

MAPEH Competency of Grade 10 Students: An Input to Lesson Exemplar

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ABSTRACT: The implementation of the K–12 curriculum in the Philippines underscores the significance of Music, Arts, Physical Education, and Health (MAPEH) in promoting holistic student development. Despite its integration, persistent low competency levels have been observed among learners, notably in Ilocos Sur. This descriptive–correlational study assessed the MAPEH competencies of 379 Grade 10 students and 104 MAPEH teachers in selected public secondary schools in Ilocos Sur. Using a validated Competency Assessment Tool and Profile Questionnaire, data were analyzed through descriptive statistics, t-test, and Pearson’s *r*. Results revealed that students exhibited an overall "Good" competency, with Health scoring the highest and Music the lowest. No significant correlations were found between student competency and teacher-related variables such as specialization, experience, and educational attainment. However, teacher participation in Division-level training positively influenced Physical Education and Health outcomes. Additionally, parental income and education showed modest yet significant correlations with student performance. The study advocates for the use of contextualized lesson exemplars to address learning gaps, alongside continuous teacher training and localized instructional materials to support competency-based education.

KEYWORDS: MAPEH Competency, Lesson Exemplar, K–12 Curriculum, Contextualized Teaching, Competency-Based Education, Holistic Development

I. INTRODUCTION

MAPEH plays a pivotal role in the holistic development of learners by fostering their cognitive, affective, and psychomotor domains. Despite its importance, national and regional assessments reveal competency gaps in these subjects. This study seeks to evaluate the competency levels of Grade 10 students in Ilocos Sur and to develop contextualized lesson exemplars that will enhance the teaching and learning of MAPEH.

II. METHODOLOGY

This research employed a descriptive–correlational design involving 379 Grade 10 students and 104 MAPEH teachers from selected secondary schools in Ilocos Sur. Instruments used include a validated MAPEH Competency Assessment Tool and Profile Questionnaire. Data were analyzed using descriptive statistics, t-tests, and Pearson’s *r*. The study ensured strict adherence to ethical standards.

III. RESULTS AND DISCUSSION

Findings indicate that the overall competency level of students in MAPEH was rated as "Good." The highest mean score was in Health ($M = 15.95$, Very Good), followed by Arts and Physical Education, and the lowest in Music ($M = 13.17$, Good). Teacher-related factors such as specialization, experience, and educational attainment did not significantly correlate with student performance. However, participation in Division-level trainings positively impacted competencies in Physical Education and Health. Student-related variables such as parental income and educational attainment also showed modest yet significant relationships with competency levels.

Table I: Mean Competency Scores of Students in MAPEH

MAPEH Component	Mean Score	Interpretation
Music	13.17	Good
Arts	14.72	Good

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Physical Education	15.48	Very Good
Health	15.95	Very Good
Overall Mean	14.83	Good

Table II: Frequency Distribution of Student Competency Levels

Competency Level	Frequency	Percentage
Excellent	48	12.66%
Very Good	96	25.33%
Good	153	40.37%
Fair	68	17.94%
Poor	14	3.70%

Table III: Teacher Profile and Student Performance Correlation

Teacher Variable	r Value	Interpretation
Teaching Experience	0.12	Not Significant
Educational Attainment	0.05	Not Significant
Specialization Match	0.09	Not Significant

Table IV: Participation in Training and Performance Impact

Training Variable	r Value	Significance Level	Interpretation
Division-level Training (PE)	0.42	0.01	Significant Positive
Division-level Training (Health)	0.39	0.01	Significant Positive

Table V: Student Background Factors and Performance

Student Factor	r Value	Significance	Interpretation
Parental Education	0.31	0.05	Modest Positive
Household Income	0.28	0.05	Modest Positive

IV. CONCLUSIONS

The study concluded that the development of contextualized lesson exemplars, informed by competency assessments, is a viable strategy to improve MAPEH instruction. Moreover, continuous professional development for teachers and the incorporation of localized materials are essential to address learning disparities and enhance student outcomes.

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