

Research article



Attitudes and Academic Performance of Music, Arts, Physical Education and Health (MAPEH) Students in the Batangas State University System

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ABSTRACT

This study determined how the students' attitudes affect their academic performance in Music, Arts, Physical Education and Health (MAPEH), with the intent of preparing activities to enhance these factors in the development of the students. It covered the attitudes of the students toward MAPEH, the comparison of the assessments of the teachers and students, their academic performance, the manifestation of their understanding towards MAPEH, and sample activities to upgrade MAPEH instruction. The results of the study revealed that MAPEH students have positive attitudes toward MAPEH. They believe that participating and exposure to various physical activities, proper motivation and teacher competencies can be great factors to have a positive attitude towards the subject. The study also revealed that the comparison of the MAPEH teachers' and students' assessments showed no significant differences. Further, MAPEH students of Batangas State University have good grades in the MAPEH components, which show positive academic performance. Based on the results, the researcher designed activities for MAPEH, which may serve as aid to the teachers to enhance students' learning, interest, attitude, academic performance and appreciation on the components of MAPEH. These activities would likewise raise the awareness of students about the importance of MAPEH components to their everyday life and how these affect the physical, mental, emotional and social well-being of an individual.

Keywords: Digital Abuse, Power, Control, Marriage, Violence, Technology

Introduction

The demand for quality higher education requires academic institutions to remain responsible to the continuous shifts in academic landscapes brought about by a highly globalized environment. This entails putting emphasis to all courses and fields of expertise, including music, arts, physical education and health (MAPEH) to ensure students' holistic development. The knowledge, understanding, skills and values derived from MAPEH are important in preparing the students to interact and prosper in an increasingly complex and diverse society. Hence, MAPEH should be seen as any important subject since it provides an outlet for relaxation, teaches the importance of keeping the body active and moving, and educates on the proper way of staying well and active in life. Its components are interconnected with each other and anchored on developing the students' knowledge and skills. However, these benefits of the program are somehow affected by the traditional way of teaching, resulting to frustration and decline of confidence of the students. These have also led to their negative attitudes towards the course, even among students who are being trained to be future MAPEH teachers. The effectiveness of MAPEH teachers can be measured by their commitment and dedication to the profession, educational preparation, and good rapport with the students. The effective implementation of the plan for daily lessons and the intelligent supervision and guidance of students ensure a conducive learning atmosphere. It is therefore incumbent upon teachers of future MAPEH educators to

produce graduates who are prepared to become effective facilitators of learning and are equipped with relevant teaching techniques in physical education, arts, health and music education. This means that their attitude and academic performance while still in college should be closely monitored. The students' academic performance play an important role in producing the best quality graduates who will become great teachers, leaders and manpower for a country and is thus a gauge for the country's economic and social development (Tulio, 2004). This occupies a very important place in education as well as in the learning process, which puts premium to both academic performance and personal attitude as determinants for success. It has long been recognized that in the process of learning the attitude of the students plays an important role in their scholastic performance. Learning is reflected in the way students respond to social, emotional and physical stimuli and understand new information. According to Kendra, (2017) the attitude of a person is determined by psychological factors like ideas, values, beliefs, and perceptions. Attitude is the mental state of individuals that tends to act or respond or is ready to respond for or against objects, and situations with which their vested feelings, interest, liking, desire and so on are directly or indirectly linked or associated. During the course of development, the person acquires tendencies to respond to objects. These learned cognitive mechanisms are called attitudes, and changes in knowledge are followed by the change in attitudes.

Attitudes are different from knowledge in the sense that attitudes are emotion-laden. Knowledge reinforces attitudes and reinforced attitudes in the long run reinforce individual and group behavior. Hence, attitude is neither behavior nor a cause of behavior, but it relates to an intervening predisposition or a frame of reference that influences the behavior of an individual. The school plays an important role in developing students' attitude. The student who takes a positive attitude toward school will take a completely different, more positive path to academic success in contrast to the student who takes a negative attitude. Some students' think that studying at school is a waste of time, for most of the knowledge they have learned and they will learn may be useless when they start to work. So instead of wasting a lot of their precious time at school learning something they think is useless and unhelpful, they would rather do something they are really interested in. On the other hand, those students with a positive attitude thinks that studying at school is making full use of the time that they can learn a lot of attractive scientific knowledge and practical methods to solve problems of daily life. The attitudes of students can also be formed from experience. It is formed over the years either from observation or from personal experience. It can be learned in a variety of ways and can influence one's behavior. Attitudes also have impact on students' behavior, and can be changed in two ways, either by being motivated or by getting influenced. Scenarios in life could be made good or worse, based on one's attitude to the situation. Even in a very bad situation, a student can have a positive attitude. In short, attitude is like a magnet; possessing good attitude attracts all positives in life and a bad attitude attracts all negatives in life. The students' attitudes, in connection to their academic performance are a perennial concern in higher educational institutions like Batangas State University. The university's College of Teacher Education (CTE), which offers a Secondary Education program with MAPEH as field of specialization, endeavors to produce well-rounded academicians to address the challenges of diverse educational settings. Its programs with different specializations aim to develop competent and morally upright secondary education teachers who are community service-oriented in their fields of expertise and committed to the holistic development of the 21st century learners. One of its specialization is the Music, Arts, Physical Education and Health program (BSEd-MAPEH), designed to provide knowledge and skills to students in the educational

foundations of the aforementioned field. The program aims to produce graduates who are prepared to become effective educators and are equipped with relevant teaching techniques in physical education, arts, health and music education. However, in the researchers' experience being a MAPEH teacher in the university, MAPEH components, as well as other major courses face different challenges that hinder the full understanding of the learners. A concern of a number of instructors relative to MAPEH teaching is lack of confidence both in having knowledge, skills and appropriate learning experiences. The lack of formal training on the trends in MAPEH education among teachers especially in arts, during and after their college education and the insufficient activities make it more difficult to teach the courses, thus affecting the attitudes and academic performance of the students. It is in this context that the researcher as a MAPEH instructor became interested in finding ways to enhance the attitudes and academic performance of the future MAPEH teachers. Likewise, as personally experienced by the researcher, the activities, instructional materials and resources used in teaching are very minimal, while some are considered obsolete. Based on the results of this study, the researcher aimed to prepare sample activities that will aid the instructors in effectively teaching MAPEH components. The researcher believes that knowledge and skills on MAPEH teaching are essential to ensure a solid foundation for future educators so that they will be equipped with confidence and proper attitudes in the delivery of instruction.

Literature Review

There are surveys of literature from books, printed materials, journals and magazines which revealed concepts, methods and findings relevant to the present study. The insights gleaned from these readings proved valuable in the development and completion of the research work. Moreover, the ideas conveyed by authors through web-based sources provided wider range of knowledge and understanding about the following topics: attitudes and interests of students, Music, Arts, Physical Education and Health (MAPEH) appreciation, academic performance, and MAPEH instruction enhancement measures.

According to All port (2011), attitude is a very important component of personality. It may spell the difference between success and failure. A strong positive attitude about oneself and others brings out the best in individuals because of positive responses which accelerate growth and learning. An attitude contains cognitive, affective, and behavioral components. The affective component of attitudes refers to feelings or emotions linked to an attitude object. Behavioral component of attitudes refers to past behaviors or experiences regarding an attitude object. The cognitive component of attitudes refers to the beliefs, thoughts, and attributes that we would associate with an object. A person's attitude might be based on the negative and positive attributes they associate with an object.

As posited by Cicarelli and White (2013) many attitudes are learned through the observation of other people's action and reactions to objects, people or situation. They are also subject to change with new learning. The world is full of people, companies and other organizations that want to change people's attitude. It is all about the art of persuasion, the process by which one person tries to change the beliefs, opinions, or course of actions of another person through argument, pleading or explanation. According to Melucci (2004), attitudes can be regarded as conglomerate of some mental conditions that govern behavior and conduct. One of the most interesting and widely applied areas of social psychology theory concerns how people develop attitudes and how methods of persuasion are used to alter them. All people have different attitudes towards something and that it is the time that teachers must make something to change those bad behaviors to good ones.

According to Avelino & Sanchez (2004), attitudes are predispositions to respond favorably or unfavorably towards people, object, events or situations. Parental influence on attitude is strong and lasting. The father or the mother or both as idolized by the children becomes their models. Idolizing older sisters or brothers also greatly influence the attitude of young children. Teachers are next to the family members as far as modeling is concerned. Bedell, (2010) mentioned that students do better work when they enjoy what they are doing. Like all people, they enjoy working on those things that interest them. Students are people, just like teachers, and are susceptible to the same whims. No matter how wonderful the student, it highly doubts that many students will be intrinsically motivated to learn about all of those disparate subjects. Part of duty as educator is to find a way to make the materials in teaching interesting to students so that they want to learn more about it. There are many methods and no one method will work in every situation with every student.

Basug, et al. (2005) reiterated that Music and Arts permeate everyday life. Traditionally used for expressing and communicating stories, rituals and beliefs, they influence almost everything in life-from the clothes, the structures where people live and work in. They contribute greatly to the transfer of values and ideas from one generation to the next. Music and Arts challenges thoughts and creativity, enables to reinforce existing ideas, and provokes to change. They seek to expose students to and develop appreciation for Philippine, Asian, and Western music. Students do not only acquire factual and theoretical knowledge but are also introduced to applications like singing, playing Filipino and Asian instruments, listening to recordings, and reading, writing and creating music. This study is anchored on M.I. Rosenberg's affective-cognitive consistency theory, which is concerned with the consistency between a person's overall attitude or effect towards an object or issue, and his beliefs about its relationship to his more general values. This theory is concerned mainly with what happens within the individual when an attitude changes. It assumes that the relationship between the affective and cognitive components of the attitude change when an attitude is altered. A person's evaluation of the attitude object tends to be consistent with this cognitive structural component. When there is inconsistency beyond a certain level of tolerance, the individual is motivated to reduce the inconsistency and thereby changes one or both components to make them more consistent.

The theory suggests that changes in the affective component produce changes in the cognitive component to bring about consistency between the two. The theory also underscores that persuasive communication can also be used to change the attitudes by re-evaluating the goals themselves. It also suggests that the broad base from which the teacher operates in large measure shapes the social climate in the classroom. Teachers should also take into consideration the individual differences, age, sex and personal adjustment when it comes to the attitude of the students. In this study, the researcher focused on the attitudes of the teachers and students towards MAPEH. The more positive the teachers' attitude is in teaching MAPEH, the more positive attitudes the students could have in learning. This is the reason why the researcher designed instructional materials for MAPEH instruction. The designed materials would be of interest to students since these focus on individual and group activities, thus enhancing the delivery of instruction and the teaching-learning process. This study is also anchored on Jerome Bruner's Intrinsic Motivation Theory. Bruner is convinced that learning will be far more long-lasting when it is sustained by intrinsic motivation. According to the theory, the intrinsic motivation is rewarding in them and is therefore self-sustaining. The teacher must facilitate and regulate their students' exploration of alternatives. Since learning and problem solving demand exploration of alternatives, this is at the very core of the issue and is critical in creating a predisposition to the long term pursuit of learning. MAPEH teachers must facilitate and regulate their students' exploration

of alternatives. Since learning in MAPEH courses also requires critical thinking and problem-solving, it demands the exploration of alternatives. However, experienced teachers or trainers would agree that what is motivating to one may not be motivating to another. This is why there are a lot of motivation techniques that can be used by the teacher to improve their teaching and to be able to make students learn.

Figure 1 shows the theoretical paradigm of the study. It illustrates the interrelationship of Affective-cognitive consistency theory and the Intrinsic Motivation theory that influences the attitudes and academic performance of students.

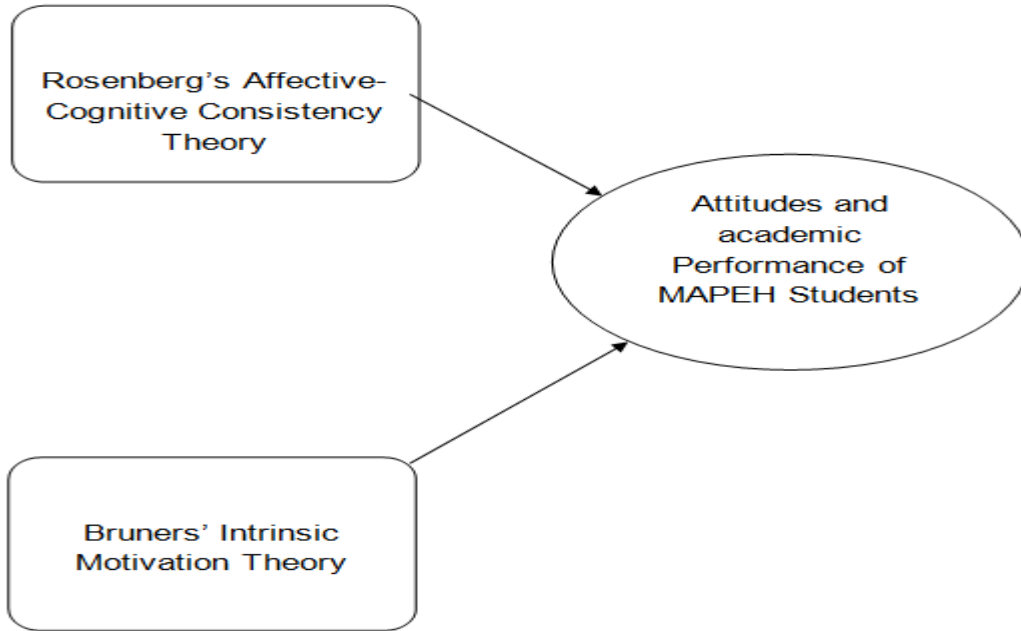


Figure 1: Theoretical Paradigm on the Attitudes and Academic Performance of MAPEH Students

This study was based on the concepts linking the attitude and academic performance of students towards MAPEH and since the respondent being a MAPEH teacher experienced some of the difficulties being encountered by both the teacher and students, MAPEH enhancement activities were proposed. The researcher used the Input-Process-Output in this study, which is illustrated in the research paradigm shown in Figure 2. The research paradigm consists of three parts: Input, Process and Output. The input consists of the assessment of teachers and students on their attitudes toward MAPEH, the students' academic performance, and the manifestation of understanding toward MAPEH components. A connecting arrow from the input box is directed to the process box representing the instrument used in this study, which was the validated questionnaire which was answered both by the teacher and students. In addition, interview with students and teachers were also done with regards to attitudes and academic performance. Documentary analysis of the grades from the portals of the students was also done for added information with regards to their academic performance in MAPEH as a whole.

Another arrow connects the process box to the output box which represents the output of the study, on the proposed activities to upgrade MAPEH instruction. The researcher made sample activities for MAPEH consisting of four areas. These include Music, Arts, Physical Education and Health, in each area are two activities, for individual and group work.

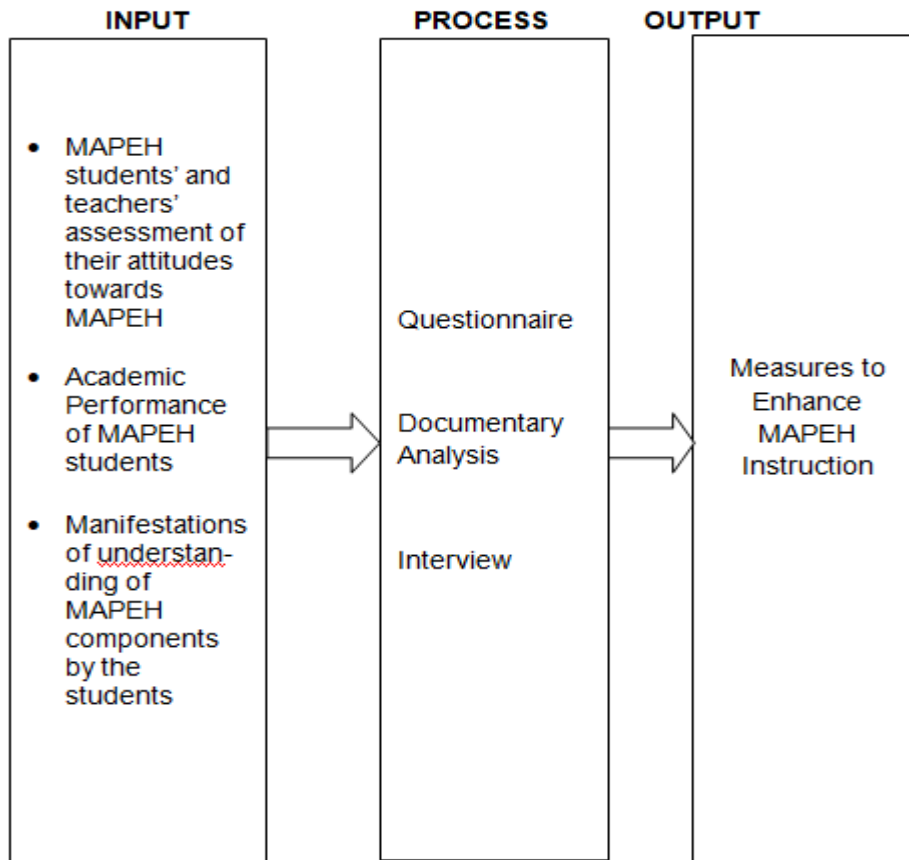


Figure 2: Research Paradigm on the Attitudes and Academic Performance of MAPEH Students of the Batangas State University System

- **Academic performance:** It is the extent to which a student, teacher or institution has achieved their short or long-term educational goals (Tulio, D. 2004). In this study it pertains to the grades of the students in Music, Arts, Physical Education and Health of the third and fourth year students starting from their first year level.
- **Arts:** Is the expression or application of human creative skill and imagination in a visual form such as painting or sculpture, producing work to be appreciated primarily for their beauty or emotional power (Lacia, et al. 2008). In this study, it is a component of MAPEH that pertains to creative activities such as paintings, music, literature and dance.
- **Attitudes:** These are predispositions to respond favorably or unfavorably towards people, object, events or situations (Avelino and Sanchez, 2004). In this study, it is the behavior and personality shown by the students toward MAPEH.
- **Health:** It is a state of complete physical, mental and social well-being and not merely the absence of disease and infirmity (World Health Organization, 2005). In this study, it is a MAPEH component wherein students are expected to attain the condition of being physically, emotionally, mentally and socially well.

- **MAPEH:** It is an acronym for Music, Arts, Physical Education and Health, a subject taught to Philippine schools specially to those who are in secondary level from Kinder 1 to Grade 12 (Perez, 2004). In this study, it is a major field of specialization offered to those students taking Bachelor of Secondary Education.
- **MAPEH instruction:** It refers to the teaching methods and strategies used in teaching MAPEH (Arnau, 2012). In this study, it refers to how teachers teach Music, Arts, Physical Education, and Health.
- **Measures:** These refer to ascertain the size, amount, or degree of (something) by using an instrument or device marked in standard units or by comparing it with an object of known size (Felizardo, 2009). In this study, it pertains to the proposed activities in MAPEH.
- **Music:** It is a vocal or instrumental sound combined in such a way to produce beauty of form, harmony and expression of emotion (Bulanandi, et al. 2008). In this research, it refers to a component of MAPEH wherein students are expected to combine written signs and symbols, instruments and voices to make beautiful sounds.
- **Physical education:** It is an integral part of the educational program designed to promote the optimum development of an individual's physical, social, mental and emotional well-being through properly selected physical activities (Andin, 2004). In this study, it is a component of MAPEH required of a student to develop his holistic personality as an individual.

Research Method

Research Design: This study utilized the descriptive research design, which involves the description, recording, analysis, and interpretation of the present nature, composition or processes of phenomena (Manuel and Medel, 2014). Descriptive research is a fact-finding method with adequate interpretation. It may also be defined as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationships, and then making adequate and accurate interpretation about such data with or without the aid of statistical methods. This was used in the study as it could best gather relevant information on the assessment of the MAPEH students and teachers on their attitudes towards MAPEH, the academic performance of the students as well as their understanding of the MAPEH components. The descriptive design enabled the researcher to make careful analysis and interpretation of the data and make inferences and generalizations out of the data gathered.

Subjects of the Study: The subjects of the study were 250 MAPEH major students and 21 MAPEH instructors of Batangas State University campuses during the school year 2016-2017. The distribution of respondents is shown in Table 1. No sampling technique was done as the total population of MAPEH faculty and students was used as respondents.

Table 1
Distribution of Respondents

Campus	Teachers	Students
Pablo Borbon Main I	16	123
JPLPC Malvar	2	63
Rosario	2	33
San Juan	1	31
Total	21	250

As shown in the table, 2 faculty members teaching MAPEH came from Pablo Borbon Main 1, two each were from JPLPC Malvar and Rosario and one from San Juan. As to the student population, majority of the respondents came from Pablo Borbon Main 1 with 123 students, 63 came from JPLPC Malvar, 33 from Rosario, and 31 students from San Juan campus.

Data Gathering Instrument

The main instrument used by the researcher to collect pertinent data was a validated questionnaire. The questionnaire was used to elicit information, feelings, beliefs, experiences, perceptions or attitudes. Interviews and documentary analysis on the academic performance of the students were also done to determine their grades in the MAPEH components.

Questionnaire: The researcher examined the questionnaires utilized by previous researchers, together with concepts from books, magazines, theses and dissertations. She used these as her guide in preparing the items until an instrument was developed to respond to research questions. The first part contained 15 items about the assessment of the students and teachers on their attitudes towards MAPEH. The second part focused on the students' manifestation of MAPEH understanding, which was divided into four parts, Music and Arts with 10 items each, Physical Education with 11 items, and Health, 12 items.

Construction: The researcher formulated the first draft of the questionnaire with the guidance of her adviser, who reviewed it for comments, corrections and suggestions. The concepts were based on readings from books and previous studies. After considering the corrections, the next draft was made for validation by the panel of examiners headed by the Dean of the CTE Graduate School.

Validation: To validate the questionnaire, the researcher presented the instrument to professionals with expertise and strong background on research. The questionnaire was presented to the Dean of the CTE Graduate School of Batangas State University, to the panel of examiners and to her research adviser for comments and content validity. The researcher made sure that the questionnaire was properly scrutinized by these experts. Their suggestions and opinions helped to establish the content validity of the instrument.

Administration: Prior to the distribution of the questionnaire, the researcher sought the approval of the Dean through a formal letter of request to conduct the study. Arrangements were made regarding the distribution of the questionnaires to the

respondents. She presented her formal letter of request and administered the questionnaire personally once approval was given.

Scoring of Responses: The following four-point scale was utilized to interpret the data gathered from the students' and teachers 'assessments on their attitudes towards MAPEH, as well as the manifestation of students' understanding of the MAPEH components.

Option	Range	Verbal Interpretation
4	3.50-4.00	Strongly Agree/ Greatly Manifested
3	2.50-3.49	Agree/ Moderately Manifested
2	1.50-2.49	Disagree/ Least Manifested
1	1.00-1.49	Strongly Disagree/ Not Manifested

Interview: The researcher conducted interview with three MAPEH teachers from different campuses and also three MAPEH students to shed more light about attitudes and academic performance. Questions asked to them were not included in the questionnaire.

Documentary Analysis: The researcher used the students' portal to gather the grades of the MAPEH students. This was done to determine the grades of the MAPEH students in their academic subjects in MAPEH for the assessment of their academic performance. The following are the equivalent grades for students as written in the academic guidelines of the school registrar.

Percentage	Equivalent Grade
98-100	1.00
94-97	1.25
90-93	1.50
88-89	1.75
85-87	2.00
83-84	2.25
80-82	2.50
78-79	2.75
75-77	3.00

Results and Discussion

Attitudes of Students toward MAPEH

Students' attitudes towards MAPEH were considered in this study, since the attitude of a person is believed to affect his/her academic success, and are determined by various factors such as ideas, values, beliefs and perceptions. Table 2 shows the findings on this assessment. It can be gleaned from the table that the teacher respondents strongly agreed that students enjoy MAPEH because of varied physical activities that they can participate in. It obtained the highest weighted mean of 3.68. It only shows that the teachers find it fulfilling seeing the students engage in various learning experiences that can be utilized in MAPEH. The subject offers a wide range of activities that can

Table 2: Assessment on Attitudes toward MAPEH

ITEMS	Teachers		Students	
	WM	VI	WM	VI
1. Improves attentiveness in academic classes to express oneself in different ways	3.50	SA	3.40	A
2. Enjoys MAPEH because of the varied physical activities that can be participated in	3.68	SA	3.52	SA
3. Motivates to put into use what will be learned to enrich one's life	3.49	A	3.44	A
4. Develops self-confidence in healthy sports competitions to achieve higher grades	3.59	SA	3.42	A
5. Expresses the positive views during discussions	3.36	A	3.39	A
6. Inspires classmates to play musical instruments	3.55	SA	3.33	A
7. Manages time in doing activities	3.41	A	3.38	A
8. Participates actively in social activities in the community	3.45	A	3.35	A
9. Joins enthusiastically in various activities sponsored by the church etc.	3.36	A	3.23	A
10. Engages in leadership roles in Physical Education to further enhance one's personality and dependability skills	3.45	A	3.30	A
11. Increases involvement in various activities that builds self-esteem and confidence	3.55	SA	3.41	A
12. Encourages organizations to join intramural activities and be consistent in following the prescribed rules	3.45	A	3.38	A
13. Increases presence in support- groups of committees in sports to provide camaraderie and oneness	3.59	SA	3.41	A
14. Shows and expresses feelings that gives meanings to various artworks	3.41	A	3.38	A

15. Prefers to listen attentively in classroom discussion	3.45	A	3.43	A
COMPOSITE MEAN	3.48	A	3.38	A

Legend: SA-strongly agree A-agree WM-weighted mean VI-verbal interpretation

help awaken the interest of the students to motivate them to participate in various activities. There are activities which can be done individually or in groups that can enhance their skills according to the objectives of the lesson. This supports the concept of Lacia, stating that MAPEH is taken to mean the deliberate and systematic use of games, sports, dance, exercise, art activities, playing of instruments and others for developing specific qualities in an individual. This experience can help students to be more motivated to enhance their academic performance. In connection to this, based on the researcher's experience as a MAPEH teacher, an extensive use of motivational activities and materials leads to a more participative class. This motivates the students to perform better and achieve higher academic performance. This means that the learner's interest and attitude obtain positive results in higher learning. Students entering class with existing predisposition towards the subject influences the experience they have in class. If they want what they are doing inside the classroom, they will be able to focus and do better in their academic performance with positive attitude. The teachers also strongly agreed that MAPEH helps students develops self-confidence in healthy sports competitions to achieve higher grades, and increases presence in support- groups of committees in sports to provide camaraderie and oneness. Both obtained a weighted mean of 3.59. These only show that the teachers strongly believe that MAPEH, particularly the P.E component, enhances social and emotional aspects of the students in which they learn to establish self-esteem in a healthy competition and they learn the value of companionship and unity as they accept various roles in group activities. These findings conform to the idea of Abcalen that physical education allows students to become more equipped and aggressive to learn. Values like cooperation, teamwork, concern for others, sportsmanship and self-confidence are given emphasis. Physical education also aims to make students physically strong, well-poised, sound and efficient, mentally alert and active and emotionally tempered and well-balanced. Every human being has a fundamental right of access to physical education and sports which are essential to the full development of personality. One of the most important things a student can experience in physical education is involvement in organized sports activity. This does not only physically help the students in terms of immune system function, circulation, strength, flexibility and coordination, but also greatly influences students' self-image. They will learn the true values of camaraderie, sportsmanship, cooperation, encouragement, self-discipline and respect to others.

On the other hand, the teachers strongly agreed that MAPEH increases involvement in various activities that build self-esteem and confidence and inspires classmates to play musical instruments, wherein, both got a weighted mean of 3.55. This shows that students are more encouraged when they participate more in group activities wherein they get to meet new friends, thus helping them to be more confident. The more they participate the more they develop and uplift their self-esteem. Participation in extra-curricular activities in general is associated with an improved grade point average, higher educational aspirations, increased college attendance, and reduced absenteeism based on the researcher's experience. It is accepted that group activities develop character and morality. Competitions done fairly and rule-governed for all players encourage them to participate actively together with their peer groups not only for reward, but for the sake of their group's performance grade.

Students' participation in organized extra-curricular activities has also been associated with positive short- and long-term outcomes, such as academic achievement and pro-social behaviors. It is also related to reduce negative outcomes, such as dropping out of school and emotional and behavioral disorders. Having a low weighted mean of 3.45 as agreed by the teacher are the statements that students' participate actively in social activities in the community, encourages organizations to join intramural activities and being consistent in following rules and prefers to listen attentively in classroom discussions. These statements got low weighted means perhaps due to lack of motivation and interest from the teachers. MAPEH components are designed to develop the holistic personality of an individual, and so students should be motivated to participate not only in the programs inside the school but also in their community. Through this students will be more open to participation in the community projects and activities. The result is in consonance with Reavill and Zimmerman, who believe that there are many activities in helping students socialize with others successfully and provide them the opportunity to learn positive people skills. Being able to participate in activities is an important part of peer culture. It means that being engaged in activities allows students to develop themselves. By socializing with others through participation in community and church activities, students can determine their talents and skills that are showcased when they are in an activity.

Students' engagement in activities done outside the school can teach them lessons which they cannot learn inside the classroom. Their exposure to the outside world will teach them how to be independent and how to deal with other people known to them or not. Their exposure will also teach them to be tough and realistic in dealing with community problems which they might encounter during their activity. Experience is the best teacher for students who would want to learn to face the world of reality within their community and church. These experiences will be their guide in dealing similar problems for them to be able to cope easily and solve them immediately. As assessed and agreed by the teachers, having also a low weighted mean of 3.41 are the statements, manages time in doing activities and shows and expresses feelings that give meanings to various artworks. This shows that the teacher should be able to diagnose how students learn and through individual attention and individual programs, they can help students through support system. If a student understands the way of learning and can utilize time management, he/she will remember more, get better grades, raise level of self-confidence and reduce anxiety. Through this the student will be able to create better outcomes and know how to express his/her feelings through creative artworks. Results coincide with the report of www.ccsessaarts.org that the responsibility of teachers is to nurture the creativity and imagination of the students. They are expected to transform the imaginations and dreams of these young minds into artworks wherein they can express their ideas, feelings and emotions.

On the other hand, having the lowest weighted mean of 3.36 as agreed by the teachers are that expresses the positive views during discussions and join enthusiastically in various activities sponsored by the church. This result may be due to lack of encouragement from teachers and lack of projects wherein students can participate in. This adheres to the concept provided by Tulio, explaining that students mostly are eager to learn because of the teachers' motivation and awakening of their interest towards the subject. Motivation is the reasoning behind an individual's actions. Students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with higher need for achievement have greater academic performance.

As also assessed by the teachers with weighted mean of 3.50 in which they strongly agreed, that MAPEH improves attentiveness in academic classes to express oneself in different ways, shows that students are able to express themselves

freely inside the classroom. Teachers should consider individual differences of the students to be able to get their attention to the lesson. Expressing oneself in front of many people is not that easy but with the help of the teacher it can be practiced and mastered by the students. The earlier the schools and teachers build the confidence of the students in their abilities to do well, the better off students will be. Students notion of their capacity to be successful are so important to engagement in school and learning. Teachers should help the students to develop their confidence in expressing themselves to others by making them feel that they are knowledgeable and socially skilled. Students must also be taught not to be afraid of being criticized as this will help them perform better. Shyness should be overcome to avoid feelings of fear and rejection. Teacher's assurance to students as well as encouragement should be constant to boost the student's confidence. The item, motivates to put into use what will be learned to enrich one's life as assessed and agreed by the teachers got 3.49 as weighted mean, implies that upon knowing the attitudes and behavior of the students, it is easy to find a way to catch their interest and to motivate them to learn. Its key component is consistency which enables to interpret experiences based on expectation and react to new and varied circumstances daily by using what they have learned in school. This is why MAPEH is designed to develop the holistic personality of an individual as a means of understanding varied phases of human existence.

The finding is parallel to the claim of Padiz, stating that MAPEH carries a variety of activities, new ideas and updated information organized and developed meaningfully for an interesting and well-balanced MAPEH in curriculum. Varied strategies, including life skills: decision making, self-awareness, coping with emotions, problem-solving, critical thinking, interpersonal relationship, empathy and coping with stress are utilized considering the rapid changes by which civilization progresses. The integration of MAPEH is essential in enriching the educational experience of a student. The knowledge, understanding, skills and values derived from these four areas are important in preparing students to interact and prosper in an increasingly complex and diverse society. Engages in leadership roles in Physical Education to further enhance one's personality and dependability skills got 3.45 as weighted mean and was agreed by the respondents. This shows that teachers prepare students for future and make a nation with high levels of knowledge, competencies and skills that are very basic condition for active citizenship, employment and social cohesion. This result is in line with the International Charter of Physical Education and Sports (ICPES) which states that the practice of PE and sports is a fundamental right for all to achieve full development of personality. These builds one's future on a professional and personal level and high quality of education is essential for this purpose. In general, the teachers agreed that the students attitudes toward MAPEH shows positive result as shown by the composite mean of 3.48. The data find equivalence with the statement of Sanes, reiterating that positive attitude towards MAPEH is a good indicator that they will develop a healthy lifestyle not only in college life but through a lifetime. Teachers should give more physical activities that are of interest to the students to make them more active and participative so as to bring out the best and improved performance. The College should continue to enhance in its students the development of desirable attitude towards MAPEH program and must maintain among them a healthy lifestyle. An intense supervision must be done to MAPEH classes to ensure maximum participation of students in school activities. Teachers should also take into consideration the individual difference of the students to ensure that they are treated equally to avoid biases inside and outside the classroom. Students should not feel that they are being neglected either by their teachers or classmates to avoid confusions and bullying.

In terms of the students' responses, they strongly agreed that they enjoy MAPEH because of the varied physical activities that they can participate in, which obtained the highest weighted mean of 3.52. This infers that the students find satisfaction on the different learning activities that they engage in, provided by their teachers. This finding supports the idea of Agulo, which states that organized MAPEH program aims to offer its maximum contribution to the optimum level of development of every student through a well-articulated and broad program of activities. Teachers must develop the program of activities in which the students will realize results beneficial to their growth and development that they will develop through participation. Furthermore, the students strongly agreed that MAPEH subject motivates them to put into use what they have learned to enrich their lives, which reflected a weighted mean of 3.44. It only shows that the teachers are very effective in delivering the lessons in MAPEH due to the fact that the student themselves see the connections and practical applications of the lessons in MAPEH to their daily lives. This adheres to the concept provided by the Ministry of Education in Guyana, explaining that students' attitudes on learning affect their outlook toward learning throughout life. Their attitude towards learning affects not only their amount of education but also their desire for education. The statement prefers to listen attentively in classroom discussion as agreed by the students got 3.43 as weighted mean. This result shows that attitudes and interest of the students are very important factors in learning. Their interest in a topic holds so much power. When a topic connects to what students like to do, engagement deepens as they willingly spend time thinking, dialoging, and creating ideas in meaningful ways. Making learning contextual to real-world experiences is a key learning technique with differentiating for student interests. When teachers plan for content, processing, and product, differentiating by interests helps remove the blindfold so that learners can see those invisible concepts made visible. Factoring for student interests works well with instructional planning based on readiness and learning profile. Readiness combined with interest leads to students doing work at a respectable complexity level with the familiarity of a topic that they relate to. Matching learning profiles with student interest allows learners to process understanding of concepts through different modalities based on their own experiences. These are the keys to know the effectiveness of an activity. Upon knowing the attitude and behavior of the students, it is easy to find a way to catch their interest.

Statement rated by the students with low weighted mean of 3.33 is, inspires classmates to play musical instruments. This may be due to peer pressure that most of the time can cause students to lack motivation and interest in a subject or performance. One of the influences on academic performance of students is the peer pressure. The data find equivalence with the statement of Tulio, reiterating that peer group influence refers to the influence exerted wherein the student is encouraged to change or do something. If the student relay on the decision of the group, the tendency is they do not believe in themselves and that the activities made in school nearly is affected as well as the performance given by the student. The teachers must take into consideration on how peer pressure influences a student because this may sometimes lead to bullying. Another factor aside from peer pressure is the teachers' motivation to students to do well in their academic performances. Students mostly are eager to learn because of the teachers' motivation and awakening of their interest towards the subject. Motivation is the reasoning behind an individual's actions. Students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with higher need for achievement have greater academic performance. The student respondents agreed on the statement, that MAPEH engages them in leadership roles in physical education to further enhance

one's personality and dependability skills with a low weighted mean of 3.30. This shows that students need guidance from their teachers to fully understand how to deal with their classmates and the people around them. This finding is parallel to the concept provided by the Curriculum Guide of MAPEH, which states that organized MAPEH program aims to offer its maximum contribution to the optimum level of development of every student through a well-articulated and broad program of activities. The leaders in this field must develop the program of activities in which the students will realize results beneficial to their growth and development.

Conclusion

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

1. The MAPEH teachers and students strongly agreed that students have positive attitudes toward MAPEH.
2. The teachers' and MAPEH students' assessments on students' attitudes toward MAPEH have no significant difference.
3. MAPEH students have high academic performance.
4. The MAPEH students manifest moderate understanding on MAPEH components.
5. The proposed activities for MAPEH may serve as aid to the teachers in enhancing students' learning, interest, attitude, academic performance and appreciation on the components of MAPEH.

Recommendations

From the findings and conclusions of the study, the following recommendations are offered

1. The prepared sample activities may be reviewed as to their usability prior to implementation.
2. More trainings, seminars and conferences on MAPEH may be given to teachers for them to enhance their teaching competency and as well their attitudes toward MAPEH teaching.

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