
| RESEARCH ARTICLE

Music, Arts, `Physical Education and Health (MAPEH) Learning Objectives' Level of Attainment and Utilization of Learning Resources

Richard A. Jongko¹, Renato C. Sagayno² ✉ Dennis E. Olofernes³ and Esilanlie N. Tebio⁴

^{1,3,4}Faculty, College of Liberal Arts, University of Cebu – Main Campus, Cebu City, Philippines

²Faculty, Graduate School, University of Cebu – Main Campus, Cebu City, Philippines

Corresponding Author: Renato C. Sagayno, **E-mail:** renatosagayno@gmail.com

| ABSTRACT

The study determined the attainment of the learning objectives and utilization of resources for the Music, Arts, Physical Education and Health (MAPEH) course as assessed by the College of Teacher Education students in a university in Cebu City, Philippines. This study employed the descriptive-correlational method of research using a research-made questionnaire, which was subjected to content validation and pilot testing. All 3rd-year and 4th-year MAPEH majors of the Bachelor of Science in Secondary Education majors during the survey were the respondents of this study. There were 32 third-year BSED - MAPEH students and 21 fourth-year BSED - MAPEH students at the time of the study. The study's findings highlight the need for continuous improvement in MAPEH's teaching and learning experiences. Specifically, the need for progress through various stages for effective behavior change, the importance of providing adequate resources and support to enhance students' competence and motivation, and the significance of appropriate learning resources would support students' mastery of MAPEH course objectives and enhance their motivation and performance.

| KEYWORDS

MAPEH, learning objectives, learning resources, descriptive–correlational, Cebu City, Philippines.

| ARTICLE INFORMATION

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1. Introduction

Most individuals aspire to be healthy and happy, yet many develop thought and behavior patterns that can make them less happy and healthier. Providing people with knowledge and information can help them develop healthy attitudes and abilities (Edlin & Golanty, 2015). Incorporating health and wellness education into young learners benefits students' Health and wellness (Brown, 2016). Notably, unsafe and unhealthy surroundings typically make learning hard for students. Schools must work to promote Health and safety and implement several programs and policies to reduce risk-taking and enhance students' physical and mental wellbeing (Centers for Disease Control and Prevention, 2016).

Music, Arts, Physical Education, and Health (MAPEH) is a curriculum implemented in Philippine schools that aims to provide holistic education to students. This curriculum is designed to develop students' creativity, Health, physical fitness, and appreciation for music and the arts. The MAPEH curriculum was first introduced in the Philippines in 2002 through the Department of Education Order No. 65. It was implemented in all levels of public and private schools in the country to respond to the need for a more holistic and integrated approach to education. MAPEH is a combination of four separate subjects, namely, Music, Arts, Physical Education, and Health. Integrating these subjects is intended to develop a well-rounded, physically, mentally, and emotionally healthy individual. The primary objective of MAPEH is to promote the holistic development of students through the integration of music, arts, physical education, and Health. Specifically, it aims to develop students' physical fitness, creativity, critical thinking, and

social skills. The curriculum also intends to instill in students a sense of national pride and cultural identity by exposing them to the rich cultural heritage of the Philippines.

The content of MAPEH is divided into four components: Music, Arts, Physical Education, and Health. The Music component includes singing, playing musical instruments, and listening to music. The Arts component covers visual arts such as drawing, painting, and sculpture and performing arts such as theater, dance, and drama. Physical Education focuses on physical activities and sports such as basketball, volleyball, and swimming. Finally, the Health component deals with personal hygiene, nutrition, and disease prevention.

University of Cebu's College of Teacher Education has offered a degree program for future Music, Arts, Physical Education, and Health (MAPEH) educators. The availability of resources and facilities is essential in teaching and honing the crafts of future MAPEH educators. As one of the mentors of the future MAPEH educators of the UC's College of Teacher Education, the research finds it very important to assess the level of attainment of the program's course objectives, availability of learning resources, level of utilization of the available learning materials, and problems encountered in the utilization of the available learning materials. The findings of the study became the basis of the proposed action plan.

2. Theoretical Background

This study is anchored in the transtheoretical model of behavior change by Prochaska and DiClemente (2005). Furthermore, this study is supported by holds on the competence motivation theory by Harter (1978) and expectancy-value theory by Fishbein and Ajzen (1975).

As an integrative treatment theory, the transtheoretical model of behavior change determines whether a person is ready to adopt new, healthier behavior and offers methods or tactics to help the person change. The model includes concepts like decisional balance, self-efficacy, levels of change, and phases and change processes. As posited in this theory, there are six stages of change that people go through: pre-contemplation, contemplation, preparation, action, maintenance, and termination. Termination was not included in the initial model and is used less frequently when using the phases of change for behaviors relating to one's health. Different intervention techniques are most effective at advancing a person through each change step to reach maintenance, the optimal stage of behavior, later in the model (Prochaska & DiClemente, 2005). Explaining further anchor theory, this behavior change model states that there are five stages that people go through when altering their behavior. Pre-contemplation is when a person is neither considering engaging in the behavior of interest nor genuinely knowledgeable of the potential adverse effects on their health. The next stage is contemplation, during which a person starts to consider changing their behavior but has yet to take action. The third stage is preparation, during which a person prepares for a behavior change. Individuals are only regarded as being in the action stage if they are engaged consistently in the behavior of interest. When this behavior has become a regular occurrence, an individual is said to be in the maintenance stage (Coulson et al., 2016).

A comparative review of the top theories of psychotherapy and behavior change led to the development of the transtheoretical model of behavior change. According to this theory, persons can either be classified as being in a particular stage or have their level of agreement with each stage used to create a profile of their phases of change. Additionally, a person likely to modify their behavior toward their health has high contemplation, preparation, action, maintenance, and termination scores but low pre-contemplation scores (Saunders et al., 2016). The transtheoretical model of behavior change, which served as the main framework for encouraging positive changes in health behaviors, suggested that people trying to alter their health behaviors can undergo several phases of change readiness. Since many people must try multiple times to change their behavior before they succeed and advance to the next stage, movement through the stages follows cyclical rather than linear patterns. Depending on their objectives and the reasons behind their drive to engage in physical activity, people might employ various strategies and techniques as they progress through these stages (Liu et al., 2017).

On the other hand, Harter's competence motivation theory asserts that people are driven to succeed in various endeavors, including academics, sports, and interpersonal interactions. A perception of mastery in these areas motivates young people, and perceived mastery encourages them to keep trying to advance their abilities or competency. Positive competency beliefs, pleasurable emotional reactions, increased intrinsic desire, and involvement result from successful mastery attempts (Bortoli et al., 2011). According to the competence motivation theory, individuals tend to be inclined towards activities in which they feel competent or skilled. Therefore, it will be required to build surroundings that will improve people's perceptions of competence in the physical activity domains if the objective is to drive people to engage in physical activity or aim for performance excellence. More so, people can develop more favorable perceptions of competence when they succeed at optimally strenuous activities and when others provide supportive, motivating, consistent, and information-based feedback (Harter, 1978).

The competence motivation theory can be used to explain why people choose to engage in and discontinue physical activity. This idea exemplifies an interactionist view of conduct, considering personal and environmental elements that affect motivation.

Furthermore, people are naturally motivated to master particular areas. Consequently, they acquire and demonstrate competence and control over their environment, increasing pleasure. People are more motivated to stick with physical activity if they are successful. People's motivation will negatively impact if they do not think they are skilled in that area (Harter, 1978).

According to the theory of competence motivation, a person with high perceived physical competence, for example, would be driven to engage for reasons relating to physical competence, such as the desire to compete and to learn or develop skills. In contrast, the person who scores highly on perceived social competence may be motivated by more social factors, such as enjoying time with friends and a team environment (Klint & Weiss, 1987).

On the aspect of the expectancy-value theory by Fishbein and Ajzen (1975), assessments of beliefs and values serve as the basis for developing and modifying attitudes. The idea primarily aims to identify the mental computations involved in attitude development. Today, the expectancy-value theory is still employed in many different academic disciplines of study and has been used to generate other theories. There are three main parts to the theory. People initially react to new knowledge about an object or activity by believing in the object or event. If a belief already exists, additional knowledge may and most likely will change it. Second, people place a value on each characteristic that underpins a belief. Third, an expectation is formed or adjusted based on calculated beliefs and values. EVT also claims that the calculation's outcome, commonly called the attitude, is the product of complex equations containing several belief/value combinations (Fishbein & Ajzen, 1975).

According to the expectancy-value theory, students are more likely to participate actively in learning activities if they value active learning, feel they can effectively engage in it, and think doing so has a low cost. The expectancy-value theory offers a valuable framework for investigating student engagement in active learning. According to expectancy-value theory, raising student motivation to do well in active learning and lowering participation resistance would result in increased student perception of the value of active learning. Therefore, as suggested by the framework, instructors should consider raising students' views of the benefit of active learning while also attempting to lower any resistance or associated costs (Cooper et al., 2017).

In the context of Fishbein and Ajzen's expectancy-value theory, instructors may impact how their pupils feel and act about their performance. In particular, subjective task value is a significant factor in student success. Students who value reading and believe they are capable readers are more inclined to read for pleasure and academic purposes. Therefore, teens should be encouraged to read and reply to essential texts to foster their reading skills and drive. However, it can be difficult for educators to determine what students value (Clark & Marinak, 2011).

In the Philippines' grade school curriculum, MAPEH is offered from Grade 1 to 10. MAPEH stands for Music, Arts, Physical Education, and Health. For Grades 1 to 6, as indicated in the Department of Education (DepEd) Order No. 31 series of 2012, the music component of MAPEH focuses on the learner as the receiver of the knowledge, skills, and values required for artistic expression and cultural literacy. The curriculum design is student-centered, based on spiral progression, and grounded in performance-based learning. On the art component, the MAPEH curriculum provides Filipino learners with art experiences that include recognizing, creating, appreciating, and critiquing their artistic works and the works of others. The physical education component of MAPEH has the ultimate goal of achieving life-long fitness. It shall contribute to developing fitness, health, and wellness among young learners as indicated in the curriculum's rich and challenging experiences in terms of physical activity. The health component focuses on health's physical, mental, emotional, social, moral, and spiritual dimensions. The learning experiences enable the learners to acquire essential knowledge, attitudes, and skills to promote good nutrition, prevent and control diseases and substance use and abuse, and reduce health-related risk behaviors.

As stated in CHED Memorandum Order No. 23 series of 2011, physical education as an academic discipline and profession plays a vital role in human development and continues to expand quickly. By their very nature, physical education and sports are about participation, inclusion, and a sense of belonging. It unites individuals and communities, highlighting commonalities and bridging cultural and ethnic divides. The offering of a Bachelor of Secondary Education major in Music, Arts, Physical Education, and Health program (BSEd-MAPEH) aims to provide students with knowledge and skills in the educational foundations of Physical Education, Art, and Music Education. As provided in CHED Memorandum Order 30 series of 2004, the program aims to develop graduates ready to enter the teaching profession and possess the necessary skills to effectively instruct students in physical education, the arts, health, and music education.

Music education is a vital component of a well-rounded education for school children. It offers numerous benefits to cognitive, social, and emotional development. Children can develop various skills through music education, including creativity, critical thinking, communication, and collaboration. One of the primary benefits of music education is its effect on cognitive development. Learning music can improve brain function, including memory, language, and spatial-temporal skills (Schlaug et al., 2005). In addition, music education has been shown to enhance academic performance in other subjects, such as math and science (Hille & Schupp, 2015). Music education also has social benefits. It provides a platform for children to engage in collaborative activities and

develop communication and teamwork skills. Furthermore, it promotes cultural awareness and appreciation for diversity as students learn about musical styles and traditions (Hallam, 2010).

Arts education is a significant component of the MAPEH program, and it encompasses various forms of artistic expressions, such as music, dance, visual arts, and theater. Arts education is essential for students' holistic development as it provides opportunities for creative expression, critical thinking, and self-reflection. It also helps to develop students' cultural and social awareness and promotes their emotional and psychological wellbeing (Burton et al., 2000; Eisner, 2002). Students' participation in arts education programs leads to higher academic performance, better critical thinking skills, and improved social-emotional development compared to those who did not participate in such programs (Catterall, 2012).

Physical Education (PE) is a school subject that aims to develop students' physical fitness, motor skills, and coordination, as well as their social skills, teamwork, and sportsmanship. In the Philippines, PE is included in the K-12 Basic Education Curriculum as part of MAPEH. PE aims to develop a healthy and active lifestyle through enjoyable and worthwhile physical activities, instill discipline, teamwork, and sportsmanship values, and develop motor skills and physical fitness. PE is taught from Grades 1 to 10 and is compulsory for all students. PE covers various physical activities such as athletics, gymnastics, dance, games, and sports. PE classes should not only focus on sports skills and physical fitness but also on developing students' social skills, self-esteem, and confidence (DepEd, 2016).

Health is essential to the MAPEH (Music et al. Education and Health) curriculum. It is an integral part of a student's education that promotes physical, mental, and social wellbeing. In the Philippines, the Department of Education (DepEd) has mandated that Health Education be taught to all elementary and high school students. The DepEd Order No. 31, s. 2018 specifies that the health curriculum should engage young learners to gain the knowledge, skills, and attitudes they need to make informed decisions and positively act on health-related issues and concerns (DepEd, 2016).

According to Basch (2011), students who received comprehensive health education had significantly lower rates of risky behaviors such as smoking, alcohol consumption, and sexual activity. Meanwhile, DeSisto et al. (2015) stressed that school health education could improve students' mental and emotional wellbeing. Students who receive health education have lower stress and anxiety levels. Moreover, they were more likely to seek help for mental health issues. Regarding health and wellness, children's and young people's wellbeing remains a concern internationally, and there is an increasing focus on policy, programs, and teacher professional development in schools. Supporting wellbeing is central to realizing children's rights, evidenced by expanding literature linking children's participation and wellbeing. Students understood wellbeing in multifaceted ways, including having a say, being listened to, having rights, and being respected. Further, students and staff identified positive associations between having a say at school, being recognized, and wellbeing (Anderson & Graham, 2016).

Miller et al. (2008) explained that wellness promotion improves mental and physical health and reduces illnesses and diseases. Mental and physical health are intimately connected and inversely correlated, with changes in one frequently leading to changes in the other. Current efforts to promote health and wellness go beyond the physical body to target specific behavioral, psychological, and social factors. School psychologists should be aware of studies for improving wellness and health promotion in all students regarding the general development of children and youth, including mental and physical health. School psychologists can help young people grow positively in several areas, including increased school and life happiness, school engagement, and quality of life, by creating treatments and preventative programs to promote mental and physical health.

According to Dyjur et al. (2017), teachers are concerned about their student's mental health and welfare. In particular, stress and anxiety related to exams, workload, and due dates can have a beneficial or harmful influence on student and teacher wellbeing, depending on the course design. Wellness may be supported significantly by course design elements such as policies and values, academic standards, learning experiences and environments, student evaluation, and reflection and resilience. Omizo et al. (1992) conducted a study promoting wellness among elementary school children. They revealed that children who participated in the guidance activities had significantly higher levels of self-esteem and knowledge of wellness information than those children who did not participate in the guidance activities. Although the anxiety measure did not reach a significant level, children in the experimental group had lower stress levels after the treatment. It seems reasonable that the children in the treatment group had higher self-esteem scores because all the guidance activities included opportunities to receive positive feedback from the teacher and other children. Enhanced self-esteem should help children in many areas of psychological, social, emotional, and physical development because self-esteem is related to many factors related to these areas. The activities stressed personal responsibility and taking control over their lives. Yap (2014) explored the effectiveness of a visual arts program in enhancing the creativity and self-expression of Grade 9 students in the Philippines. The results showed that the visual arts program significantly improved students' creativity and self-expression, indicating its potential as an effective teaching strategy.

3. Objectives of the Study

The study determined the level of attainment of the learning objectives and utilization of resources for the Music, Arts, Physical Education and Health (MAPEH) course as assessed by the students of the College of Teacher Education, University of Cebu, Main Campus, Cebu City, Philippines. Specifically, the study examined the level of attainment of MAPEH course learning objectives, level of utilization of the MAPEH learning resources, problems encountered in the utilization of MAPEH learning resources, the relationship between the level of attainment of learning objectives and utilization of MAPEH learning resources.

4. Methodology

This study employed the descriptive-correlational method of research using a research-made questionnaire. The study was conducted at the University of Cebu - College of Teacher Education Department, Main Campus, in the School Year 2018-2019, 2nd semester. The University of Cebu is a non-sectarian private school. It offers tertiary, secondary, and elementary levels. The College of Teacher Education is located on the mezzanine floor of the Manuel Gotianuy Building. In terms of student population, 1,374 BSED students and 956 BEED students were enrolled during the study. Furthermore, the college has twenty-two (22) full-time and ten (10) part-time faculty members, three (3) of whom are MAPEH teachers. During the survey, all 3rd-year and 4th-year MAPEH majors of the Bachelor of Science in Secondary Education program were the respondents of this study. There were 32 third-year BSED - MAPEH students and 21 fourth-year BSED - MAPEH students at the time of the study.

The study utilized a research-made questionnaire, which was subjected to validation by presenting it to the MAPEH teachers of the College of Teacher Education and panel members. The approved version of the questionnaire was subjected to pilot testing. The respondents of the pilot testing were the ten third-year and ten fourth-year BSED – MAPEH students. The respondents of the pilot testing were excluded from the actual number of respondents. The pilot testing yielded a Cronbach's alpha coefficient of 0.8287, more significant than the passing threshold of 0.7000. Part 1 of the questionnaire was about the level of attainment of the course objectives. The respondents used the following rating scheme in answering the indicators: 4 (fully attained), 3 (moderately attained), 2 (sometimes attained), and 1 (not attained). Part 2 of the questionnaire was on the available learning resources using a multiple-response checklist. Part 3 of the questionnaire was about the level of utilization of the available learning resources. The respondents utilized the following rating scheme in answering the questionnaire: 4 (fully utilized), 3 (moderately utilized), 2 (sometimes utilized), and 1 (not utilized). Part 4 of the questionnaire was about the problems encountered in utilizing the available resources, which uses a checklist for multiple responses.

A transmittal letter asking permission to conduct the study was sent to the office of the Dean of the College of Teacher Education. After getting the approval of the College Dean, the researcher conducted the pilot testing. The data were encoded in a spreadsheet and sent to the statistician to compute the reliability coefficient. After establishing the reliability of the survey questionnaire, the actual data gathering was conducted. The researcher distributed the survey questionnaires to the target respondents. The researcher explained to the respondents the purpose of the survey and the confidentiality of their responses. The respondents were given an hour to complete the survey questionnaire. After collecting all the completed survey questionnaires, the researcher encoded the data in a spreadsheet and sent it to the statistician for tabulation and computations.

Once the tabulations and computations were available, a one-on-one discussion with the statistician was held to interpret the statistically-treated data results. Weighted mean and ranking were used to summarize, analyze, and interpret the responses on the level of attainment of the course objectives in MAPEH. Similarly, the said statistical tools were also used in summarizing, analyzing, and interpreting the data on the level of utilization of the available learning materials. Frequency count, percent, and ranking were used to summarize, analyze, and interpret the responses on the availability of learning resources. Likewise, the said statistical tools were also used in summarizing, analyzing, and interpreting the data for the problems encountered in utilizing the available learning resource. Chi-Square and Pearson's Coefficient C were used to determine the significance of the relationships between the level of attainment of the course objectives in MAPEH and the level of utilization of the available learning resources. For the level of attainment of the course objectives in MAPEH, the following mean ranges and verbal description were used: 3.25 - 4.00 (fully attained); 2.50 – 3.24 (moderately attained); 1.75 – 2.49 (sometimes attained); and 1.00 – 1.74 (not attained). For the level of utilization of the available learning resources in MAPEH, the following mean ranges, interpretation, and verbal description were used: 3.25 - 4.00 (fully utilized); 2.50 – 3.24 (moderately utilized); 1.75 – 2.49 (sometimes utilized); and 1.00 – 1.74 (utilized).

5. Results and Discussion

This study determined the effectiveness of available learning resources in MAPEH education at a university, revealing that while most course objectives are met through demonstrations and class requirements, areas for improvement exist in ball game practices and music education. The research also identified vital learning resources like lapel microphones, speakers, and DVD players as highly effective while highlighting the need to re-evaluate the use of Wi-Fi/internet and other underutilized resources. The findings emphasize the importance of optimizing learning resources to enhance MAPEH education and support student learning outcomes.

5.1 Level of Attainment of MAPEH Course Learning Objectives

Table 1 Level of Attainment of MAPEH Course Learning Objectives as Manifested by the Respondents

	Indicators	Mean	Interpretation	Rank
1.	The teacher explains the educational foundations of Physical Education, Art, and Music Education, respectively, and let the students value the importance of MAPEH in the life of a human being.	3.58	Fully Attained	11
2.	The teacher defines the indigenous Music of the Philippines and the neighboring Asian countries and let the students appreciate music of regions, musical instruments, and vocal music.	3.58	Fully Attained	11
3.	The teacher demonstrates the importance of body movements to the expression of human communication and the value students get from dancing, singing, etc.	3.81	Fully Attained	2
4.	The teacher defines and demonstrates movement skills for educational gymnastics and sports activities.	3.83	Fully Attained	1
5.	The teacher demonstrates the nature of dance, the origin of dance and how dance is considered as a form of art.	3.77	Fully Attained	3
6.	The teacher differentiates the dance steps and body movements of Philippines dances from different regions of the country.	3.74	Fully Attained	4
7.	The teacher demonstrates how to write musical notes and make the students identify the basic notations and vocalize the different chord arrangements.	3.55	Fully Attained	16
8.	The teacher gives the following information to the students: <ul style="list-style-type: none"> • what diseases we get as students; • what are the possible causes; • how to prevent having such diseases, and • how to live in a safe environment. 	3.64	Fully Attained	7
9.	The teacher requires the students to demonstrate how to apply First Aid and how to behave when emergencies occur inside the campus.	3.58	Fully Attained	11
10.	The teacher gives more time and utilizes big gymnasium /playing courts to practice the skills in volleyball, softball, and basketball sports events.	3.15	Moderately Attained	22
11.	The teacher demonstrates and instructs the students the rules of the games, how to play the game, and how to score volleyball, softball, and basketball.	3.64	Fully Attained	7
12.	The teacher gives lecture on swimming and allows the students to manage their body in the different water types.	3.55	Fully Attained	16
13.	The teacher let the students practice and executes the different styles in swimming and life-saving skills.	3.58	Fully Attained	11
14.	The teacher defines and engage students the fundamental and parameters of Music-rhythms, melody, timbre, tempo, texture, harmony and form.	3.34	Fully Attained	21
15.	The teacher let the students differentiate the styles of the different musical periods after listening to each representative composer's work.	3.09	Moderately Attained	23
16.	The teachers let the students performs other dances of Asian and Western- originated dances from Europe and America.	3.60	Fully Attained	10
17.	The teacher let the students make a timeline of the history of music from 1600 to 2000	2.75	Moderately Attained	25
18.	The teachers let students analyze the style, forms and characteristics of each representation of composers and their significant composition.	3.02	Moderately Attained	24
19.	The teacher let the students perform the MAPEH skills as class requirement.	3.70	Fully Attained	5
20.	The teacher train the students to demonstrate teaching MAPEH using many strategies.	3.62	Fully Attained	9
21.	The teacher make students interested in the subjects with the use of books, projectors (DLP), TV sets, DVDs', etc.	3.57	Fully Attained	15
22.	The teacher gives instructions on how to play, score, officiate, and coach in Sports such as Athletics, Individual Sports, Dual Sports, and Combative Sports.	3.68	Fully Attained	6
23.	The teacher give time and provide playing venue in various events such as Athletics, Individual sports, Dual Sports, and Combative Sports.	3.47	Fully Attained	18
24.	The teacher allows the students to coach and officiate various events in Sports such as Athletics, Individual Sports, Dual Sports and Combative Sports	3.4	Fully Attained	19
25.	The teacher let the students write the different criteria to be used in contest for dancing, ball games, singing, and swimming.	3.4	Fully Attained	19
	Overall Mean:	3.51	Fully Attained	

As indicated in Table 1, the overall mean rating is 3.51, which means that the attainment of the course objectives in MAPEH, as manifested by the respondents, is *fully attained*. Among the twenty-five (25) indicators, twenty-one (21) items are described as fully attained, and four (4) items are described as moderately attained. The five top-rated indicators by the respondents are the following: a) the teacher defines and demonstrates movement skills for educational gymnastics and sports activities (item 4, mean

= 3.83, fully attained); b) the teacher demonstrates the importance of body movements to the expression of human communication and the value students get from dancing, singing, etc. (item 3, mean = 3.81, fully attained); c) the teacher demonstrates the nature of dance, the origin of dance and how dance is considered as a form of art (item 5, mean = 3.77, fully attained); d) the teacher differentiates the dance steps and body movements of Philippines dances from different regions of the country (item 6, mean = 3.74, fully attained); and e) the teacher will let the students perform the MAPEH skills as a class requirement (item 19, mean = 3.70, fully attained). The findings indicate that MAPEH teachers are doing their best in imparting knowledge to their students not only through a plain discussion but with a demonstration of a) proper execution of the various movements for physical activities, b) proper projection while singing or dancing to convey the message of the performance; and c) proper execution of various Philippine dances in the context of regional practices and identity.

Meanwhile, the four (4) least rated indicators as manifested by the respondents are the following: a) the teacher gives more time and utilizes a big gymnasium /playing courts to practice the skills in volleyball, softball, and basketball sports events (item 10, mean = 3.15, moderately attained); b) the teacher let the students differentiate the styles of the different musical periods after listening to each representative composer's work (item 15, mean = 3.09, moderately attained); c) the teachers let students analyze the style, forms, and characteristics of each representation of composers and their significant composition (item 18, mean = 3.02, moderately attained); and d) the teacher let the students make a timeline of the history of music from 1600 to 2000 C.E. (item 17, mean = 2.75, moderately attained).

The findings imply that most MAPEH course objectives are fully attained, with teachers effectively imparting knowledge to students through demonstrations and class requirements. This finding suggests that the teaching methods used by MAPEH teachers effectively achieve the course objectives. However, there is a need to improve ball game practices by providing the students with the appropriate venue and enhancing music teaching on different musical periods, composers, compositions, and the timeline of the history of music. These findings highlight the need for continuous improvement in teaching practices to ensure the achievement of course objectives and provide students with quality education in MAPEH.

5.2 Level of Utilization of MAPEH Learning Resources for Music

Table 2 Level of Utilization of the MAPEH Learning Resources for Music

Learning Resources	Mean	Interpretation	Rank
1. portable organ	2.56	Moderately Utilized	18
2. piano	3.38	Fully Utilized	8
3. keyboard synthesizer	2.55	Moderately Utilized	19
4. flute	2.90	Moderately Utilized	15
5. ukulele	2.85	Moderately Utilized	17
6. banduria	3.09	Moderately Utilized	13
7. laud	3.36	Fully Utilized	9
8. guitar	3.39	Fully Utilized	7
9. octavina	3.29	Fully Utilized	11
10. contrabass	3.00	Moderately Utilized	14
11. karaoke/Component	2.88	Moderately Utilized	16
12. microphones	3.51	Fully Utilized	5
13. speaker	3.68	Fully Utilized	2
14. DVD player	3.68	Fully Utilized	2
15. wifi/ internet	2.19	Sometimes Utilized	20
16. DLP	3.59	Fully Utilized	4
17. Amplifier	3.32	Fully Utilized	10
18. video clips (playing instrument)	3.24	Moderately Utilized	12
19. instructional media (CD/DVD)	3.42	Fully Utilized	6
20. lapel	3.70	Fully Utilized	1
Overall Mean:	3.18	Moderately Utilized	

As indicated in Table 2, the highest-rated learning resource is the lapel, with a mean rating of 3.70 (fully utilized). The following highly rated learning resources are the speakers (mean = 3.68; fully utilized) and DVD player (mean = 3.68; fully utilized), followed by the DLP (3.59; fully utilized) and microphones (mean = 3.51; fully utilized). Meanwhile, the least utilized learning resources are the wifi/internet (mean = 2.19; sometimes utilized), portable organ (mean = 2.56; moderately utilized), and keyboard synthesizer (mean = 2.55; moderately utilized). The data indicates that the lapel, speakers, and DVD player are the most highly utilized learning resources for music education. This finding suggests that these resources are effective in facilitating learning and are being fully utilized by the learners. The DLP and microphones also received high ratings and are fully utilized, indicating their value as learning

resources for music. Conversely, the wifi/internet, portable organ, and keyboard synthesizer are the least utilized learning resources. This finding suggests that these resources may not be as essential to the learning process as the other resources.

5.3 Level of Utilization of MAPEH Learning Resources for Arts

Table 3 Level of Utilization of the MAPEH Learning Resources for Arts

Learning Resources	Mean	Interpretation	Rank
1. karaoke/Component	2.88	Moderately Utilized	9
2. microphones	3.51	Fully Utilized	5
3. speaker	3.68	Fully Utilized	2
4. DVD player	3.68	Fully Utilized	2
5. wifi/ internet	2.19	Sometimes Utilized	10
6. DLP	3.59	Fully Utilized	4
7. Amplifier	3.32	Fully Utilized	7
8. video clips (playing instrument)	3.24	Moderately Utilized	8
9. instructional media (CD/DVD)	3.42	Fully Utilized	6
10. lapel	3.70	Fully Utilized	1
Overall Mean:	3.32	Fully Utilized	

Table 3 presents data on utilizing available learning materials for arts education, with a ranking based on the mean scores. The three most highly utilized learning resources are the lapel (mean = 3.70; fully utilized), speakers (mean = 3.68; fully utilized), and DVD player (mean = 3.68; fully utilized). The high mean scores indicate that these resources are effective in facilitating learning and are being fully utilized by the learners. On the other hand, the three least utilized learning resources are the wifi/internet (mean=2.19; sometimes utilized), karaoke/component (mean = 2.88; moderately utilized), and video clips (playing instrument) (mean = 3.24; moderately utilized). The low mean scores suggest that these resources may not be as essential to the learning process as the other resources and are only sometimes or moderately utilized.

The data implies that the lapel, speakers, and DVD player are highly effective in facilitating arts education and should be prioritized for resource allocation and investment. Teachers can use these resources to design effective lesson plans and activities that engage learners. On the other hand, the least utilized resources, such as the WIFI/internet, karaoke/component, and video clips, may need to be re-evaluated for their effectiveness in the arts education context or incorporated in more creative ways to enhance the learning experience. Ultimately, the findings can help improve the quality and effectiveness of arts education programs.

The use of technology in arts education can significantly enhance the learning process. Lapel microphones, speakers, and DVD players are highly effective learning resources. Karaoke/components and video clips may also be less commonly used due to their limited functionality and versatility compared to other resources (Yamagata-Lynch, 2012).

5.4 Level of Utilization of MAPEH Learning Resources for Physical Education

Table 4 Level of Utilization of the Available Learning Resources for Physical Education

Learning Resources	Mean	Interpretation	Rank
1. karaoke/Component	2.88	Moderately Utilized	16
2. microphones	3.51	Fully Utilized	6
3. speaker	3.68	Fully Utilized	3
4. DVD player	3.68	Fully Utilized	3
5. wifi/internet	2.19	Sometimes Utilized	18
6. DLP	3.59	Fully Utilized	5
7. Amplifier	3.32	Fully Utilized	8
8. video clips (playing instrument)	3.24	Moderately Utilized	10
9. instructional media (CD/DVD)	3.42	Fully Utilized	7
10. lapel	3.70	Fully Utilized	2
11. basket ball	3.20	Moderately Utilized	12
12. volley ball	3.20	Moderately Utilized	12
13. net (volleyball)	3.22	Moderately Utilized	11
14. playing court (Basketball & volleyball)	3.28	Fully Utilized	9
15. swimming pool	2.75	Moderately Utilized	17

16. dance hall	3.77	Fully Utilized	1
17. Mats	3.00	Moderately Utilized	14
18. Cones	2.97	Moderately Utilized	15
Overall Mean:	3.26	Fully Utilized	

Table 4 presents data on utilizing available learning materials for physical education. The three *most utilized* resources are the dance hall (3.77, fully utilized), which is highly valued and indicative of the importance of dance in physical education; the lapel (3.70, fully utilized), which is essential for effective communication between teachers and students in noisy environments; and the speaker and DVD player (both with 3.68, fully utilized), which are effective in enhancing student learning experiences through the use of audio and video materials.

On the other hand, the three *least utilized* resources are WIFI/internet (2.19, sometimes utilized), which may not be given high priority in physical education despite the growing importance of digital resources; swimming pool (2.75, moderately utilized), which may be underutilized or not considered essential in the physical education curriculum; and karaoke/component (2.88, moderately utilized), which may not be as effective in enhancing student learning experiences as other resources. The data highlights the significant value given to resources contributing to students' physical education learning experiences. However, there is a need to reassess the utilization of some resources and explore potential opportunities to expand the physical education curriculum. The low utilization of WIFI/internet resources in the table is surprising, given the growing importance of digital resources in education. The low utilization of swimming pools in the table suggests that schools may miss an opportunity to promote water safety and provide students with additional physical education opportunities.

5.5 Level of Utilization of MAPEH Learning Resources for Physical Education

Table 5 Level of Utilization of the Available Learning Resources for Health

Learning Resources	Mean	Interpretation	Rank
1. karaoke/Component	2.88	Moderately Utilized	9
2. microphones	3.51	Fully Utilized	5
3. speaker	3.68	Fully Utilized	2
4. DVD player	3.68	Fully Utilized	2
5. wifi/ internet	2.19	Sometimes Utilized	10
6. DLP	3.59	Fully Utilized	4
7. Amplifier	3.32	Fully Utilized	7
8. video clips (playing instrument)	3.24	Moderately Utilized	8
9. instructional media (CD/DVD)	3.42	Fully Utilized	6
10. lapel	3.70	Fully Utilized	1
Overall Mean:	3.32	Fully Utilized	

Table 5 provides information on utilizing available learning materials for health, with a mean score assigned to each resource indicated in the parenthesis. The mean score represents the average utilization level of each learning material, with the interpretation of the mean score provided in the table and the resources classified as fully utilized, moderately utilized, or sometimes utilized. The top three resources with the highest mean scores and considered as fully utilized are the lapel (3.70, fully utilized), speaker (3.68, fully utilized), and DVD player (3.68, fully utilized). These resources are highly utilized, indicating that they are practical tools in facilitating learning for health.

In contrast, the bottom three resources with the lowest mean scores are karaoke/component (2.88, moderately utilized), video clips (playing instrument) (3.24, moderately utilized), and wifi/internet (2.19, sometimes utilized). These resources are ranked lower than the others, suggesting they are used less frequently. Overall, the mean score for all the resources combined is 3.32 (fully utilized), which suggests that the available learning materials for health are fully utilized on average. The mean score is a crucial metric as it provides a quantitative measurement of each resource's utilization level, helping identify the most effective learning materials for facilitating health education.

5.6 Problems Encountered in the Utilization of MAPEH Learning Resources

Table 6 Problems Encountered in the Utilization of MAPEH Learning Resources

	Problems Encountered	Frequency	Per Cent (%)	Rank
1.	Insufficient availability of facilities and equipment such as microphones, speakers, guitars, amplifiers, and other materials used in music class.	25	47.16	7
2.	Defective facilities and equipment in music	35	66.03	2
3.	No internet connection for integration of the activities and task	48	90.56	1
4.	Insufficient knowledge in using facilities and equipment	26	49.05	5
5.	Lack of DLP for viewing and lesson presentation	21	39.62	11
6.	Old and insignificant in the activities and task	21	39.62	11
7.	Defective facilities and equipment for sports and dance activities	26	49.05	5
8.	No available instrument for rondalla lessons such as banduria, laud, ukelele, octavina, contrabass, and others for each student	33	62.26	3
9.	No available swimming pool for swimming lessons inside the campus	25	47.16	7
10.	No available playing court for volleyball inside the campus	28	52.83	4
11.	No available playing court for softball inside the campus			
12.	No available playing court for basketball for MAPEH classes	6	11.32	14
13.	No available field for athletics sports inside the campus	24	45.28	9
14.	No available audio visual room for music lessons and viewing	23	43.39	10

As shown in Table 6, the study identified the top three indicators of problems encountered in utilizing available learning resources. The most significant challenge was the lack of internet connection for integrating activities and tasks, with most respondents (90.56%) ranking it as the top issue. Defective facilities and equipment in music were the second most critical issue, with a significant number of respondents (66.03%) highlighting its impact on the learning experience. The unavailability of instruments for rondalla lessons, such as banduria, laud, ukelele, octavina, contrabass, and others, was ranked third, with many respondents (62.26%) citing it as a challenge.

On the other hand, the bottom three indicators of problems encountered were also identified. The least significant concern was the unavailability of playing courts for basketball for MAPEH classes, with only a few respondents (11.32%) raising it as an issue. The lack of DLP for viewing and lesson presentation, as well as outdated teaching aids, were ranked equally, with several respondents (39.62%) highlighting these issues.

The study's findings emphasize the importance of investing in and maintaining equipment and facilities to enhance the quality of education and learning experiences. Addressing critical issues such as the lack of internet connectivity, defective facilities and equipment in music, and the unavailability of instruments for music lessons can lead to better student engagement, interest, and performance. By investing in and improving these resources, schools can offer more effective and efficient learning environments, helping students achieve their full potential.

5.7 Relationship of the Level of Attainment of Learning Objectives and Utilization of MAPEH Learning Resources

Table 7 Significance of the Relationship of the Level of Attainment of the Learning Objectives in MAPEH and the Level of Utilization of the MAPEH Learning Resources

Level of Attainment of the Course Objectives in MAPEH in Relation to the:	df	Computed Value	Critical Value	Decision on Ho	Interpretation	Strength of the Relationship
• Level of Utilization of Learning Resources in Terms of Music	6	14.729	12.592	Reject Ho	Significant	C=0.47; moderate
• Level of Utilization of Learning Resources in Terms of Arts	4	14.522	9.488	Reject Ho	Significant	C-0.46; moderate
• Level of Utilization of Learning Resources in Terms of Physical Education	4	13.930	9.488	Reject Ho	Significant	C-0.46; moderate
• Level of Utilization of Learning Resources in Terms of Health	4	14.522	9.488	Reject Ho	Significant	C-0.46; moderate

Table 7 presents a statistical analysis that investigates the relationship between the level of attainment of the course objectives in Music, Arts, Physical Education, and Health (MAPEH) and the level of utilization of available learning resources. The findings indicate a significant and moderate relationship between the two variables in each domain. The null hypothesis is rejected for all four domains, implying that students who attain higher levels of mastery in MAPEH tend to use learning resources more effectively than those who achieve lower levels of mastery. The moderate strength of the correlation coefficient suggests that the relationship between the two variables is not very strong but still notable. These findings have implications for MAPEH education, as educators may need to focus on providing appropriate learning resources to facilitate the attainment of the course objectives. Overall, the results suggest that the effective utilization of available learning resources can support students' mastery of the MAPEH course objectives.

6. Conclusion

The study assessed the attainment of learning objectives and utilization of resources for the MAPEH course by the College of Teacher Education, University of Cebu, Main Campus students. It examined the level of attainment of course objectives, utilization of learning resources, problems encountered, and the relationship between attainment and resource utilization. The overall mean description for attaining course objectives is fully attained, indicating that most objectives are fully attained. The findings suggest that the teaching methods used by MAPEH teachers effectively achieve the course objectives. However, students must have appropriate ball games, practice venues, and equipment. Moreover, there is a need to enhance the teaching of different musical periods, composers, compositions, and music history. These findings emphasize the importance of ongoing enhancements in MAPEH's teaching and learning experience. Prochaska and DiClemente's transtheoretical model supports the study's findings by emphasizing the need for progress through various stages for effective behavior change. Furthermore, the most utilized resources are the lapel, speakers, and DVD player. Meanwhile, the WI-FI/internet, portable organ, and keyboard synthesizer are the least utilized resources. There is a moderate positive correlation on the relationship between resource utilization and attainment of course objectives, indicating that students who use learning resources more effectively tend to achieve higher levels of mastery in MAPEH. Harter's competence motivation theory supports continuous improvement by underscoring the importance of providing adequate resources and support to enhance students' competence and motivation. Furthermore, Fishbein and Ajzen's expectancy-value theory supports the study's findings for improving the MAPEH learning experiences by highlighting the significance of appropriate learning resources to support students' mastery of MAPEH course objectives and enhance their motivation and performance.

While the study explores the attainment of course objectives and utilization of resources, future researchers may directly evaluate the impact of the resources on student learning outcomes. Second, future researchers could investigate how specific learning resources correlate with students' achievement in different MAPEH domains. Third, the study primarily relies on quantitative data, including qualitative interviews or surveys with teachers that could provide deeper insights into their experiences using different learning resources, challenges faced, and suggestions for improvement. Fourth, future researchers may study the effectiveness of specific learning resources for different MAPEH learning objectives and student populations. Lastly, future studies may examine the relationship between teacher training and effective utilization of learning resources in MAPEH education.

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ORCID ID:

<https://orcid.org/0009-0008-5705-9376>

<https://orcid.org/0000-0002-2333-7269>

<https://orcid.org/0000-0001-8061-8852>

<https://orcid.org/0000-0001-6924-9603>

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