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UTILIZATION OF PEDAGOGICAL APPROACHES IN TEACHING MAPEH AND STUDENTS' PARTICIPATION IN SECONDARY SCHOOLS

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ABSTRACT

This study explored the utilization of pedagogical approaches in teaching MAPEH and students' participation in secondary schools across the Municipalities of Antipas, Arakan, Magpet, Makilala, and Pres. Roxas for the 2023-2024 school year. It examined the level of pedagogical approach usage in MAPEH, the level of student participation, and the relationship between these variables. A mixed-methods research design was utilized, combining quantitative data from 70 MAPEH and 63 non-MAPEH major teachers and qualitative data from 10 department heads, using purposive sampling. Reliability tests (Cronbach's Alpha: .950 and .909) confirmed the instruments' high reliability. Data were gathered through communication with Schools Division Superintendents, and statistical analysis was performed using Spearman's rho and multiple linear regression. The findings indicated that reflective, constructivist, integrative, and collaborative approaches were the most commonly used pedagogical strategies in MAPEH. Students were highly engaged in activities, peer collaboration, and classroom contributions, but less so in completing assignments and projects. The study revealed a strong correlation between pedagogical approaches and student participation, with integrative and constructivist approaches predicting engagement, and reflective approaches predicting classroom contribution and task completion. Challenges identified included resource shortages, gaps in teacher preparedness, and curriculum constraints. Coping mechanisms involved strategic planning, innovative teaching, and fostering professional development. The study also proposed an intervention plan, including communication materials and policy suggestions.

KEYWORDS: Pedagogical Approaches in Teaching MAPEH, Students' Participation, Secondary Schools.

1. Background of the Study

High school students' participation in teaching MAPEH faces a range of challenges. One significant issue is students' varying levels of interest and enthusiasm for the four diverse components of MAPEH. Not all students may have a natural inclination or passion for these subjects, which can lead to disengagement. (Aquino & Nool, 2018). Also, Cole (2019) said that more resources and facilities in some schools may help implement practical and engaging activities. Dean (2020) also shared that the academic pressure to excel in core subjects often takes precedence, leaving limited time and energy for MAPEH. Moreover, growing reliance on digital devices and sedentary lifestyles can contribute to health-related disinterest, physical education, and health class challenges.

Department of Education (2019) stated that using pedagogical approaches in teaching MAPEH is vital for creating a dynamic and practical learning experience. Various pedagogical approaches, such as inquiry-based, integrative, collaborative, constructivist, and reflective methods, can engage students across the diverse components of MAPEH. Educators can incorporate these pedagogical approaches to make MAPEH classes more engaging, relevant, and conducive to holistic student development.

More research is needed to explore pedagogical approaches to teaching MAPEH and their direct impact on students' participation (Facun & Nool, 2020). While many studies have delved into the effectiveness of various teaching methods in enhancing learning outcomes in these subjects individually, there is a scarcity of comprehensive research investigating how different pedagogical approaches influence students' active engagement and participation across the entirety of MAPEH (De Dios, 2022). Bridging this research gap could provide valuable insights into the most effective strategies for promoting holistic student involvement in MAPEH education, contributing to the overall advancement of pedagogy in these subjects and, ultimately, students' well-rounded development (Department of Education, 2020).

In this context, the researcher is interested in investigating how pedagogical approaches can be optimized to boost students' active participation in MAPEH subjects. Recognizing the multifaceted benefits of MAPEH subject, the study aims to bridge the gap between innovative teaching methods and students' engagement, ultimately fostering a more holistic and enjoyable learning experience for young learners. Thus, the study is vital to conduct.

1.2 Purpose of the Study

The purpose of this study is to examine how the utilization of various pedagogical approaches in teaching MAPEH influences students' participation in secondary schools across the municipalities of Antipas, Arakan, Carmen, Libungan, Magpet, Makilala, Matalam, Pigcawan, Pres. Roxas, and Tulunan during the school year 2023–2024. It seeks to determine the extent to which inquiry-based, integrative, collaborative, constructivist, and reflective strategies are employed by teachers and how these approaches affect student engagement in activities, peer collaboration, classroom contributions, and completion of assignments and projects. Furthermore, the study aims to establish the relationship between teaching approaches and student participation, as well as identify teacher-related factors that may intervene in this process. Beyond measuring levels of utilization and participation, the research also intends to uncover challenges faced by teachers in teaching MAPEH, explore their coping mechanisms, and design intervention plans that can enhance student involvement. In addition, the study aspires to develop education, information, and communication (EIC) materials and propose policy formulations that will strengthen pedagogical practices and improve the overall quality of MAPEH instruction in secondary schools.

1.3 Research Questions

1. What is the extent of utilization of pedagogical approaches in teaching MAPEH in terms of inquiry-based, integrative, collaborative, constructivist, and reflective?
2. What is the level of students' participation towards MAPEH regarding engagement in activities, peer collaboration, classroom contributions, and completion of assignments and projects?
3. Is there a significant relationship between using pedagogical approaches in teaching MAPEH and students' participation?
4. Does using pedagogical approaches in teaching MAPEH significantly influence students' participation?
5. Which teacher factors significantly intervene students' participation in MAPEH as affected by pedagogical approaches?
6. What are the challenges that teachers encounter in teaching MAPEH?
7. What are their coping mechanisms to address the challenges encountered in teaching MAPEH?
8. What intervention plan can be crafted based on the findings of the study?

9. What education, information, and communication (EIC) materials can be crafted?
10. What policy formulation can be crafted?

1.4 Theoretical Framework

This research was based on Piaget's (1920) Constructivism Theory, which proposes that learners actively develop their comprehension of the world by drawing from their previous knowledge, experiences, and interactions with their surroundings (Weaver & Jiang, 2019). It emphasizes the significance of learners engaging actively in the learning process and constructing knowledge rather than merely receiving information from instructors. Within constructivism, learning is viewed as a dynamic, personalized endeavor aimed at creating meaning (Rocca, 2019). In the context of the study, the constructivist theory can be applied in the following ways

Active learning, as advocated by Constructivism, encourages students to interact directly with the subject matter through practical experiences and problem-solving. In MAPEH classes, students might actively participate in physical exercises, produce artwork, compose music, or deliberate on health-related choices. By involving students in hands-on learning activities, the teaching method can adhere to the tenets of constructivism (Hyde & Ruth, 2022)

Acknowledging Prior Knowledge and Experiences: Constructivism acknowledges the importance of students' prior knowledge and experiences. In the research, educators may employ formative assessments or surveys to grasp students' current understanding and interests concerning MAPEH subjects. This data can subsequently inform the instructional approach, allowing educators to incorporate students' existing knowledge and connect the material more closely to their experiences (Fassinger, 2020)

Social Interaction: Constructivism underscores the significance of social interaction in learning. Within MAPEH classes, group tasks, peer cooperation, and discussions can be integrated to prompt students to engage with one another. Through exchanging viewpoints, experiences, and insights, students can collaboratively construct understanding and bolster each other's learning (Dallimore et al., 2024)

Problem-Solving and Critical Thinking: Constructivist education promotes students' involvement in problem-solving and critical thinking. In MAPEH, this could entail activities such as dissecting music compositions, evaluating artworks, or deliberating on healthy lifestyle decisions. The instructional method can be structured to include these problem-solving scenarios, prompting students to actively engage in thinking and decision-making processes (Chin, 2023)

Reflection and Metacognition: Constructivism places importance on reflection and metacognition, which involve students contemplating their thought and learning processes. Educators can integrate reflective practices into MAPEH sessions, such as maintaining journals on physical activities, analyzing their artwork, or assessing their health habits. These activities aid students in developing awareness of their learning journey and how they are forming knowledge (Bravo et al., 2020)

Student-Centered Learning: Constructivism is in harmony with student-centered learning, which grants students a degree of control over their educational journeys. In the research, the instructional method may entail offering students options in the physical activities they engage in, the art projects they undertake, or the health subjects they investigate. This independence can amplify their involvement and sense of ownership in their learning endeavors

In summary, applying constructivism in the study involves designing the pedagogical approach in MAPEH education to actively engage students in the learning process, acknowledge their prior knowledge and experiences, promote social interaction, foster problem-solving and critical thinking, encourage reflection, and place students at the center of their learning (Lee, 2022). By aligning the pedagogical approach with constructivist principles, the study aims to enhance student participation and promote a deeper understanding of MAPEH concepts (Howard, 2022).

1.5 Conceptual Framework

The schematic diagram shows the conceptual framework of the study. This study aims to determine the level of utilization of pedagogical approaches in teaching MAPEH and students' participation in Antipas, Arakan, Carmen, Libungan, Magpet, Makilala, Matalam, Pigcawan, Pres. Roxas, and Tulunan secondary schools for school year 2023-2024. To operationalize the study's conceptual framework, figure 1 illustrates the interplay of variables that affect and influence the students' participation. The independent variable is shown in Block 1, which involved using pedagogical approaches in teaching MAPEH, which assesses inquiry-based, integrative, collaborative, constructivist, and reflective. The dependent variable, as shown in Block 2, is the level of students' participation, measured in terms of engagement in activities, peer collaboration, classroom contributions, and completion of assignments and projects. Meanwhile the intervening variable as shown in Block 3 involved the teacher factor which assessed in terms of MAPEH major and non-MAPEH major that could intervene students’ participation in MAPEH as affected by pedagogical approaches.

Further, Block 4 is the IEC which is the material development. Lastly, in Block 5 is the challenges encountered and intervention program that can be crafted based on the findings of the study.

The utilization of pedagogical approaches in teaching MAPEH has a significant impact on students' participation. By adopting student-centered methods, incorporating interactive and engaging activities, and promoting individualized learning experiences, educators can enhance students' active engagement in MAPEH classes. This, in turn, fosters a more inclusive and motivating learning environment, where students are more likely to participate enthusiastically in physical education, music, arts, and health-related activities, ultimately promoting holistic development and lifelong wellness (Carag, 2020).

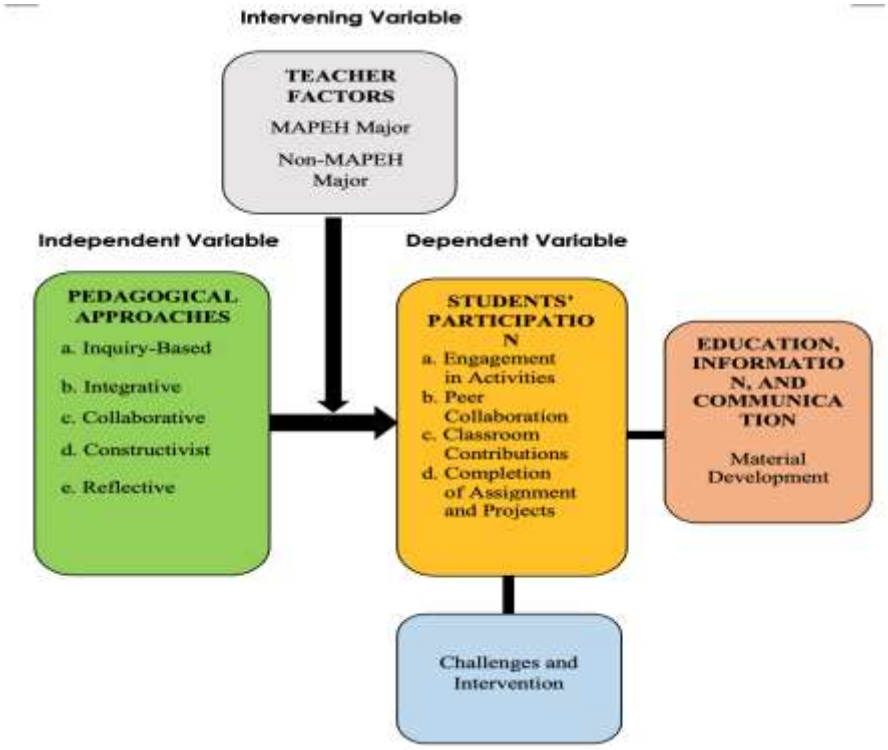

Fig1. The Conceptual framework of the study entitled: "Utilization of Pedagogical Approaches in Teaching MAPEH and Students' Participation in Secondary Schools" shows the relationship and influence of the independent and dependent variables of the study.

2. Methodology

2.1 Research Design

The conduct of this research used mixed method designs. Creswell and Pano (2019) described the use of both method as mixed method to imply that the phenomenon being

studied can best be understood quantitatively and qualitatively. This design was appropriate for this study because there were research questions which answered through quantitative methods and there were also those which can be best answered using qualitative method (Pelham et al., 2020).

The quantitative design particularly used descriptive correlation. Descriptively, data such as pedagogical approaches and students' participation were presented in this study (Carag, 2020). Meanwhile, correlation was used since the relationship of these variables were figured out. In this study, the relationship between pedagogical approaches in teaching MAPEH and students' participation were presented using the said design (Calmorin & Calmorin, 2019).

Furthermore, qualitative method was used to gather data related to the challenges of teachers in teaching MAPEH and coping mechanisms to address the challenges encountered. The qualitative data were analyzed using the thematic analysis and the results were integrated with the quantitative analysis (Dulock, 2023).

2.2 Respondents of the Study

The study's respondents were the 136 MAPEH major teachers and 122 non-MAPEH major teachers for a total of 258 who are teaching MAPEH subject of the 10 municipalities who were taken complete enumeration technique. Meanwhile, the non-major MAPEH teachers were included since they were teaching MAPEH subject as their load and the scarcity of MAPEH major teachers in the field. The teachers were chosen as study respondents based on the following criteria: a.) Teachers held permanent positions; and b.) They were teaching MAPEH subjects.

2.3 Sampling Technique

The researcher used purposive sampling technique. This meant that only major MAPEH teachers and non-major MAPEH teachers teaching MAPEH subjects in the Municipalities of Antipas, Arakan, Carmen, Libungan, Magpet, Makilala, Matalam, Pigcawan, Pres. Roxas, and Tulunan secondary schools were automatically selected as teacher-respondents. Purposive sampling is a non-probability sampling technique where researchers intentionally select respondents based on specific characteristics, knowledge, or qualities relevant to the study (Garambas, 2019).

Meanwhile, on the qualitative aspect, a total of twenty-five (25) participants from department head of MAPEH were invited for an in-depth interview which were chosen using the

purposive sampling specifically the criterion based. The following criteria were used in the selection:

a) The department head of MAPEH subject;
b) Had at least three (3) years of teaching experience; and
c) Had willingness to participate in the study.

The results of the focused group discussion were used to identify the emerging themes and patterns or responses as based on their shared experiences. This technique aimed to achieve a homogeneous sample whose units shared the same characteristics or traits (Cresswell & Pano, 2019).

2.4 Research Instruments

The researcher used an adopted questionnaire from Carag (2020) on the pedagogical approaches in teaching MAPEH and a self-made questionnaire on the students' participation based on readings and literature. The questionnaire was subjected to a validity and reliability test using Cronbach's Alpha.

Part I of the questionnaire used pedagogical approaches in teaching MAPEH, such as inquiry-based, integrative, collaborative, constructivist, and reflective. Each indicator included five items.

Part II consisted of student participation, which included the following indicators: engagement in activities, peer collaboration, classroom contributions, and completion of assignments and projects. Each indicator included five items.

Further, an Interview Guide Questionnaire was crafted by the researcher that outlined issues and challenges encountered by teachers in teaching MAPEH and their coping mechanisms to address those identified issues and challenges. The questionnaire which was composed of open-ended questions guided the researcher in understanding and exploring the subjects' opinions, behavior, experiences, and phenomenon.

Meanwhile, an intervention plan was also be prepared based on the findings and results of the study.

2.5 Data Gathering Procedures

The researcher's initial step in undertaking the study involved the preparation of formal letters requesting permission to conduct the research in the five Municipalities namely: Antipas, Arakan, Carmen, Libungan, Magpet, Makilala, Matalam, Pigcawan, Pres. Roxas, and Tulunan. One letter was addressed to the Office of the Schools Division Superintendent,

seeking overarching approval for the study across the five municipalities. In parallel, another letter was crafted and addressed to the District Supervisors within each district, requesting their consent to conduct research in various schools under their jurisdiction.

Once the necessary permissions were granted, the researcher was leveraged this authorization to contact school principals. The primary aim was to facilitate the smooth implementation of the survey. Detailed discussions and coordination were ensured the survey was conducted effectively, following established guidelines and protocols.

Upon securing the cooperation of the school principals, the researcher promptly proceeded to administer the survey questionnaire. It was imperative to allocate ample time for the respondents to consider and analyze each item within the questionnaire carefully. This allowed for more accurate and thoughtful responses, contributing to the quality of the data collected. After data collection, the researcher undertook the meticulous task of tallying and tabulating the collected information. This step was crucial as it prepared the raw data for statistical analysis and interpretation. The data were scrutinized using appropriate statistical methods to derive meaningful insights and conclusions, ultimately contributing to the overall objectives of the study (Groves et al., 2019).

Meanwhile, the researcher conducted the interview or Focus Group Discussion. After permission was secured from the participants, the interview and/or focus group discussion was done at a time and in a place convenient to the participants. The interview and the focus group discussion were recorded. Further, the researcher transcribed. The recorded interview or focus group discussion were transcribed in verbatim form. Moreover, the researcher tabulated of the results and presented the findings.

2.6 Ethical Considerations

The researcher followed the required processes in conducting this study. Full consent was obtained from the participants prior to the study and their privacy was secured. An adequate level of confidentiality of the research data was also be ensured. Any type of communication in relation to this research was done honestly and with transparency.

Further, the research manuscript was submitted to the Research Ethics Committee (REC) for review, ensuring that the standards of conduct and ethical principles were adhered to protect the dignity, rights, and welfare of research respondents/participants.

In addition, the privacy and confidentiality of the participants were maintained by giving them free choice whether to fill in their respective names in the research instrument or not.

Only the researcher had the data about the participants involved in the study and must not be revealed in the results presentation thereafter.

In choosing who were form part as respondents in this study, the researcher asked their willingness to participate in this study. Hence, there were no forcing or mandatory imposition of participation in the research. The respondents were also given a short orientation as to the purpose of the research.

Since COVID-19 was not totally eradicated, health and safety protocols such as wearing of facemasks, physical distancing and hand sanitizing using alcohol or sanitizer were properly observed during the conduct of the study. During the retrieval, the questionnaires were first be exposed to direct sunlight to minimize the transmission of the virus. Following all of these were resulted to a successful collection and completion of the data that were needed in the research study.

Finally, the researcher extended gratefulness to the respondents considering their working time and for the inconvenience it may bring them in giving their responses in the research instrument.

2.7 Data Analysis

The transcribed data were analyzed thematically. Thematic analysis underwent the steps based on what Braun and Clarke (2019) suggestions and these are: first, becoming familiar with the data which meant, the analyst read and reread the transcript; then generating initial codes; searching for themes from the coded data reviewing the themes since they were overlapping themes which could be fused into one; then defining the themes and developing subthemes when necessary; then last step is writing up the findings.

1. Familiarizing with the data - the researcher to be fully immersed and actively engaged in the data by transcribing the interactions and/or listening to the recordings. Initial ideas were noted down.
2. Generating initial codes - the researcher started by identifying preliminary codes, which were features of the data that appear interesting and meaningful.
3. Searching for themes - this process was the interpretive analysis of the collated codes. Relevant data extracts were sorted (combined or split) according to overarching themes. The researcher’s thought process should allude to the relationship between codes, subthemes, and themes.

4. Reviewing themes - a deeper review of identified themes followed where the researchers needed to question whether to combine, refine, separate, or discard initial themes (Braun & Clarke, 2019).
5. Defining and naming themes – the researcher refined and defined the themes within the data. The researcher provided theme names and clear working definitions that capture the essence of each theme in a concise and punchy manner (Braun & Clarke,2019).

The researcher transformed the analysis into an interpretable piece of writing by using vivid and compelling extract examples that related to the theme, research question, and literature (Braun & Clarke, 2019).

2.8 Statistical Tools

For the quantitative data, the data were interpreted using statistical tools like Mean, Weighted Mean, Pearson Product Moment Correlation, and Linear Regression with the assistance of the statistician (Patton, 2018).

The data tallied through a coding sheet was processed, analyzed, and interpreted using statistical tools like frequency and percentage, mean, Spearman rho, and Linear Regression with the assistance of the statistician.

The researcher utilized frequency and percentage on the teacher factors such as MAPEH major and non-MAPEH major. Further, mean, and weighted mean was used (Garambas, 2019) to describe the utilization of pedagogical approaches in teaching MAPEH and students' participation.

He also employed the Spearman rho (Garambas, 2019) to determine the significant relationship between the utilization of pedagogical approaches in teaching MAPEH and students' participation.

Lastly, the researcher utilized Multiple Linear Regression Analysis (Garambas, 2019) to determine the independent's significant influence on the study's dependent variables. In addition, the intervening variable that could significantly intervene students' participation in MAPEH as affected by pedagogical approaches.

On the other hand, for the descriptive-qualitative method, the recorded data in the focused group discussion were transcribed and analyzed by theme to come up with core ideas in relation to the challenges encountered by teachers and coping mechanisms in teaching MAPEH.

Results and Discussions

Pedagogical Approaches in Teaching MAPEH

The first research problem focused in determining the level of pedagogical approaches in teaching MAPEH in terms of inquiry-based, integrative, collaborative, constructivist, and reflective.

Level of Pedagogical Approaches in Teaching MAPEH

Table 1 presents the level of pedagogical approaches in teaching MAPEH, specifically in terms of inquiry-based, integrative, collaborative, constructivist, and reflective approaches. The overall grand mean of 4.26 indicates that these approaches are **highly practiced**. Among them, the reflective approach recorded the highest weighted mean of 4.33, followed by the constructivist approach at 4.28. The integrative and collaborative approaches obtained weighted means of 4.26 and 4.24, respectively, both described as highly practiced. Meanwhile, the inquiry-based approach received the lowest weighted mean of 4.18 but is still considered practiced.

Table 1

Level of pedagogical approaches in teaching MAPEH

Pedagogical Approaches	**Weighted Mean**	**Description**
Inquiry-based	4.18	Practiced
Integrative	4.26	Highly Practiced
Collaborative	4.24	Highly Practiced
Constructivist	4.28	Highly Practiced
Reflective	4.33	Highly Practiced
Grand Mean	4.26	Highly Practiced

Level	*Range*	*Description*
5	*4.21-5.00*	*Highly Practiced*
4	*3.41-4.20*	*Practiced*
3	*2.61-3.40*	*Moderately Practiced*
2	*1.81-2.60*	*Rarely Practiced*
1	*1.00-1.80*	*Very Rarely Practiced*

The findings imply that teachers in MAPEH prioritize reflective approach, encouraging deeper learning experiences which means that teachers want their students develop self-awareness, critical thinking, and problem-solving skills by reflecting on their performances in music, arts, physical education, and health activities. Further, teachers identify students' strengths and areas for improvement.

Hudson (2021) mentioned that teachers in MAPEH prioritize reflective approaches to enhance deeper learning experiences among students. Reflective teaching involves educators critically examining their own practices to foster continuous improvement. This method encourages students to develop self-awareness, critical thinking, and problem-solving skills by reflecting on their performances in various MAPEH activities.

Students' Participation

The second research problem focused in determining the level of students' participation towards MAPEH regarding engagement in activities, peer collaboration, classroom contributions, and completion of assignments and projects.

Level of Students' Participation in Teaching MAPEH

Table 2 displays the level of students' participation in teaching MAPEH, focusing on engagement in activities, peer collaboration, classroom contribution, and completion of assignments and projects. The overall grand mean of 4.34, described as **highly participated**. Among these, engagement in activities recorded the highest weighted mean of 4.48, followed by peer collaboration with 4.43. Classroom contribution obtained a weighted mean of 4.32, all of which are classified as highly participated. Meanwhile, completion of assignments and projects had the lowest weighted mean of 4.13, categorized as participated.

Table 2

Level of students' participation in teaching MAPEH

Students' Participation	**Weighted Mean**	**Description**
Engagement in Activities	4.48	Highly Participated
Peer Collaboration	4.43	Highly Participated
Classroom Contribution	4.32	Highly Participated
Completion of Assignments and Projects	4.13	Participated
Grand Mean	4.34	Highly Participated

Level	*Range*	*Description*
5	*4.21-5.00*	*Highly Participated*
4	*3.41-4.20*	*Participated*
3	*2.61-3.40*	*Moderately Participated*
2	*1.81-2.60*	*Rarely Participated*
1	*1.00-1.80*	*Very Rarely Participated*

The results indicate that students are highly participated in engagement in MAPEH activities since MAPEH involves movement, creativity, and teamwork, where they are more motivated to take part in class activities. This means that incorporating more experiential and

collaborative learning strategies can further enhance students' interest, skills, and overall learning experience in MAPEH.

Harris and Sass (2020) emphasized that students exhibit high participation in MAPEH activities due to the subject's inherent incorporation of movement, creativity, and teamwork. Implementing experiential and collaborative learning strategies, such as project-based learning (PBL) and problem-based learning, can further enhance students' interest, skills, and overall learning experience in MAPEH.

Relationship Between the Pedagogical Approached in Teaching MAPEH and Students' Participation

The third research problem focused in finding out the significant relationship between pedagogical approaches in teaching MAPEH and students' participation.

Table 3

Correlation matrix showing the relationship between pedagogical approaches in teaching MAPEH and students' participation

Pedagogical Approaches		**Engagement in Activities**	**Peer Collaboration**	**Classroom Contributions**	**Completion of Assignments and Projects**
Inquiry-based	Correlation Coefficient	.458**	.525**	.409**	.436**
	Sig. (2-tailed)	.000	.000	.000	.000
Integrative	Correlation Coefficient	.555**	.537**	.460**	.445**
	Sig. (2-tailed)	.000	.000	.000	.000
Collaborative	Correlation Coefficient	.497**	.568**	.514**	.536**
	Sig. (2-tailed)	.000	.000	.000	.000
Constructivist	Correlation Coefficient	.532**	.590**	.505**	.536**
	Sig. (2-tailed)	.000	.000	.000	.000
Reflective	Correlation Coefficient	.421**	.547**	.572**	.587**
	Sig. (2-tailed)	.000	.000	.000	.000

Inquiry-based and Students' Participation

Table 3 reflects the relationship between pedagogical approaches in teaching MAPEH and students' participation. The correlation matrix shows that pedagogical approaches like inquiry-based approach had a significant relationship with all the parameters used to measure the students' participation in terms of engagement in activities (r=.458** with a p-value of .000); peer collaboration (r=.525** with a p-value of .000); classroom (r=.409** with a p-value of .000); and completion of assignments and projects (r=.436** with a p-value of .000). The result means that pedagogical approaches like inquiry-based is highly significant to students' participation. The presented probability values which are less than the set 1% level of significance means that the stated hypothesis on this aspect of the study is rejected. This further means that the more effective the pedagogical approaches, such as inquiry-based learning, the more engaged and participative students become in MAPEH.

The results imply that, employing effective pedagogical strategies like inquiry-based learning in MAPEH subject can lead to increased student engagement and participation, enhancing learning outcomes.

The finding is supported to the statement of Carag (2020) found that strategies promoting student reflection and active involvement were practiced to a great extent. These approaches align with the principles of inquiry-based learning and have been associated with improved student participation.

Integrative and Students' Participation

It can be gleaned also in Table 3, the relationship between pedagogical approaches in teaching MAPEH and students' participation. The correlation matrix shows that integrative approach had a significant relationship with all the parameters used to measure the students' behavior pertaining to engagement in activities (corr. coef. =.555** with a p-value of .000); peer collaboration (corr. coef. =.537** with a p-value of .000); classroom (corr. coef.=.460** with a p-value of .000); and completion of assignments and projects (corr. coef. =.445** with a p-value of .000).

The result means that pedagogical approaches like integrative approach is highly significant to students' participation. The presented probability values which are less than the set 1% level of significance means that the stated hypothesis is rejected. This means that when the teachers highly practiced integrative approach in teaching MAPEH eventually it will enhance students' participation like student engagement, critical thinking, collaboration, completion of assignments and projects which promotes both cognitive and practical skills.

This implies that the integrative approach in teaching MAPEH promotes a more dynamic and interactive learning environment, leading to greater student participation. When teachers effectively implement this approach, students are more likely to engage in lessons, develop critical thinking and problem-solving skills, collaborate with peers, and complete tasks with a deeper understanding of both theoretical and practical aspects of MAPEH.

The results conform to what Fredricks (2019) found student participation is significantly associated by pedagogical approaches that encourage active participation and hands-on experiences. Similarly, in a study conducted by Garcia and Reyes (2021), students who were taught MAPEH through integrative methods, such as cross-disciplinary projects and experiential learning, showed increased participation and enthusiasm compared to those in traditional lecture-based classes.

Collaborative and Students' Participation

Meanwhile, the collaborative approach in teaching MAPEH had a significant relationship with all the parameters used to measure the students' participation in terms of engagement in activities (corr. coef. =.497** with a p-value of .000); peer collaboration (corr. coef. =.568** with a p-value of .000); classroom (corr. coef. =.514** with a p-value of .000); and completion of assignments and projects (corr. coef. =.536** with a p-value of .000).

The result means that pedagogical approaches like collaborative approach is highly significant to students' participation. The presented probability values which are less than the set 1% level of significance means that the stated hypothesis is rejected. The results indicate that when teachers use a collaborative teaching approach, students tend to participate more actively in learning activities. This means that group work, peer discussions, and cooperative learning strategies effectively engage students.

Several studies highlight the positive correlation between collaborative teaching methods and student participation. Research by Vangrieken et al (2019) suggested that when teachers implement peer-assisted learning, cooperative learning, and student-led discussions, students become more engaged and motivated to participate. Similarly, Hussain et al (2022) found that in MAPEH subjects, students who work in collaborative settings exhibit higher levels of engagement and interaction compared to those in traditional lecture-based classes.

Constructivist and Students' Participation

Moreover, constructivist approach in teaching MAPEH had a significant relationship with all the parameters used to measure the students' participation pertaining to engagement in

activities (corr. coef. =.532** with a p-value of .000); peer collaboration (corr. coef. =.590** with a p-value of .000); classroom (corr. coef. =.505** with a p-value of .000); and completion of assignments and projects (corr. coef. =.536** with a p-value of .000).

The result means that pedagogical approaches like constructivist approach is highly significant to students' participation. The presented probability values which are less than the set 1% level of significance means that the stated hypothesis is rejected. This further means that when teachers use the constructivist approach, students become more engaged and participative.

Based on the findings, the results indicate that constructivist approach is a student-centered teaching method where learners actively construct their own knowledge through hands-on activities, exploration, and critical thinking rather than passively receiving information. Since the results show that the constructivist approach is highly significant, this means that students are more engaged and participative when this method is used.

The findings support to what Casey and Kirk (2021) stated that constructivist approach is highly significant in enhancing student participation in MAPEH by enhancing active learning, collaboration, and critical thinking. Research by Fredricks et al (2019) consistently supported the idea that when teachers implement constructivist strategies, students become more engaged, participative, and motivated in learning MAPEH subjects. Therefore, educators should consider integrating constructivist teaching methods to improve student involvement and overall learning outcomes.

Reflective and Students' Participation

Likewise, reflective approach in teaching MAPEH had a significant relationship with all the parameters used to measure the students' participation such as engagement in activities (corr. coef. =.421** with a p-value of .000); peer collaboration (corr. coef. =.547** with a p-value of .000); classroom (corr. coef.=.572** with a p-value of .000); and completion of assignments and projects (corr. coef. =.587** with a p-value of .000).

The result means that reflective approach is highly significant to students' participation. The presented probability values which are less than the set 1% level of significance means that the stated hypothesis is rejected. This further means that when teachers implement a reflective approach, students are more engaged and participative.

The results imply that reflective approach in teaching MAPEH emphasizes self-assessment, critical thinking, and personal insight, allowing students to evaluate their learning experiences and make meaningful connections to real-world applications. This further

implies that students engage more actively and meaningfully in their learning when reflective strategies are used.

The findings agree to the study of Guthrie and Klauda (2021) found the reflective approach in teaching MAPEH is highly correlated with student participation, as it encourages self-directed learning, critical thinking, and engagement in learning activities. Research by Tomlinson (2022) consistently supported the idea that when teachers implement reflective strategies, students become more involved, motivated, and participative in MAPEH subjects. Therefore, incorporating reflection into teaching methods can significantly improve student learning outcomes and participation levels.

Influence of Pedagogical Approaches on Students' Participation

The fourth research problem focused in finding out the significant influence of pedagogical approaches on students' participation.

Table 4

Summary of the Influence of pedagogical approaches and students' participation

Pedagogical Approaches	**Engagement in Activities**	**Peer Collaboration**	**Classroom Contributions**	**Completion of Assignments and Projects**
	t-value	**t-value**	**t-value**	**t-value**
(Constant)	4.523	2.924	3.715	1.637
Inquiry-based	.832	.645	.459	1.336
Integrative	2.117*	.941	.011	.336
Collaborative	.210	2.429*	1.391	1.586
Constructivist	2.646**	2.389*	1.302	1.264
Reflective	.666	2.244*	3.868**	3.941**
R^2 = 0.405	*R^2 = 0.509*	*R^2 = 0.404*	*R2 = 0.426*
Prob.= 0.000	*Prob. = 0.000*	*Prob.= 0.000*	*Prob.= 0.000*
*F – Value = 17.4113***	*F–Value=26.506***	*F-Value =17.348***	*F-Value =18.963***

Pedagogical Approaches on Engagement Activities

Table 4 reveal the combined effect of the pedagogical approaches significantly **influenced** to students' participation in terms of engagement in activities (F-value = 17.4113**, Probability = 0.000). The stated hypothesis of the study was rejected because the probability value is significantly lesser than 0.050 level of significance.

In fact, 40.50% of the variation of students' participation in terms of engagement in activities was accounted by pedagogical approaches. The remaining 59.50% was accounted by some approaches not involved in the study.

Among the pedagogical approaches in teaching MAPEH involved in the study, constructivist and integrative approaches were found to be the significant predictors on the students' participation. It means that constructivist and integrative approaches contribute to the active engagement in activities of the students in MAPEH.

The findings indicate that the constructivist and integrative approaches play an important role in enhancing students' participation in MAPEH classes. This implies that student-centered, experience-based learning and interdisciplinary connections effectively engage learners, making lessons more meaningful and interactive. Teachers incorporate hands-on activities, collaborative learning, and real-life applications to enhance active participation.

Collaborative and integrative approaches in teaching MAPEH influence students' participation by making learning more engaging, interactive, and meaningful. Collaborative learning allows students to work together, share ideas, and develop social skills, which encourages a supportive classroom environment and increases motivation (Johnson & Johnson, 2019). Integrative teaching connects different subjects and real-life experiences, making lessons more relevant and helping students see the practical applications of what they learn (Drake & Reid, 2020). When teachers incorporate group activities, hands-on learning, and interdisciplinary connections, students become more interested and actively involved in MAPEH classes.

Pedagogical Approaches on Peer Collaboration

It can be gleaned also in Table 4, the combined effect of the instructional practices significantly influenced to students' behavior in terms of peer collaboration (F-value = 26.506**, Probability = 0.000). The stated hypothesis of the study was rejected because the probability value is significantly lesser than 0.050 level of significance.

In fact, 50.90% of the variation of students' participation in terms of peer collaboration was accounted by pedagogical approaches. The remaining 49.10% was accounted by some approaches not involved in the study.

Among the pedagogical approaches in teaching MAPEH involved in the study, collaborative, constructivist, and reflective approaches were found to be the significant predictors on the students' participation. It means that collaborative, constructivist, and reflective approaches contribute to peer collaboration of the students in MAPEH.

This implies that using collaborative, constructivist, and reflective approaches in teaching MAPEH enhances students' participation by enhancing teamwork, active engagement, and deeper learning. These approaches encourage students to interact with their peers, share ideas, and apply their knowledge in meaningful ways.

The results agree to what Kitchenham (2018) stated that collaborative learning promotes teamwork and social interaction, constructivist teaching allows students to build their own understanding through experience, and reflective learning helps them analyze and improve their performance. Together, these methods create an engaging learning environment that motivates students to participate actively in MAPEH activities.

Pedagogical Approaches on Classroom Contribution

Moreover, it displays in Table 4, the combined effect of the pedagogical approaches highly influenced to students' participation pertaining to classroom contributions (F-value =17.348**, Probability = 0.000**). The stated hypothesis of the study was rejected because the probability value is significantly lesser than 0.001 level of significance.

In fact, 40.40% of the variation of students' participation in terms of classroom contribution was accounted by pedagogical approaches. The remaining 59.60% was accounted by some approaches not involved in the study.

Among the pedagogical approaches in teaching MAPEH involved in the study, reflective approach was found to be the best predictor on the students' participation. It means that reflective approach contributes to classroom contribution of the students in MAPEH.

This means that among the pedagogical approaches studied, the reflective approach had the strongest influence on students' participation in MAPEH classes. The reflective approach encourages students to think about their learning experiences, assess their strengths and weaknesses, and make improvements. Further, incorporating reflection-based strategies, such as journaling, self-assessments, and group discussions, can enhance student engagement and involvement in MAPEH.

The finding is supported the statement of Campana (2021) stated that the reflective approach plays a significant role in enhancing students' classroom contributions in MAPEH classes. By encouraging self-assessment and critical thinking, this approach allows students to analyze their performance, recognize areas for improvement, and actively engage in learning activities. However, Jessop (2022), reflective practice helps learners develop a deeper understanding of their experiences, leading to more meaningful participation.

Pedagogical Approaches on Completion of Assignments and Projects

In addition, it shows in Table 4, the combined effect of the pedagogical approaches highly influenced to students' participation in terms of completion of assignments and projects (F-value =18.963**, Probability = 0.000**). The stated hypothesis of the study was rejected because the probability value is significantly lesser than 0.001 level of significance.

In fact, 42.60% of the variation of students' participation in terms of completion of assignments and projects was accounted by pedagogical approaches. The remaining 57.40% was accounted by some approaches not involved in the study.

Among the pedagogical approaches in teaching MAPEH involved in the study, reflective approach was found to be the best predictor on the students' participation. It means that reflective approach influences to completion of assignments and projects of the students in MAPEH.

This implies that the reflective approach strongly influences students' ability to complete assignments and projects in MAPEH classes. When students engage in reflection, they assess their learning progress, identify areas for improvement, and take responsibility for their work. This approach encourages self-directed learning, helping students stay motivated and committed to finishing tasks effectively.

The results agree to Kozma and Anderson (2020) found that reflective approach significantly influences students' completion of assignments and projects in MAPEH by encouraging self-assessment and responsibility for learning. Reflection allows students to analyze their progress, identify areas for improvement, and make necessary adjustments, leading to better task completion.

Teacher Factors Significantly Intervene Students' Participation

The fifth research problem focused in finding out which teacher factors significantly intervene students' participation in MAPEH as affected by pedagogical approaches.

Table 6 depicts the teacher factors significantly intervene students' participation. It reveals that the mediation estimates shown in the above table reported that teacher factors did not significantly intervene students' participation (Z=0.216; p=0.829) in MAPEH as affected by pedagogical approaches. While Pedagogical Approach has significant direct effect on students' participation (Z=2.554; p=0.011).

This implies that the pedagogical approach used by teachers plays an important role in directly influencing students' participation in class. When teachers implement effective

teaching strategies such as collaborative, constructivist, and reflective approaches, students are more likely to engage actively in discussions, activities, and learning tasks.

Lee (2022) cited that a well-structured pedagogical approach encourages a supportive and interactive learning environment, motivating students to participate, express their ideas, and take an active role in their education. This emphasizes the importance of selecting appropriate teaching methods to enhance student involvement and overall learning experiences.

Table 6: ***Teacher factors significantly intervene students' participation in MAPEH as affected by pedagogical approaches***

Effect	Estimate	SE	Z	p
Teacher Factors	0.00225	0.0104	0.216	0.829
Pedagogical Approach	0.21965	0.0860	2.554*	0.011
Total	0.22191	0.0866	2.563*	0.010

**Significant at 5%*

Themes and Core Ideas on teachers' challenges in teaching MAPEH

Table 6 presents themes and core ideas on teachers' challenges in teaching MAPEH. There are four themes that emerge out from the nuanced responses of the participants.

Table 6: ***Themes on Teachers'Cchallenges in Teaching MAPEH***

Themes	Core Ideas
Structural and Resource-Related Constraints	Insufficiency of musical instruments, sports facilities, and instructional materials. Safety-related material shortages.
Pedagogical and Professional Capacity Limitations	Limited teacher training and subject expertise. Non-specialization in MAPEH components. Difficulty in transferring practical skills.
Curriculum, Time, and Instructional Delivery Pressures	Time constraints and curriculum overload. Fragmented scheduling of MAPEH components. Challenges in coordinating and integrating four components
Learner Engagement and Diversity Challenges	Varied interests and abilities. Low motivation and participation. Influence of technology and media on learners.

***Structural and Resource-Related Constraints*.** The systemic barriers that hinder effective teaching and learning in MAPEH, particularly in the music component, align with this theme. These constraints often manifest as inadequate facilities, insufficient instructional materials, and limited access to specialized teacher training. When schools lack the necessary infrastructure and resources, teachers struggle to deliver quality instruction, and students' participation is compromised.

The lack of sufficient musical instruments and limited instructional materials has posed significant challenges. These resource gaps hinder students' ability to refine their musical skills, underscoring how inadequate equipment and materials directly affect instructional effectiveness and learner development.

I encountered difficulties due to insufficient musical instruments and limited resources for instructional materials, students face challenges in refining musical abilities due to inadequate resources and equipment. (IDI1 Q1.1 L 1-10)

In addition, the lack of musical instruments, audio equipment, and basic teaching materials such as songbooks significantly limits instructional delivery. Moreover, since not all MAPEH teachers specialize in music, some feel less confident teaching musical concepts, resulting in lessons that often emphasize theory rather than practical skill development.

Lack of musical instruments and audio equipment. Basic teaching materials like songbooks and also not all MAPEH teachers specialize in music, some may feel less confident teaching musical concepts and the lesson may focus on the theory. (IDI2 Q1 L 53-62)

Moreover, recent studies emphasize that resource constraints are among the most pressing challenges in teaching MAPEH. Ronquillo (2021) noted that many schools in the Philippines lack access to essential tools such as musical instruments, art supplies, and sports equipment, which restricts students' opportunities to learn and practice skills effectively. Similarly, Ariola, Abao, and Bautista (2022) highlighted that teacher preparedness is often compromised due to insufficient training and professional development, resulting in subpar instructional delivery.

Loranas, Serviñas, and Eslabon (2023) further observed that the difficulties in implementing MAPEH programs during the new normal were exacerbated by limited support systems and inadequate learning resources, making curriculum delivery inconsistent and less impactful.

Collectively, these findings reinforce the theme that structural and resource-related constraints significantly hinder student participation and engagement in MAPEH.

Pedagogical and Professional Capacity Limitations. This underscores the challenges teachers face when their training, specialization, and professional development do not adequately prepare them for teaching music within MAPEH. Unlike other subjects, music requires specialized knowledge and skills in theory, performance, and pedagogy. When teachers are not music majors or lack sufficient preparation, they often struggle to deliver lessons effectively, resulting in diminished student engagement and limited mastery of concepts. This theme aligns with the global challenge of teaching music in MAPEH, where resource limitations and teacher preparedness intersect, creating barriers to meaningful student participation.

Teachers who are not music graduates often struggle with both basic and advanced topics in the subject. This limited expertise can result in minimal preparation time and reduced instructional depth, leading to constrained student learning outcomes.

“If a teacher is not a MUSIC teacher graduate basics and higher topics about music is a struggle. It could be that a teacher will 24 hour ahead of the student. It will result to least learning.” (IDI6 Q1 L 34-40)

Further, teachers who are not MAPEH majors often face difficulties in handling music lessons due to limited training and lack of access to appropriate resources. Consequently, learners also struggle with hands-on drills, as the teachers’ limited preparation and confidence restrict opportunities for practical skill development.

“Some of the teachers are not a MAPEH major teachers they find difficulties in handling music lesson because of lack of access and limited resources, for the learners they also have difficulties in hands on drills due to teachers lack training.” (IDI18 Q1 L 130-141)

In view with Ronquillo (2021), many MAPEH teachers are generalists who lack specialized training in music, leading to difficulties in teaching complex concepts and skills. Ariola, Abao, and Bautista (2022) further observed that teachers’ motivation and performance are significantly affected by their limited professional development opportunities, which in turn impacts student participation. In a study by Loranas, Serviñas, and Eslabon (2023), the implementation of MAPEH programs during the new normal revealed that teachers struggled

with music instruction due to insufficient training and lack of confidence in handling practical drills. These findings highlight that pedagogical and professional capacity limitations are not merely individual shortcomings but systemic issues that require institutional support, continuous training, and curriculum alignment to ensure effective teaching and learning in MAPEH.

Curriculum, Time, and Instructional Delivery Pressures. This focuses on the challenges teachers encounter in balancing the demands of the MAPEH curriculum with limited instructional time and resources. Music, as a specialized component, often requires extended practice, access to instruments, and differentiated strategies to cater to varied student skill levels. However, when time allocation is insufficient and instructional delivery is constrained, teachers struggle to provide meaningful learning experiences. This theme aligns with the global challenge of teaching music in MAPEH, where resource limitations and teacher preparedness intersect with curriculum demands, ultimately affecting student participation and engagement.

The limited time allocation for Physical Education (PE) emerges as a significant constraint. Compared to other MAPEH components, PE often receives less instructional time, restricting the depth and variety of activities that can be meaningfully implemented.

“Limited time allocation for the component (PE). PE often gets less time compared to other MAPEH components, limiting the depth and variety of activities.” (P7)

Consequently, teachers encounter significant challenges in integrating music into the MAPEH curriculum due to limited instructional time, restricted access to instruments, and diverse student skill levels. These constraints often result in unequal participation, reduced engagement, and hindered musical development, thereby affecting the overall quality of the learning experience.

“Teachers often face difficulties in integrating music into the MAPEH curriculum due to limited access to musical instruments, time constraints and varied student skill levels. These challenges can lead to unequal participation, reduced engagement and hindered musical development, impacting the overall learning experience.” (P2)

In surge of recent studies that curriculum overload and time constraints are recurring challenges in MAPEH instruction. For Ronquillo (2021), teachers often struggle to balance

the four components of MAPEH due to insufficient time allocation, resulting in superficial coverage of music lessons. Ariola, Abao, and Bautista (2022) emphasized that instructional delivery is further complicated by varied student skill levels and limited resources, which hinder teachers from implementing differentiated strategies. Loranas, Serviñas, and Eslabon (2023) observed that during the new normal, teachers faced heightened pressures in curriculum implementation, as reduced contact hours and limited access to facilities restricted the depth of instruction. These findings collectively affirm that curriculum, time, and instructional delivery pressures are systemic issues that require structural adjustments, resource support, and professional development to enhance student participation in MAPEH.

Learner Engagement and Diversity Challenges. This emphasizes the difficulties teachers face in motivating students and addressing diverse learning needs within MAPEH, particularly in music instruction. Student engagement is influenced by multiple factors, including access to resources, teacher preparedness, and external distractions such as media and technology. When learners are more drawn to digital entertainment than physical or artistic activities, participation in MAPEH becomes uneven, and teachers struggle to sustain interest and inclusivity.

Students' participation in physical activities is increasingly influenced by media exposure. As a result, many learners show reduced involvement in traditional physical exercises, preferring e-games and social media platforms, which diminishes engagement in school-based physical education.

"Students participation due to Media influenced. Students may perform less in physical activity rather than e-games and other social media flatforms." (P14)

Conversely, teachers often struggle to address the diverse interests of students, particularly when paired with a lack of instructional materials for music lessons. This combination of varied learner preferences and resource limitations reduces opportunities for meaningful engagement, resulting in less learning being acquired by students.

"Students diversity, teacher may find hard in dealing students with different interest partnered with lack of materials to be use in music lesson equals to less learning acquired by the students." (P24).

Recent studies confirm that learner engagement and diversity challenges are critical issues in MAPEH instruction. According to Ronquillo (2021), students' varying interests and exposure to digital platforms often compete with traditional classroom activities, leading to reduced participation in music and physical education. Ariola, Abao, and Bautista (2022) observed that teachers face difficulties in motivating learners with diverse skill levels, especially when instructional resources are limited, resulting in unequal participation and hindered development.

Further, Loranas et al. (2023) further noted that during the new normal, student engagement was significantly affected by external distractions and limited opportunities for hands-on practice, making it difficult for teachers to sustain active involvement in MAPEH. Collectively, these findings highlight that learner engagement and diversity challenges are systemic concerns requiring innovative strategies, resource support, and inclusive pedagogical approaches to enhance student participation.

Themes and Core Ideas on teachers' coping mechanisms to address the challenges encountered

Table 7 presents themes and core ideas on teachers' coping mechanisms to address the challenges encountered. There are four themes that emerge out from the nuanced responses of the participants.

Table 8: ***Themes and Core Ideas on Teachers' Coping Mechanism to Address the Challenges Encountered.***

Organizing Themes	**Basic Themes**
Reflective, Flexible, and Adaptive Teaching Practices	Reflective teaching. Data-driven decision making. Flexible lesson planning. Differentiated instruction.
Resourcefulness and Innovation Amid Resource Constraints	Use of recycled/localized materials. Teacher-initiated provision of materials. Low-cost and shared resources.
Learner-Centered and Engagement-Driven Strategies	Game-based and collaborative activities. Inclusive and interest-based instruction. Motivation and participation strategies.
Professional, Emotional, and Collaborative Support Systems	LAC and peer mentoring. Professional development. Emotional, ethical, and guidance support. Community and stakeholder involvement.

***Reflective, Flexible, and Adaptive Teaching Practices*.** Teaching in the field of Music, Arts, Physical Education, and Health (MAPEH) requires educators to constantly navigate diverse challenges such as limited facilities, varying student interests, and curriculum demands. The importance of teachers' ability to critically examine their own methods, adjust strategies based on student needs, and creatively adapt to contextual limitations. Reflection allows teachers to identify gaps in instruction, flexibility ensures responsiveness to unexpected classroom realities, and adaptability empowers them to sustain student engagement despite constraints.

Effective teaching is not a static process but a dynamic practice that thrives on reflection, responsiveness, and adaptability. By continually examining instructional choices, engaging with student feedback, and analyzing assessment data, teachers cultivate the flexibility needed to adjust strategies and resources in ways that address diverse learning needs and overcome classroom challenges.

Through regular reflection, students feedback and assessment data, then employ strategies such as differentiated instruction, collaborative planning and adaptive resource use to address specific obstacles. (P1)

Teaching that truly empowers learners requires a mindset of reflection and adaptability, where educators remain open to innovation and flexible in their methods. By embracing creativity and exploring diverse strategies, teachers can adjust to limitations in facilities or resources while still ensuring that students actively engage in meaningful application of skills.

"As a teacher you must be innovative. You must be flexible. You have to think other ways to teach the skills if the facilities are not available. You must be creative and use variety of strategies in teaching and let the students explore through application." (P8)

Recent studies affirm the significance of reflective and adaptive practices in coping with MAPEH teaching challenges. Gumban et al. (2024) found that MAPEH teachers in Cadiz City demonstrated a very high level of adaptability across cognitive, behavioral, and emotional dimensions, enabling them to sustain effective instruction despite resource limitations . Similarly, Basalan et al. (2024) emphasized that non-specialized MAPEH teachers in Davao del Sur relied on coping mechanisms such as collaborative planning,

improvisation of materials, and differentiated instruction to manage stress and improve performance . These findings resonate with broader educational research that underscores reflective practice as a cornerstone of professional growth, allowing teachers to critically analyze their teaching experiences and refine strategies to meet diverse learner needs. By integrating flexibility and adaptability into their pedagogy, teachers not only overcome systemic challenges but also foster inclusive participation, creativity, and resilience among students in MAPEH.

Resourcefulness and Innovation Amid Resource Constraints. In the teaching of Music, Arts, Physical Education, and Health (MAPEH), educators often face significant challenges such as inadequate facilities, limited instructional materials, and budgetary restrictions. Teachers cope with these realities by creatively repurposing available resources, innovating instructional strategies, and integrating technology to sustain student engagement. Resourcefulness allows teachers to maximize what is at hand, while innovation ensures that learning remains dynamic and relevant despite limitations.

In contexts where resources are limited, effective teaching thrives on creativity and innovation. By repurposing everyday objects, designing low-cost instructional materials, and integrating accessible digital tools, teachers demonstrate resourcefulness that ensures learning remains engaging and meaningful despite constraints.

"Teachers often use creative, low-cost materials, innovative, repurpose everyday objects for projects and integrate digital tools." (P1)

When faced with limited resources, teachers often demonstrate ingenuity by transforming simple or recycled materials into effective learning tools. Through creative innovation—such as labeling or modifying items to make them appear more authentic—educators ensure that instructional materials remain practical, realistic, and engaging for students despite constraints.

"I usually used recycled materials or simply innovate materials that will serves as a sample. I just print label on it so that it may look more realistic and truer." (P17)

Recent studies emphasize that resourcefulness and innovation are critical coping mechanisms for teachers working under constraints. Basalan et al. (2024) revealed that non-specialized MAPEH teachers in Davao del Sur relied heavily on improvisation, recycling, and innovative

use of materials to sustain effective instruction despite limited resources. Similarly, Gumban et al. (2024) found that adaptability among MAPEH teachers was strongly linked to their ability to creatively repurpose everyday objects and integrate digital tools, ensuring that students remained engaged even in resource-challenged environments. Broader educational research also supports this view: teachers who employ innovative strategies such as differentiated instruction, collaborative resource-sharing, and digital integration demonstrate higher resilience and effectiveness in promoting student participation (Flores, 2019; Kim & Asbury, 2020). These findings affirm that resourcefulness and innovation are not merely survival tactics but essential pedagogical approaches that transform challenges into opportunities for meaningful learning in MAPEH.

Learner-Centered and Engagement-Driven Strategies. In the teaching of Music, Arts, Physical Education, and Health (MAPEH), student participation is often challenged by diverse interests, varying skill levels, and limited resources. the importance of placing students at the core of instruction, ensuring that activities are designed to foster active involvement, collaboration, and enjoyment. By prioritizing engagement, teachers can transform challenges into opportunities for meaningful learning experiences.

A truly learner-centered classroom places student engagement at the heart of instruction, where teaching strategies are designed to spark curiosity, sustain motivation, and foster active participation. By integrating gamified activities, diversifying lesson plans, leveraging technology, and cultivating an inclusive environment, educators create dynamic learning experiences that respond to students' varied interests and needs.

"Teachers should maintain students' engagement by incorporating gamified activities, varied lesson plans, technology integration and fostering a supportive, inclusive environment that caters to diverse interests and fitness levels." (P1)

Engagement-driven teaching emphasizes collaboration and shared responsibility for learning, where students actively participate in building knowledge together. By prioritizing teamwork over competition and designing cooperative games and activities, educators foster a supportive environment that strengthens peer relationships, encourages inclusivity, and deepens student involvement in the learning process.

"Collaborative and team-based activities, designing cooperative games and teamwork rather than competition." (P10)

Recent scholarship underscores the effectiveness of learner-centered and engagement-driven strategies in coping with instructional challenges. For instance, Gumban et al. (2024) found that MAPEH teachers who employed cooperative learning and gamified activities reported higher levels of student participation and adaptability in resource-limited contexts. Basalan et al. (2024) similarly highlighted that non-specialized MAPEH teachers relied on collaborative planning and inclusive strategies to sustain engagement despite constraints. Broader educational research supports these findings: Fredricks et al. (2019) emphasized that student engagement is multidimensional—behavioral, emotional, and cognitive—and is best fostered through learner-centered approaches that integrate varied instructional methods. Likewise, Bond (2020) noted that technology-enhanced and gamified learning environments significantly improve participation and motivation, especially when teachers face systemic challenges. Collectively, these studies affirm that learner-centered and engagement-driven strategies are vital coping mechanisms, enabling teachers to enhance participation and resilience in MAPEH classrooms.

Professional, Emotional, and Collaborative Support Systems. Teaching MAPEH (Music, Arts, Physical Education, and Health) often places educators in complex situations where they must balance instructional demands, sensitive subject matter, and limited resources. The importance of teachers relying on networks of colleagues, administrators, and external partners to cope with challenges. Professional support ensures access to shared strategies and resources, emotional support fosters resilience and well-being, and collaborative systems provide opportunities for collective problem-solving.

Sustainable teacher growth and resilience are nurtured through strong professional and emotional support systems. By engaging in regular departmental meetings, learning action cell (LAC) sessions, online forums, and professional learning communities, educators create collaborative spaces that encourage the exchange of strategies, resources, and coping mechanisms—fostering both professional development and collective well-being.

"Regular departmental meetings, LAC sessions (learning action cell), online forums and professional learning communities. Enable them to share strategies, resources and coping

mechanism, fostering resilience and enhancing their professional growth through natural support and knowledge exchange." (P1)

Supporting students in sensitive subject areas requires teachers to draw on professional networks and collaborative partnerships that provide both expertise and emotional guidance. By involving school guidance counselors and local health units, educators strengthen the learning environment, ensuring that complex topics—such as mental health—are addressed with accuracy, sensitivity, and care.

"In teaching MAPEH specially in health which has topic that is so sensitive, I invited school guidance counselor and the local RHU to deepen the understanding of students specially in mental health issues." (P3)

Recent studies highlight the critical role of professional and collaborative support systems in helping teachers cope with instructional challenges. Basalan et al. (2024) reported that non-specialized MAPEH teachers in Davao del Sur relied on peer collaboration, mentoring, and departmental meetings to manage stress and improve teaching effectiveness. Gumban et al. (2024) similarly found that adaptability among MAPEH teachers was enhanced when they engaged in professional learning communities and collaborative planning, which provided both emotional reassurance and practical strategies. Broader educational research affirms these findings: Nguyen et al. (2020) emphasized that collaborative professional development fosters teacher resilience and innovation, while Kim and Asbury (2020) noted that emotional support from colleagues and institutions was vital during periods of heightened stress, such as the COVID-19 pandemic. Collectively, these studies demonstrate that professional, emotional, and collaborative support systems are indispensable coping mechanisms, enabling teachers to sustain engagement, address sensitive topics, and enhance student participation in MAPEH.

An Intervention Plan in Enhancing Music Education in MAPEH

The teaching of Music in MAPEH (Music, Arts, Physical Education, and Health) plays a vital role in developing students' creativity, cultural awareness, and holistic growth. However, many schools face significant challenges in effectively delivering music education due to limited resources, insufficient equipment, and varying levels of teacher preparedness. These limitations often result in reduced student engagement and hinder the effective implementation of the music curriculum.

This intervention plan seeks to address these challenges by identifying and prioritizing key issues affecting music instruction in MAPEH. It aims to develop practical and strategic solutions that enhance teacher capacity, maximize available resources, and promote innovative teaching approaches. Ultimately, the plan aspires to improve curriculum delivery, boost student participation, and ensure a more enriching and accessible music education experience for all learners.

Objectives

1. To identify and prioritize the challenges affecting the teaching of music in MAPEH.
2. To develop strategic interventions that address resource limitations and teacher preparedness.
3. To enhance student engagement and participation through innovative teaching methods.
4. To improve curriculum delivery and instructional effectiveness in music education.

Table 9: Intervention Plan in Enhancing Music Education in MAPEH.

CHALLENGES	INTERVENTION STRATEGIES	MONITORING & EVALUATION				EXPECTED OUTCOME
		ACTIVITY	TIME LINE	RESPONSIBLE	SUCCESS INDICATORS	
Resource and Equipment Shortages	Conduct a needs assessment survey among MAPEH teachers. Rank the challenges based on severity and frequency. Focus on high-impact areas (e.g., lack of musical instruments, outdated materials).	Needs Assessment	Month of May (Before the start of the School Year)	MAPEH Coordinator	Completion of survey and challenge prioritization	Increased teacher confidence and effectiveness in delivering music lessons.
Teacher Expertise and Preparedness	Develop a school-level Music Resource Development Plan. Adapt the curriculum to fit available resources (e.g., use body percussion, vocal exercises, or found instruments). Align lesson plans with achievable objectives under current limitations.	Resource Development Plan	Month of May - June	School Administrators and Teachers	Availability of alternative teaching tools	Enhanced student participation, creativity, and musical appreciation.

Student Engagement and Participation	Utilize technology: Leverage free music education apps, YouTube tutorials, and online instrument simulators. Use alternative resources: Create instruments from recyclable materials (DIY maracas, drums). Integrated learning: Combine music with arts or PE activities to optimize time and resources. Project-based learning: Encourage students to compose songs, create rhythmic patterns, or perform group presentations.	Implementation of Teaching Strategies	Month of July to March	MAPEH Teachers	Increase in student engagement and output	Better utilization of available resources and alternative teaching tools.
Curriculum and Instructional Constraints	Partner with local musicians or music institutions for workshops or mentoring. Establish Professional Learning Communities (PLCs) focused on MAPEH. Attend webinars, online courses, and training for skill-building in music pedagogy. Share best practices and resources among teachers in school clusters or districts.	Training and Workshops	Every Quarter	DepEd and other Partnered Agencies	Number of trainings attended; teacher feedback	Stronger collaboration and continuous professional growth among MAPEH educators.

The proposed intervention plan for enhancing music education in MAPEH was presented to MAPEH teachers and school administrators for review and evaluation prior to its implementation. The evaluation aimed to gather professional insights, assess feasibility, and determine the plan's potential effectiveness in addressing identified challenges.

The evaluation was done through a checklist and the results were summarized in Table10; meanwhile, results were also triangulated through interviews. Mean scores from the consolidated survey results were used to present the findings of the evaluation as shown in the table.

As shown in Table 10, the proposed intervention plan was evaluated by MAPEH teachers using a Likert-scale survey to determine its acceptability, relevance, and feasibility prior to implementation.

The results of the evaluation indicate that the proposed intervention plan is highly acceptable across all criteria, reflecting strong support from MAPEH teachers. In terms of clarity of objectives (M = 4.60), teachers affirmed that the goals of the plan are clearly stated, specific, and aligned with the needs of music education, making them easy to understand and follow. This is supported by qualitative responses such as,

“The objectives are clear and easy to apply in actual teaching” (Teacher 1)

“It provides a clear direction for our music lessons” (Teacher 3).

The criterion on relevance to identified challenges (M = 4.70) received the highest rating, suggesting that the intervention effectively addresses the actual difficulties teachers encounter, such as limited resources and insufficient training.

This is further supported by statements like,

“The plan directly addresses our lack of musical instruments” (Teacher 5)

“These strategies respond to the real problems we face in class” (Teacher 2).

Moreover, the feasibility of strategies (M = 4.45) was also rated highly, indicating that teachers find the proposed interventions practical and achievable within their existing school context. This is reinforced by comments such as,

“The activities are doable even without complete materials” (Teacher 4)

“We can adapt these strategies using available resources” (Teacher 7).

The appropriateness of activities (M = 4.50) shows that the suggested learning tasks are suitable for students' abilities and aligned with instructional goals. Teachers noted that,

"Students will enjoy these interactive activities" (Teacher 7)

"The activities are appropriate for learners' level and interest" (Teacher 8)

Meanwhile, the timeline and implementation plan (M = 4.40), although slightly lower than the other criteria, still falls within the highly acceptable range. Some teachers expressed indicating minor concerns regarding scheduling flexibility.

"The timeline is realistic, but adjustments may be needed during busy periods" (Teacher 2),

In addition, resource utilization (M = 4.55) was positively evaluated, reflecting teachers' appreciation for the use of alternative and improvised materials, as well as digital tools, to address the lack of musical instruments.

This is supported by responses such as,

"Improvised instruments are very helpful given our limited resources" (Teacher 9)

"Technology-based tools will make lessons more engaging" (Teacher 1).

The potential to improve student engagement (M = 4.65) was also rated highly, with teachers expressing that,
"Students will become more active and interested in music" (Teacher 3)
"These strategies will enhance creativity and participation" (Teacher 6).

Overall, the intervention plan obtained a mean rating of 4.61, interpreted as highly acceptable, which confirms that teachers are supportive of its implementation. As one teacher emphasized,

"This plan is practical and beneficial—we are willing to implement it" (Teacher 10).

These qualitative responses substantiate the quantitative findings, demonstrating consistency and strengthening the validity of the evaluation results.

Table 10: ***Evaluation Results of the Intervention Plan.***

Criteria	Mean Rating	Descriptive Rating
Clarity of Objectives	4.60	Highly Acceptable
Relevance to Identified Challenges	4.70	Highly Acceptable
Feasibility of Strategies	4.45	Highly Acceptable
Appropriateness of Activities	4.50	Highly Acceptable
Timeline and Implementation Plan	4.40	Highly Acceptable
Resource Utilization	4.55	Highly Acceptable
Potential to Improve Student Engagement	4.65	Highly Acceptable
Overall Acceptability	4.61	Highly Acceptable

Legend:

4.50 – 5.00: Highly Acceptable

3.50 – 4.49: Acceptable

2.50 – 3.49: Moderately Acceptable

1.50 – 2.49: Less Acceptable

1.00 – 1.49: Not Acceptable

Responses of the interviews were thematically analyzed and these themes emerged:

***Clarity and Direction of Objectives*.** One of the most prominent themes that emerged from the responses is the clarity and direction provided by the objectives of the intervention plan. Teachers consistently emphasized that clearly defined goals help guide their instructional practices and give them a better sense of purpose in delivering music lessons. For instance, one teacher about the simplicity and accessibility of the plan.

“the objectives are clear and easy to follow” (Teacher 1)

Similarly, another teacher mentioned about the role of the objectives in structuring lesson delivery.

“it gives us a clear direction on what to teach in music” (Teacher 3).

In addition, a respondent noted that

“the goals are specific and aligned with our lessons” (Teacher 5),

“it helps us understand what outcomes are expected from students” (Teacher 7)

These responses are emphasizing how the objectives support assessment and learning outcomes. Taken together, these responses suggest that the clarity of the intervention plan promotes confidence among teachers and enhances their ability to implement lessons in an organized and goal-oriented manner.

Relevance to Classroom Challenges. Another significant theme that emerged is the strong relevance of the intervention plan to actual classroom challenges. Teachers recognized that the plan directly addresses the realities they face, particularly in resource-limited settings. One teacher clearly identified one of the most pressing concerns in music education.

"The plan addresses our lack of instruments" (Teacher 2)

"It focuses on the actual problems we encounter in teaching music" (Teacher 4),

This is reinforcing the idea that the plan is grounded in real teaching experiences indicating that the intervention is context-sensitive and adaptable and highlighting the practicality of the plan.

"These strategies are very applicable in our situation" (Teacher 6)

"It responds to the limitations we face in school" (Teacher 8)

These responses demonstrate that the intervention is not merely theoretical but is designed with a clear understanding of teachers' needs, thereby increasing its acceptability and potential effectiveness.

Practicality and Feasibility of Strategies. Another important theme that emerged is the practicality and feasibility of the proposed strategies. Teachers emphasized that the intervention can be implemented even with limited resources. One teacher described the adaptability of the plan by stating,

"The activities are doable even without complete materials" (Teacher 1)

Another teacher highlighted ease of application by sharing,

"We can easily adapt these strategies in our classes" (Teacher 5)

These responses indicate that the intervention is realistic and suited to the current school context, allowing teachers to implement it without major constraints. This practicality is further supported by the responses,

“The plan is realistic for our school setting” (Teacher 7)

“Even with limited instruments, we can still teach effectively” (Teacher 9)

These insights show that the intervention promotes flexible and achievable teaching approaches, making it highly feasible in diverse classroom settings.

Engagement and Learner-Centered Activities. Teachers also highlighted the potential of the intervention to enhance student engagement through interactive and learner-centered approaches. One teacher emphasized student interest by stating,

“Students will enjoy these activities” (Teacher 3)

Another teacher pointed out increased participation by sharing,

“The strategies will make learners more active” (Teacher 6)

These responses suggest that the intervention encourages active involvement and meaningful learning experiences. This is further supported by the statements,

“It promotes creativity among students” (Teacher 8)

“Group activities will increase participation” (Teacher 10)

These responses indicate that the plan fosters creativity, collaboration, and engagement, which are essential elements in effective music education.

Effective Use of Available Resources. Another theme that emerged is the effective utilization of available and alternative resources. Teachers appreciated the strategies that maximize limited materials while maintaining quality instruction. One teacher highlighted innovation by stating,

“Improvised instruments are very useful” (Teacher 2)

Another teacher emphasized practicality by sharing,

“Using recycled materials is practical for us” (Teacher 4)

These responses reflect teachers’ recognition of resourcefulness as a key component of the intervention. This is further supported by the responses,

“Technology will help make lessons more interactive” (Teacher 7)

“We can teach music even without complete equipment” (Teacher 9)

These insights demonstrate that the intervention encourages creativity and adaptability in resource use, making music education more accessible despite limitations.

Need for Flexibility in Implementation. While the intervention plan was generally well-received, some teachers pointed out the need for flexibility in its implementation. One teacher noted possible scheduling concerns by stating,

“The timeline is good but may need adjustment during busy months” (Teacher 1)

Another teacher emphasized the need to consider school activities by sharing,

“We need flexibility depending on school activities” (Teacher 5)

These responses suggest that while the plan is structured, it must remain adaptable to real school conditions. This is further supported by the statements,

“Implementation may vary based on class schedule” (Teacher 6)

“Some activities may need to be modified depending on available time” (Teacher 8)

These insights highlight the importance of flexibility to ensure smooth and sustainable implementation.

Readiness and Willingness to Implement. Lastly, teachers expressed readiness and willingness to implement the intervention plan. One teacher showed commitment by stating,
“We are willing to apply this in our classes” (Teacher 3)

Another teacher emphasized its usefulness by sharing,

“The plan is helpful and practical” (Teacher 6)

These responses indicate a positive attitude toward the intervention. This is further supported by the statements,

“It will improve our teaching of music” (Teacher 9)

“We are motivated to use these strategies” (Teacher 10)

These responses demonstrate strong teacher support and readiness, which are essential for the successful implementation and sustainability of the intervention plan.

Figure 2: ***Education, Information, and Communication (EIC) on Challenges of Teachers in Teaching Music in MAPEH.***

Figure 3: ***Education, Information, and Communication (EIC) on Teachers' Coping Mechanisms of the Challenges Encounteres.***

Policy on Enhancing Music Education in MAPEH through Strategic Response to Resource and Teacher Preparedness Challenges

Rationale

Music education is a vital component of the MAPEH (Music, Arts, Physical Education, and Health) curriculum. It fosters creativity, emotional expression, cultural awareness, and social skills, contributing significantly to the holistic development of learners.

However, several key challenges hinder the effective teaching of music within schools, including:

- Inadequate resources and musical equipment
- Limited teacher expertise and preparedness in music
- Low levels of student engagement and participation
- Curriculum constraints that do not fully support innovative music instruction

To address these issues, this policy outlines a structured, adaptive, and strategic response to ensure inclusive, accessible, and high-quality music education for all students.

Objectives

This policy aims to:

1. Address resource and equipment shortages affecting music instruction in MAPEH;
2. Enhance teacher preparedness, competence, and confidence in delivering music education;
3. Improve student engagement and participation in music-related learning experiences;
4. Align curriculum and instructional approaches with available school resources and student needs; and
5. Promote the use of innovative, creative, and collaborative teaching practices among MAPEH educators.

Policy Statements

1. Identification and Prioritization of Challenges

a) Conduct regular assessments to identify existing gaps in music instruction related to materials, equipment, teacher expertise, and student engagement.

b) Prioritize interventions based on the severity and impact of identified challenges on learning outcomes.

2. Resource Allocation and Optimization

a) Allocate specific budget provisions for the procurement of essential music instruments, audiovisual materials, and teaching aids.

b) Encourage the use of improvised, low-cost, or digital resources to supplement the lack of traditional equipment.

3. Teacher Expertise and Preparedness

a) Implement capacity-building programs such as in-service trainings, workshops, and certification courses in music education.

b) Partner with higher education institutions and music professionals for mentoring and skills development.

4. Curriculum and Instructional Adaptation

a) Adapt the music curriculum to be flexible and context-responsive, allowing for the integration of local musical traditions and available resources.

b) Develop instructional modules that can be effectively delivered even with minimal equipment.

5. Innovative and Creative Teaching Practices

a) Encourage teachers to employ interactive, student-centered approaches such as performance-based assessments, project-based learning, and digital music production tools.

b) Support the creation and sharing of original compositions and music-based projects.

6. Collaboration and Professional Development

a) Foster a culture of collaboration through professional learning communities (PLCs), peer mentoring, and knowledge sharing.

b) Establish linkages with local artists, musicians, and cultural organizations to enrich the music learning experience.

Implementation Mechanism

Responsible Units: School heads, MAPEH coordinators, division music supervisors, and curriculum planners.

Timeline: Phased implementation over 3 academic years, with annual monitoring and evaluation.

Monitoring and Evaluation: Regular performance reviews based on teacher feedback, student outcomes, and resource improvements.

CONCLUSION

MAPEH teachers highly practiced reflective, constructivist, integrative, and collaborative approaches in their teaching, demonstrating a strong commitment to engaging and effective pedagogy. However, the inquiry-based approach was practiced to a lesser extent, indicating an area for potential enhancement.

Students highly participated in engagement activities, peer collaboration, and classroom contributions, indicating a high level of involvement in the learning process. However, their participation in completing assignments and projects was comparatively lower, emphasizing a potential area for improvement.

Meanwhile, pedagogical approaches and students' participation were highly related. On the one hand, pedagogical approaches were significantly influence on students' participation. On the other hand, the pedagogical approach has a significant direct effect on students' participation.

Recommendations

Based on the conclusions of the study, several recommendations were formulated to strengthen the teaching of MAPEH and enhance student participation. For school administrators, it is advised that they provide professional development programs that will improve teachers' skills in implementing inquiry-based approaches. They should also support initiatives that promote student accountability in completing assignments and projects, ensuring that institutional policies and resources align with the goal of fostering active student engagement.

Teachers are encouraged to continue utilizing reflective, constructivist, integrative, and collaborative approaches while integrating more inquiry-based strategies to enrich student learning. By designing engaging and structured follow-up activities, teachers can encourage students to take greater responsibility for their academic tasks. This balanced use of pedagogical approaches will not only diversify instructional methods but also create a more interactive and student-centered learning environment in MAPEH.

Students, on their part, are recommended to maintain active participation in class activities, peer collaboration, and classroom contributions. They should also develop better time management and study habits to ensure consistency in completing assignments and projects.

By cultivating these skills, students can maximize the benefits of the pedagogical approaches employed by their teachers and contribute to a more dynamic classroom atmosphere.

Future researchers are encouraged to further explore the impact of inquiry-based teaching in MAPEH and investigate additional strategies that can enhance student participation, particularly in completing academic tasks. A research gap remains in understanding how and why pedagogical approaches specifically influence different dimensions of participation across diverse learners. Contextual factors such as learning styles, socio-cultural backgrounds, and classroom environments need to be examined to optimize the application of these approaches for enhanced student engagement.

Finally, the study presented a modified framework illustrating the significant and positive correlation between pedagogical approaches and student engagement. Inquiry-based, integrative, collaborative, constructivist, and reflective strategies were all found to strongly influence participation in activities, peer collaboration, classroom contributions, and completion of assignments and projects. These findings are consistent with Johnson and Johnson (2019), Corradetti (2020), and Kozma and Anderson (2021), who emphasized that active, collaborative, and student-centered approaches foster engagement, motivation, and critical thinking. Thus, the study underscores that pedagogical approaches have a direct and significant effect on students' participation, making them essential tools for creating dynamic and inclusive learning experiences in MAPEH.

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