

Attitudes and Performance in MAPEH among the Grade 7 Learners of the Archdiocese of Lingayen-Dagupan Catholic Schools

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Abstract — This study assessed the attitude and performance of Grade 7 learners in Music, Arts, Physical Education, and Health (MAPEH) across selected Archdiocese of Lingayen-Dagupan Catholic Schools (ALDCS). Specifically, it sought to determine learners' attitudinal levels toward each component of MAPEH, their corresponding performance levels, and the relationships among these variables, with the end goal of proposing a curriculum enhancement program to address identified gaps.

A descriptive-correlational research design was employed involving 296 Grade 7 learners selected through stratified random sampling from five ALDCS during School Year 2021–2022. Learners' attitudes were measured using a validated questionnaire adapted from previous studies, while their performance was determined through documentary analysis of MAPEH grades. Data were analyzed using the Average Weighted Mean for attitude, the K–12 grading scale for performance, and the Pearson Product-Moment Correlation Coefficient (r) to test the relationship between the two variables at the 0.05 level of significance.

Findings revealed that learners generally held a positive attitude toward MAPEH, though variations were observed across its four components. Performance levels were satisfactory overall, but some learners achieved lower levels in specific areas, particularly in Music and Arts. Statistical analysis further indicated a significant relationship between learners' attitudes and their performance in MAPEH, suggesting that positive attitudes are associated with better academic outcomes.

Based on these results, a Curriculum Enhancement Program was proposed to strengthen instruction, foster learner engagement, and improve both attitudinal and performance outcomes in MAPEH. The study provides baseline data for administrators, teachers, and future researchers to enhance teaching strategies and learner experiences in this multidisciplinary subject.

Keywords — *attitude; MAPEH; academic performance, holistic education, learner-centered approach*

I. Introduction

The Philippine educational system has undergone significant reforms to meet the demands of globalization and ASEAN integration. With the implementation of the K to 12 Basic Education Curriculum, the Department of Education (DepEd) emphasized the importance of holistic learning by integrating subjects that develop not only cognitive but also affective and psychomotor skills (DepEd Order No. 21, s. 2019). Among these subjects, Music, Arts, Physical Education, and Health (MAPEH) play a crucial role in shaping learners into well-rounded individuals capable of critical thinking, creativity, and responsible decision-making (Pumpo, 2023). Studies have also highlighted that MAPEH fosters self-expression, wellness, and cultural appreciation, which are essential competencies in the 21st century (Jongko et al., 2024).

However, despite its importance, MAPEH faces challenges in actual classroom practice. In many schools, there is a shortage of specialized MAPEH teachers, which often leads to mismatched teacher assignments (Gula et al., 2022). This misalignment can negatively affect learners' attitudes toward the subject and their performance. Furthermore, ineffective pedagogical approaches, coupled with limited facilities and resources, contribute to declining student interest in arts and physical activities (Iqbal, Farida, & Win, 2023). These challenges highlight the gap between the intended goals of the MAPEH curriculum and its actual implementation in schools, particularly in private institutions such as the Archdiocese of Lingayen-Dagupan Catholic Schools (ALDCS).

Given these concerns, this study aims to assess the attitude and performance levels of Grade 7 learners in the four components of MAPEH: Music, Arts, Physical Education, and Health. Specifically, it seeks to determine whether there is a significant relationship between learners' attitudes and their performance in these subject areas. The findings will serve as the basis for proposing a **Curricular Enhancement Plan** for ALDCS, with the ultimate goal of improving teaching practices, enriching students' learning experiences, and strengthening holistic formation in MAPEH.

II. Methodology

The study used a descriptive-correlational research design. It was descriptive because it determined respondents' attitude levels towards the MAPEH subject. Meanwhile, it was correlational, as the study examined the relationship between attitudinal level and academic performance among learners in MAPEH.

The respondents of the study were the Grade 7 learners enrolled during the school year 2023-2024 among the five major schools in the Archdiocese of Lingayen-Dagupan Catholic Schools (ALDCS). Using the random sampling method, 296 respondents were selected from the 1,137 population using Slovin's formula.

The study employed a survey questionnaire to gather data on students' attitudinal levels across the four components of MAPEH and on their academic performance, using their general weighted average in MAPEH.

Before administering the survey questionnaire, the researcher sought the permission of the school directors, through the school principals, for the distribution of the instrument. Upon approval, an online survey questionnaire via Google Forms was used and distributed to the respondents.

III. Results and Discussion

Attitudinal Levels of the Learners in Music, Arts, Physical Education, and Health

Gula et al. (2022) asserted that students' interest in MAPEH is a factor that boosts their academic performance. It is, moreover, affirmed by the study of Iqbal, Farida, and Win (2023), in which they asserted that one's attitude may influence academic achievement. Hence, the attitudinal levels of the Grade 7 learners were presented and quantitatively interpreted in Tables 1 to 4.

Table 1. Attitudinal Level of the Learners in Music

Indicators	WM ¹	DESCRIPTION ²
1. My teacher provides activities that could enhance my skills in playing musical instruments.	3.70	POSITIVE
2. I love attending music class because my teacher has the enthusiasm to develop my skills in line with music.	3.94	POSITIVE
3. My teacher encourages students who cannot play musical instruments.	3.68	POSITIVE
4. My teacher can bring out the best in me when it comes to music.	4.06	POSITIVE
5. I enjoy Music because of the varied musical activities I can participate in.	4.05	POSITIVE
6. My teacher shows concern for those who lack interest in music.	3.97	POSITIVE
7. I prioritized other major subjects; however, music is equally important.	3.17	NEUTRAL
8. The	2.32	NEGATIVE
9. I have the enthusiasm for lessons in Music.	1.65	DEFINITELY NEGATIVE
10. I do like the music subject because I am challenged to learn different kinds of notes.	1.82	NEGATIVE
AWM	3.24	NEUTRAL

^{[1][2]} 4.21 – 5.00 (Definitely Positive) 3.41 – 4.20 (Positive) 2.61 – 3.40 (Neutral) 1.81 – 2.60 (Negative) 1.00 – 1.80 (Definitely Negative)

Table 1 indicates a neutral overall attitude toward Music, with a mean score of 3.24. Respondents expressed a positive attitude toward the teacher's ability to inspire and motivate students in Music (indicator 4). Conversely, a low mean score of 1.65 was observed for indicator 9, suggesting a lack of student enthusiasm for Music lessons.

While the data revealed a neutral student attitude toward music, the findings suggested that teachers play a crucial role in fostering student motivation to learn music. This observation was aligned with the study conducted by Najera and Osorno (2022), which demonstrated a significant relationship between teaching competency and the music performance of Grade 11 and 12 students

in three national high schools within the Davao del Sur Division. Their research indicated that students' attitudes toward music are significantly influenced by teacher competency, encompassing their knowledge, skills, and attitudes (KSA).

Ferlazo (2015) stated that teachers can increase students' motivation to learn by supporting students' autonomy, relevance, relatedness, competence, teachers' interest in the subject, and self-efficacy, which led to students' positive attitude towards Music. Though motivation can be intrinsic or extrinsic, teacher needs to create an environment that motivates students' learning.

The low student attitude towards Music lessons (indicator no. 9) aligns with Albert Bandura's Self-Efficacy theory, which posits that an individual's belief in their abilities can significantly impact their motivation in a specific area (Lopez-Garrido, 2023).

Table 2. Attitudinal Level of the Learners in Arts

Indicators	WM	DESCRIPTION
1. My teacher provides activities that challenge my artistic skills.	4.00	POSITIVE
2. I love attending Art class because it allows me to enhance my talent in drawing, painting, and color matching.	4.13	POSITIVE
3. Art subject provides learning opportunities.	4.27	DEFINITELY POSITIVE
4. My teacher encourages those who lack interest in the arts.	3.80	POSITIVE
5. My teacher can stimulate my imagination, helping me think/visualize more intensely and become more creative.	3.98	POSITIVE
6. I can use my knowledge in Art when I finish high school.	4.08	POSITIVE
7. Learning an arts subject may help me appreciate the beauty of my surroundings and develop a sense of love and preservation of nature.	2.48	NEGATIVE
8. Arts can help me understand the cultures of the ethnic groups in my country, as I believe each ethnicity has unique beliefs and traditions.	2.83	NEUTRAL
9. I always encourage myself to learn the arts because they are fun subjects.	1.79	DEFINITELY NEGATIVE
10. I have an intense eagerness to work with various artworks, especially those that involve color.	1.82	NEGATIVE
AWM	3.32	NEUTRAL

Table 2 presents the learners' attitudes toward the Arts. The data indicated a neutral overall attitude with a mean score of 3.32. Students expressed a positive attitude toward the learning opportunities provided by Arts (indicator 3), with a weighted mean of 4.27. However, students do not perceive the Arts as a fun subject, as indicated by the low weighted mean of 1.79 for indicator 9.

Ferlazzo (2015) claimed that students are more motivated to learn when what they learn has meaning and importance in their lives. Based on the study's results, although most learners (with an average of 3.32) believe that the arts provide learning opportunities and stimulate their imagination, some learners show little eagerness and are not encouraged to learn the subject. Hence, the result is NEUTRAL.

Table 3. Attitudinal Level of the Learners in Physical Education

Indicators	WM	DESCRIPTION
1. Physical Education allows me to develop a positive attitude towards a healthy lifestyle.	4.62	DEFINITELY POSITIVE
2. I like PE because it helps me to develop my mental, emotional, and psychomotor skills.	4.54	DEFINITELY POSITIVE
3. PE subjects help me become a better athlete in the future.	4.52	DEFINITELY POSITIVE
4. I like PE because it helps me to stay away from unwholesome activities.	4.12	POSITIVE
5. I enjoy PE because of the varied physical activities I can participate in.	4.36	POSITIVE
6. PE is one of my priority subjects because the benefits I can get from learning various exercises will keep my body healthy and fit.	2.98	NEUTRAL
7. The skills being developed in the PE subject may be appropriate for my future profession.	2.39	NEGATIVE
8. I like PE because I am a sports-minded person.	3.85	POSITIVE
9. I like PE because of so many exciting and challenging activities.	4.25	DEFINITELY POSITIVE
10. I always attend PE class because I enjoy participating in various physical activities.	1.63	DEFINITELY NEGATIVE
AWM	3.73	POSITIVE

Table 3 indicates a positive overall attitude toward Physical Education, with a weighted mean of 3.73. Indicator 1, with the highest weighted mean of 4.62, indicated that students perceive Physical Education as providing opportunities to develop a positive attitude toward a healthy lifestyle. However, students reported a lack of enjoyment in physical activities, resulting in lower attendance in PE classes.

According to Fazio and Olson (2014), students who have experienced enjoyable physical activities (PA) in the PE class were likely to have learned meaningful lessons and to have felt other pleasant events related to PE; these experiences and the resulting memories may yield a strong positive attitude toward PA and PE, and thereby, strong participation.

Moreover, these findings were aligned with Cruz's (2022) research, which demonstrated that post-primary (Junior High School) students exhibit positive attitudes toward Physical Education.

Based on the study's results, the learners had a positive attitude towards Physical Education, with an average of 3.73. This revealed that the subject provided them with the opportunity not only to lead a healthy life but also to enhance their psychomotor skills.

Table 4. Attitudinal Level of the Learners in Health

Indicators	WM	DESCRIPTION
1. The health subject provides learning that will lead me to wellness and a healthy lifestyle.	4.66	DEFINITELY POSITIVE
2. I like the Health subject because it helps me to develop personal discipline.	4.53	DEFINITELY POSITIVE
3. The health subject provides information that could help students prevent various illnesses.	4.56	DEFINITELY POSITIVE
4. I like the Health subject because it can help me develop an awareness of the importance of having a healthy body.	4.68	DEFINITELY POSITIVE
5. The health subject helps me develop discipline regarding personal hygiene.	4.50	DEFINITELY POSITIVE
6. I can use my knowledge in Health when I finish high school.	4.34	POSITIVE
7. I am interested in the subject even if the teacher mostly talks.	1.97	NEGATIVE
8. Health may not be as challenging as PE, but I am willing to study the lessons not because it is part of the curriculum, but because it is necessary.	2.58	NEUTRAL
9. I am willing to learn lessons in the Health subject.	1.71	NEGATIVE
10. I am interested in attending health classes because I want to become more aware of my own body condition.	1.60	NEGATIVE
AWM	3.51	POSITIVE

Table 4 indicates a positive overall attitude toward Health, with a weighted mean of 3.51. Students perceived Health as contributing to their awareness of well-being and a healthy body, as evidenced by the high weighted mean of 4.68 for indicator 4. However, harmful attitudinal levels were observed for indicators 7, 9, and 10, suggesting that student interest in Health declines when instruction is teacher-centered.

According to Sarwar et. al (2014), health is a highly subjective perception. Good health means different things to different people, and its importance varies according to the expectations and context of individuals and communities. The result above showed that learners have a positive attitude towards the subject of Health, and it piques their interest in learning and practicing personal discipline. Hence, the teacher does not directly affect learners' attitudes towards the discipline.

3.2. Academic Performance of the Grade 7 Learners

This section presents the academic performance of Grade 7 learners, specifically by analyzing their average weighted mean scores in MAPEH (Music, Arts, Physical Education, and Health). This methodology was employed to obtain the necessary data for a comprehensive interpretation of students' academic standing in the aforementioned subject area.

Table 5. Level of Performance of the Grade 7 Learners in MAPEH

Music	Arts	PE	Health	MAPEH	Legend	RANGE
92	73	84	75	85	O	90% and above
48	61	59	62	68	VS	85% - 89%
107	130	125	125	121	S	80% - 84%
49	32	28	34	22	FS	75% - 79%
0	0	0	0	0	DNME	74 and below

Table 5 shows the learners' performance level in the subject MAPEH. The table showed that more than half of the students have an 85% or higher level of performance, whereas half are proficient, and only a few have a developing level of performance. Further, this showed that only 7% of the respondents have trouble keeping up in MAPEH subjects, and 93% of the sample have satisfactory to outstanding academic performance levels.

Relationship between the Attitude and Performance of the Learners towards MAPEH

Table 6. Relationship between the Attitude and Performance of the Grade 7 Learners across the Four Components of MAPEH

Variables	<i>rr</i> Computed Value	<i>pp</i> Computed Value	<i>αα</i> Value (two-tailed)	Decision	Interpretation
MUSIC	0.128	0.028	0.05	Reject	significant
ARTS	-0.074	0.202	0.05	Accept	not significant
PE	0.119	0.041	0.05	Reject	significant
HEALTH	0.115	0.047	0.05	Reject	significant
MAPEH	-0.007	0.906	0.05	Accept	not significant

The table indicates that the computed p values of 0.028 for MUSIC, 0.202 for ARTS, 0.041 for PHYSICAL EDUCATION, 0.047 for HEALTH, H, and 0.906 for all the disciplines combined (MAPEH) were greater than the tabular α value of 0.05, leading the researcher to accept the null hypothesis.

Therefore, at the 5% level of significance, there is no significant relationship between the attitudinal level of the learners and their performance. This implies that learners' attitudes do not influence or predict their performance.

Discussion

Overall, the findings revealed a predominantly neutral attitude among students toward Music and Arts, contrasted by a notably positive disposition toward Physical Education and Health. This favorable perception of the latter domains can be attributed to the substantial student engagement they elicit, particularly through participation in sports and related activities. Such experiences have been shown to emphasize the development of psychomotor skills, thereby enhancing students' interest and involvement (Cruz, 2022; Fazio & Olson, 2014). Concurrently,

the participants' academic performance ranged from satisfactory to outstanding, further substantiating the positive impact of the subjects encompassed in the MAPEH (Music, Arts, Physical Education, and Health) curriculum. These components, when aligned with Performance-Based Learning frameworks articulated by Miller et al. (1996) and cited in Cancio (2022), promote active student participation, reflecting the contemporary generation's preference for experiential, hands-on learning modalities.

Notwithstanding the observed positive correlations between students' attitudinal orientations toward music, physical education, and health and their academic engagement, these associations did not attain statistical significance in the present study. This outcome suggests that while attitude may play a role in academic performance in these areas, additional variables likely contribute to student achievement and therefore warrant further empirical investigation. Future research should aim to identify and elucidate other determinants that interact with attitude to influence academic outcomes in these subject domains.

IV. Conclusion

The findings of this study indicated that Grade 7 learners generally demonstrated a more favorable attitude toward Physical Education and Health than toward Music and Arts. Nonetheless, although learners exhibited an overall attitudinal level ranging from neutral to positive, they reported relatively low enthusiasm across all four components of the MAPEH curriculum, as reflected in specific indicators within each subject area.

Academically, the majority of the student population (approximately 98%) was categorized as proficient in the learning domains assessed, while a minority (around 2%) exhibited challenges across the components of MAPEH, indicating the need for targeted interventions to support these learners effectively.

Moreover, the analysis revealed that students' attitudinal levels were unrelated to academic performance in MAPEH. It suggested that factors beyond attitude may play critical roles in shaping student achievement in these subjects. In response, a comprehensive enhancement plan is recommended to augment students' enthusiasm and self-efficacy in MAPEH. Such an initiative has the potential to substantially elevate instructional quality and improve overall learning outcomes in ALDCS schools, thereby aligning educational practices more closely with the motivational needs of the student body.

The study's findings may not be generally conclusive, as it examined only a single factor that may affect students' academic performance in MAPEH. Nevertheless, the study stands as a springboard and a precursor to improve student learning in the said area.

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