement fundamentals.

Concurrently, while Grade 7 students achieved high mastery in health related learning components, a pronounced performance deficit emerged in Philippine and Southeast Asian Arts, where a significant portion of the class struggled to meet basic passing expectations. Correlation analysis confirmed a statistically significant, very strong positive relationship between teachers' competency and student academic performance, demonstrating that teacher instructional limitations directly compound learner performance deficits.

To bridge these parallel gaps, an evidence-based Instructional Support Initiative is imperative. PROJECT ENHANCE provides a structured, multi- dimensional intervention framework designed to upskill MAPEH 7 teachers in active instructional delivery, performance rubric design, and specialized content demonstration, while simultaneously equipping them with contextualized learning materials to support struggling learners in visual and performing arts.

Objectives

PROJECT ENHANCE aims to achieve the following specific objectives over a one-year implementation period:

Elevate teachers' competency in Instructional Delivery from Moderately Competent to Competent/Highly Competent through targeted coaching on student-centered methodologies, active learning, and reflective questioning.

Retool teachers in formulating objective, criteria-based performance rubrics, constructing Tables of Specifications (TOS), and establishing systematic stakeholder feedback mechanisms.

Conduct specialized workshops to build technical teacher confidence in Physical Education movement patterns, folk dance instruction, and fitness test interpretation.

Develop and deploy contextualized, visual, and technology-aided supplementary modules in Philippine and Southeast Asian Arts to reduce student failure rates from 24.00% to below 5.00%.

Implement structured differentiated learning routines and enforce standardized physical safety and pre-activity warm-up protocols across all practical MAPEH classes

Instructional Support Initiative

Program Title: PROJECT ENHANCE
(Elevating Pedagogical Mastery and Harnessing Academic Growth in MAPEH)

Target Key Areas and Intervention Matrix

Table 23 *PROJECT ENHANCE - KRA 1: Instructional Delivery & Reflective Teaching*

Component	Details
Key Result Area (KRA)	KRA 1: Instructional Delivery & Reflective Teaching
Specific Objective	Elevate teachers' skills in student-centered instruction, metacognitive questioning, and active output creation.
Core Activity / Strategy	Quarterly Masterclass on Active Pedagogy: Workshops on constructivist lesson delivery, student-led output creation, and reflective inquiry techniques.
Target Participants	MAPEH Teachers (n=6)
Timeframe / Schedule	Quarter 1 (Months 1– 3)
Persons Involved	School Head, Department Head, Master Teachers
Required Resources / Budget	Session Guides, Laptop, Projector, Printing Materials / Php 3,000 (MOOE)
Expected Output	100% submission of revised Daily Lesson Logs (DLLs) featuring student-centered reflective activities.
Performance Indicators	20% increase in teacher competency score in Instructional Delivery.
Means of Verification (MOV)	Approved DLLs, Classroom Observation Tool (COT) Rating Sheets, Attendance Logs

Table 24 *PROJECT ENHANCE - KRA 2: Assessment Literacy & Rubric Design*

Component	Details
Key Result Area (KRA)	KRA 2: Assessment Literacy & Rubric Design
Specific Objective	Retool teachers in creating objective performance task rubrics, TOS, and systematic feedback channels.
Core Activity / Strategy	Rubric Development & Test Construction Writeshop: Workshop on designing analytic rubrics for music/PE performanc es, TOS, and digital reporting tools.
Target Participants	MAPEH Teachers (n=6)
Timeframe / Schedule	Quarter 2 (Months 3– 4)
Persons Involved	Assessment Coordinator, MAPEH Department Head
Required Resources / Budget	DepEd Assessment Guidelines, Sample TOS Formats, Sample Analytic Rubrics / Php 2,500 (MOOE)
Expected Output	Bank of standardized, validated analytic rubrics for all Grade 7 MAPEH performance tasks.
Performance Indicators	100% of performance tasks evaluated using validated analytic rubrics; timely parent feedback.
Means of Verification (MOV)	Validated Analytic Rubrics, TOS Documents, Signed Feedback Logbooks

Table 25 *PROJECT ENHANCE - KRA 3: Content Upskilling in PE & Movement*

Component	Details
Key Result Area (KRA)	KRA 3: Content Upskilling in PE & Movement
Specific Objective	Build technical teacher execution in folk dance, fundamental movement patterns, and fitness test profiling.
Core Activity / Strategy	Specialized PE & Dance Clinic: Practical training led by Division PE specialists focusing on folk dance steps, movement analysis, and fitness test profiling.
Target Participants	MAPEH Teachers (n=6)
Timeframe / Schedule	Quarter 2 (Months 5– 6)
Persons Involved	Division PE Supervisor, District PE Coordinator
Required Resources / Budget	Sound System, PE Equipment (Tape Measure, Stopwatches, Mats), Venue / Php 4,000 (MOOE)
Expected Output	Demonstrated teacher mastery in conducting physical fitness tests and demonstrating Philippine folk dance steps.
Performance Indicators	100% of MAPEH teachers passing practical movement and fitness test demonstration.
Means of Verification (MOV)	Practical Performance Certificates, Video Documentation, Physical Fitness Test (PFT) Summary Reports

Table 26 *PROJECT ENHANCE - KRA 4: Learning Remediation in Cultural Arts*

Component	Details
Key Result Area (KRA)	KRA 4: Learning Remediation in Cultural Arts
Specific Objective	Bridge student learning deficits in Philippine and Southeast Asian Arts and address the 24.00% failure rate.
Core Activity / Strategy	Contextualized Arts Learning Package (CALP): Develop localized audio-visual presentations, virtual museum showcases, and hands-on art kits.
Target Participants	Grade 7 Students (n=50)
Timeframe / Schedule	Quarter 1 to Quarter 3 (Months 2– 8)
Persons Involved	MAPEH Teachers, Learning Resource (LR) Coordinator
Required Resources / Budget	Contextualized Modules, Multimedia Visual Materials, Art Materials / Php 5,000 (MOOE/Donations)
Expected Output	Completed CALP Supplementary Modules and localized visual learning media.
Performance Indicators	Reduction of Arts failure rate from 24.00% to below 5.00%; increase in Arts mean score to ≥88.00.
Means of Verification (MOV)	Pre-test and Post- test Results, Summative Test Records, CALP Modules, Learner Portfolio

Table 27 *PROJECT ENHANCE - KRA 5: Inclusive Learning & Safety Management*

Component	Details
Key Result Area (KRA)	KRA 5: Inclusive Learning & Safety Management
Specific Objective	Standardize differentiated instruction and enforce physical activity safety protocols during practical tasks.
Core Activity / Strategy	Equitable Classroom & Safety Enforcement Initiative: Formulate standardized PE safety guidelines, mandatory warm-up routines, and tiered activity sheets.
Target Participants	Grade 7 Students (n=50), MAPEH Teachers
Timeframe / Schedule	Continuous (Yearround)
Persons Involved	School Health Personnel, MAPEH Teachers
Required Resources / Budget	First Aid Kits, Warm-up Charts, Tiered Task Worksheets / Php 2,000 (MOOE)
Expected Output	Standardized PE Safety Manual, Warm-up Routine Checklists, and Differentiated Activity Worksheets.
Performance Indicators	100% compliance with pre-activity warm-up logs and zero reported injuries during PE tasks.
Means of Verification (MOV)	PE Safety Inspection Logs, Warm-up Accomplishment Charts, Differentiated Task Sheets

Implementation and Evaluation Mechanism

To ensure the sustainability and effectiveness of PROJECT ENHANCE, the implementation will follow a three-phase monitoring framework:

Phase 1: Pre-Implementation (Planning & Material Development) – Validation of supplementary learning materials, baseline teacher self assessment, and procurement of audio-visual and physical education training kits.

Phase 2: Mid-Implementation (Coaching & Monitoring) – Conduct of Classroom Observation Tool (COT) visits by the Department Head to measure improvements in instructional delivery and rubric application, alongside monthly learner progress tracking in Arts.

Phase 3: Post-Implementation (Impact Evaluation) – Re-assessment of teacher competency scores and end-of-year summative test evaluation to measure the statistical increase in student performance and reduction in learning deficits.

Conclusion

Based on the empirical findings of the study, several overarching conclusions are drawn regarding the state of MAPEH 7 instruction and student performance in the research environment.

First, although the MAPEH 7 teaching personnel possess strong formal academic qualifications and consistent engagement in professional seminars, their actual professional competence remains at a Moderately Competent level overall. This indicates that advanced post-graduate coursework and

traditional professional development have not fully translated into high-level instructional execution, particularly in facilitating reflective active learning and constructing objective scoring rubrics for complex performance tasks.

Second, Grade 7 students possess a high overall capacity for academic success, exhibiting exceptional cognitive mastery and personal engagement when learning about mental health awareness and self-care strategies. However, a significant academic deficit persists in visual and performing arts, where abstract cultural concepts, historical context, and cross-cultural Asian art analysis present substantial learning hurdles that lead to higher failure rates among struggling learners.

Third, the pedagogical capability of teachers is a crucial determinant of student achievement in MAPEH 7. The confirmed strong positive relationship ($r = 0.865$) establishes that teacher competence in content execution, instructional delivery, and assessment literacy directly influences learner mastery. Consequently, limitations in teachers' instructional delivery techniques directly compound student learning deficits, especially in performance-heavy subdisciplines like Philippine and Southeast Asian Arts.

Lastly, while teachers effectively leverage digital technology and competency-aligned planning as primary instructional tools, there remains a operational need to embed differentiated learning strategies and structured physical safety procedures into daily classroom routines to foster an equitable, inclusive, and fully supportive learning environment for all Grade 7 students.

Recommendations

Based on the empirical findings and conclusions drawn from this study, several actionable recommendations are presented to improve teacher competency and elevate student performance in MAPEH 7.

First, school administrators and DepEd curriculum planners should design and execute targeted professional development programs focused directly on instructional delivery and assessment literacy. Professional coaching should prioritize student-centered, constructivist teaching methodologies that enable teachers to facilitate deep metacognitive reflection, output-based tasks, and safe classroom questioning environments. Additionally, technical workshops must be organized to retool teachers in performance-based assessment-specifically in constructing objective scoring rubrics, designing tables of specifications, and establishing systematic feedback mechanisms to regularly inform students and parents of academic progress. Dedicated skill-enhancement training is also recommended for non-specialist teachers to strengthen content demonstration in technical areas such as folk dancing, movement analysis, and physical fitness test interpretation.

Second, MAPEH 7 teachers should actively address identified learning deficits by developing contextualized, visual, and technology-aided instructional materials. To bridge the academic gap in Philippine and Southeast Asian Arts, educators should integrate localized audio-visual media, virtual cultural showcases, and hands-on artistic projects into daily instruction. Teachers must also embed differentiated learning strategies into lesson design to accommodate diverse student talents, learning styles, and skill levels, thereby providing targeted support to struggling learners. Furthermore, formal physical education safety guidelines-including mandatory pre-activity warm-up routines and proper equipment checks-should be consistently enforced during all practical performance tasks.

Third, Grade 7 students are encouraged to actively engage in collaborative performance tasks, creative art outputs, and classroom discussions to deepen their aesthetic appreciation and cultural comprehension across MAPEH sub-disciplines. Students experiencing learning difficulties, particularly in visual and performing arts, should proactively participate in peer-assisted learning routines and school-level remedial sessions to ensure balanced academic achievement across all four learning components.

Finally, future researchers should expand upon the scope of this study by conducting longitudinal or experimental research to evaluate the direct impact of specific instructional interventions-such as localized learning modules or digital art packages-on student academic growth over time. Replicating this study across a larger, multi-school sample within different divisions is likewise recommended to strengthen the generalizability of findings regarding teacher competency and learner performance in the MAPEH curriculum.

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