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Analyzing key determinants of innovative instruction in shaping students' performance in MAPEH-integrated arts education

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ABSTRACT

The research aimed to determine the factors affecting the performance in MAPEH- Integrated Arts Education by analyzing the academic performance of Grade 10 students among the select schools in Cebu City Division, DepEd Region VII, Central Visayas, Cebu City Division during the academic year of 2024-2025 as bases for Sustainable Program. The study involved 5 teachers and 100 students who were selected through convenient sampling. Survey questionnaires were used to collect the data. The research utilized a descriptive correlation research design to evaluate the data. Similarly, the learners' demographic and socio-economic backgrounds serve as important variables that may shape their learning performance and engagement in arts-integrated instruction. Teaching force in MAPEH-Integrated Arts Education is largely composed of early-career educators who are likely energetic and adaptable to innovative teaching strategies. The gender distribution shows a slight dominance of male teachers (60%) over females (40%), indicating a balanced composition. Teachers are relatively young, with an average age of 30.2 years. This suggests that the teaching force in MAPEH-Integrated Arts Education is largely composed of early-career educators who are likely energetic and adaptable to innovative teaching strategies. Eighty percent (80%) of the teachers are married, have attained intermediate to advanced ranks, signifying experience and competence in classroom instruction. All teachers have advanced educational backgrounds. the teaching force in MAPEH-Integrated Arts Education is largely composed of early-career educators who are likely energetic and adaptable to innovative teaching strategies. The average teaching experience is 11.4 years, indicating that most respondents are mid-career educators. All of the teachers received a Very Satisfactory rating, indicating consistently high-performance levels. The learners average age of 14.75 years suggests they are in early adolescence. Socio-economic factors can influence access to art materials, extracurricular participation, and parental support. most learners' parents have at least some college education which can positively. The statistical analysis of the relationship between the identified factors affecting students' performance and their actual academic performance in Integrated Art Education, as measured through the Most Essential Learning Competencies (MELCs). This analysis aims to understand whether these contextual and instructional factors meaningfully contribute to students' mastery of learning competencies. The study provides empirical insight into whether these underlying factors directly influence performance outcomes in arts education. In practical terms, the results emphasize that MAPEH instruction in Integrated Art Education has successfully created a balanced learning environment, minimizing disparities that might otherwise stem from socio-economic or instructional differences. Students

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demonstrate relatively similar levels of performance, implying that teachers have effectively provided inclusive and standardized teaching methods aligned with the curriculum's objectives.

Keywords: Development education, analyzing key determinants of innovative instruction in shaping students' performance in MAPEH- integrated arts education, descriptive-quantitative research method, Cebu, Philippines.

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INTRODUCTION

The Department of Education as the prime mover in building the nation has a direct responsibility in overseeing the effective and full implementation of the Basic Education Curriculum (BEC) that is closest to the learner's growth and development. With this, the Special Program in the Arts offers a comprehensive Basic Education centered on the Arts, covering a range of art forms and disciplines. Arts Education is an integral component of a balanced educational program which also helps learners with potentials or talents in the arts namely , Music, Dance, theater Arts, Visual Arts, Media Arts and Creative Writing that will contribute to the socio-cultural and economic growth of the country in accordance with the Philippine Constitution Article XIV Sections 2,3,10,14,18 and R.A. No. 9155 otherwise known as "Governance of Basic Education Act of 2001.

MAPEH National Policy Guidelines are established by the Department of Education (DepEd) and are detailed in various issuances, with the recent focus on the MATATAG Curriculum and its implementing guidelines. Key guidelines include a shift in MAPEH assessment to two components instead of four, promoting holistic national identity, multicultural literacy, and physical and health literacy. The policies also emphasize ongoing classroom assessment, teacher capacity building, and partnerships with community stakeholders to support learners' well-being and quality of life.

Arts integration combines artistic processes with core academic content, allowing students to explore and demonstrate their understanding in creative ways. Examples include students choreographing movements to explain the solar system's rotation, acting out historical events to learn about the past, or painting scientific organisms to understand their characteristics. Other activities involve making sculptures of cells, writing poems to define vocabulary, or creating dioramas to depict important historical scenes.

The implementation of the K to 12 Basic Education Program is considered to be one of the most significant educational reforms in the country. It introduces programs and projects that aim to expand and improve the delivery of basic education in the country. It seeks to provide the Filipino learners with the necessary skills and competence to prepare them to take on the challenges of the 21st Century. It will make the basic education system in the Philippines at par with international standards by ensuring that it is appropriate, responsive, and relevant to the learners. A product of the collaboration with the Commission on Higher Education (CHED), the Technical Education and Skills Development Authority (TESDA), and academe and industry partners, the K to 12 Basic Education Program of the Department of Education is a curriculum that is accurate in content, at par with the basic education curricula of other Asia-Pacific countries, and, most importantly, appropriate to the learner's development.

Republic Act (RA) No. 8980 (The Early Childhood Care and Development Act) which sustained an inter-agency and multi-sectoral collaboration to guarantee delivery of holistic services to children up to 6 years old. At the international front, the ASEAN 2015 charted the

economic integration of the region. To meet the goals articulated in this document, the Association of Southeast Asian Nations (ASEAN) began working on a Qualifications Reference Framework (AQRF) that would enable comparisons of education qualifications among member states. Being the only ASEAN country with less than 12 years of basic education became further motivation for the Philippines to extend its secondary education by two years. On January 20, 2012, Republic Act No. 10157 (Kindergarten Education Act of 2012) was passed into law, making Kindergarten mandatory for all learners. Its Implementing Rules and Regulations (IRR) are found in Dep. ED Order (DO) No. 32, s. 2012. 28.

On May 15, 2013, Republic Act No. 10533 otherwise known as the Enhanced Basic Education Act of 2013 was passed into law. RA 10533 added two years of Senior High School (SHS) to broaden the goals of high school education for college preparation, vocational and technical career opportunities as well as creative arts, sports and entrepreneurial employment.

In the recent review of the intended curriculum for MAPEH, it was noted that almost half of the learning competencies in each of the MAPEH components have implicit skills. In general, this means that not all the prerequisite skills were taught as necessary. Some Learning Competencies (LCs) found in the Curriculum Guides of MAPEH were structurally flawed (e.g., double-barreled objectives). Some were inconsistent in the use of the verb form whether it should be in the present tense or imperative mood. Several LCs were redundant because they were found in two or more grade levels. Finally, many of the LCs were not developmentally appropriate for the intended learners. Responding to the challenges mentioned, it is critical to think of solutions that would allow the teachers to be more responsive in the task of instructional delivery. Through knowledge, comprehension, and application of sustainable creative practices within the community and for the environment, the Music and Arts curriculum will ultimately enable learners to be flexible and resilient. On the other hand, because good health is essential for effective learning and academic achievement, the Physical Education and Health curriculum will instill habits of lifelong, healthy, and active living based on an integration of cognitive, psychomotor, and affective skills. Through movement-based learning experiences and challenging but enjoyable physical activities in Physical Education and Health, learners will acquire both the mindset and the skills for lifelong physical activity participation as a means to optimize their health. Through Music and Arts, the learners will understand the process of preserving history and critically reflecting on culture, through the continuous creation of various art practices that are neither tied to nor confined to tradition. Thus, the MAPEH curriculum would not only be relevant but would also be meaningful in achieving a holistic kind of education. Revisions made in the Physical Education and Health curriculum are deemed necessary to adapt to current educational demands and challenges as well as to respond to the needs of the learners while anticipating current realities and future scenarios. Thus, this revision of the curriculum is essential to ensure up-to-date information and trends on maintaining good health, adapting to changing health needs, incorporating new technologies, and developing health habits that will last a lifetime. One of the features of the revised curriculum is the merging of concepts of Physical Education (P.E.) and Health which is becoming increasingly popular especially in other countries that include Australia, Japan, Canada, China, Germany, and the United Kingdom. This is due to the recognition that these two subjects are interconnected and that a holistic approach to wellness is necessary for students to develop healthy habits and lifestyles. It helps students understand the interconnectedness between their physical health and overall well-being. provides a more comprehensive educational experience, helps schools maximize their resources and time, promotes a holistic approach to wellness, provides opportunities for interdisciplinary learning, create a wellness education, promote health in children and youth and provide students with

the ability to know how to be well in all aspects - emotionally, physically, intellectually, spiritually, and socially, offer opportunities in a holistic manner", coordinated in the best interests of the community that serves as the justifications for merging these two fields.

This study addresses a significant research gap by exploring and highlighting sustainable special programs in the arts that empower school heads to elevate teacher performance and student outcomes. The findings are expected to inform the development of targeted professional development programs and policy reforms aimed at creating more inclusive, effective, and responsive educational environments.

Statement of the problem

This research determines the key determinants of innovative instruction in shaping students' performance in MAPEH-Integrated Arts Education among the select schools at Cebu City Division, DepEd Region VII, Central Visayas during the School Year 2024-2025. The findings of the research will serve as bases for a Sustainable Program. Specifically, this research answered the following questions:

1. What is the profile of the teacher respondents in terms of age and gender, civil status, position, highest educational attainment, field of specialization, number of years in service, performance rating, and relevant trainings/seminars attended, and what is the profile of the student respondents in terms of age and gender, household income, and highest educational attainment of parents?
2. As perceived by the teacher respondents, what are the factors of innovative instruction affecting students' performance in Integrated Arts Education in terms of student related aspects such as personal interest and motivation, talent and creativity, sense of belongingness, home environment, support from parents and family, and socio economic background; teacher and instruction quality such as teaching competence and creativity in instruction and problem solving ability; environmental factors such as classroom atmosphere and resource availability; and individual, social, and economic influences on learning outcomes?
3. As perceived by the student respondents, what is the level of students' performance in MAPEH-Integrated Arts Education as to the Most Essential Learning Competencies of identifying art elements in technology based production arts, signifying artworks produced by technology from other countries and their adaptation by Philippine artists, explaining the role or function of artworks by evaluating their utilization and combination of art elements and principles, and using artworks to derive the traditions and history of a community?
4. Is there a significant relationship between the factors affecting students' performance in Integrated Arts Education and the level of students' performance in MAPEH-Integrated Arts Education?
5. As perceived by the respondent groups, what are the challenges encountered related to the key determinants of innovative instruction affecting students' performance in MAPEH-Integrated Arts Education?
6. Based on the findings, what sustainable programs in MAPEH-Integrated Arts Education can be shaped?

METHODOLOGY

This section outlines the key determinants of innovative instruction in shaping students' performance in MAPEH Integrated Art Education at Cebu City Division, DepEd Region VII, Central Visayas, during the School Year 2024-2025. The findings of the research will serve as

bases for Sustainable Programs. The study is structured around a descriptive-quantitative design and utilizes the Input-Process-Output (IPO) model as a conceptual framework for the research process.

A descriptive-quantitative research design is adopted for this study. This design is chosen because it provides a systematic and objective means to collect, analyze, and interpret numerical data related to the factors affecting the MAPEH students' performance. Unlike more interpretative designs, the descriptive-quantitative approach allows the researcher to measure variables such as vision setting, resource allocation, collaborative planning, and continuous professional development, and then statistically test the relationships among these variables. This design is particularly suited for practice-based research, as it enables the identification of patterns and correlations that inform policy and professional development initiatives.

This study follows the Input-Process-Output (IPO) model, which provides a systematic framework for analyzing the factors affecting the MAPEH students' performance in Integrated Art Education. The Input phase involves the collection of comprehensive demographic data from the school teachers and MAPEH Grade 10 students, as well as baseline information on existing leadership practices. For MAPEH teachers, data such as age, gender, civil status, position, highest educational attainment, field of specialization, years in service, relevant trainings and seminars attended, number of teachers managed, and current leadership practices will be gathered. For the MAPEH students, demographic data including age and gender, household income, and perceptions of school will be gathered. The Process phase focuses on data collection, analysis, and interpretation using structured methodologies. Structured survey questionnaires will be administered to school leaders, with data collection centered on key strategic leadership dimensions, including vision setting, resource allocation, collaborative planning, and continuous professional development. Furthermore, challenges faced by school heads in implementing strategic leadership practices will be identified and analyzed. The collected data will be subjected to statistical techniques such as descriptive statistics. The Output phase synthesizes research findings into evidence-based conclusions and practical recommendations, including recommendations for policy enhancements, leadership training programs, and Sustainable Programs. This structured flow ensures a methodical and data driven approach.

This research was conducted among select Public Junior High Schools in Cebu City Division. Cebu is a province of the Philippines, in the country's Central Visayas region, comprising Cebu Island and more than 150 smaller surrounding islands and islets. Its prosperous port capital, Cebu City, retains landmarks from its 16th century Spanish colonial past, including the Basilica Minore Del Santo Niño church and the triangular Fort San Pedro. Tops, an observation deck on Mt. Busay, offers sweeping views of Cebu City, which is a highly urbanized city in the Central Visayas region of the Philippines. According to the 2024 census, it has a population of 965,332 people, making it the sixth most populated city in the nation and the most populous in the Visayas and the Central Visayas Region. It serves as the capital of Cebu, wherein it is geographically situated and grouped under the province by the Philippine Statistics Authority, but is one of three cities, together with Lapu Lapu and Mandaue, that are administratively independent of the provincial government and also the largest city within that province. It also serves as the regional center of Central Visayas, and its metropolitan area exerts influence on commerce, trade, industry, education, culture, tourism, and healthcare beyond the region, over Central and Eastern Visayas and partly over Mindanao. It is the Philippines' main domestic shipping port and is home to about 80% of the country's domestic shipping companies. Additionally, Cebu City is the prime trading center of the southern Philippines. Cebu City retains landmarks from its 16th century Spanish colonial past, including

the Basilica Minore del Santo Niño church and the triangular Fort San Pedro, while Tops, an observation deck on Mt. Busay, offers sweeping views over the city. Located at the center of the eastern seaboard of Cebu Island, it is the core city of Metro Cebu, the second largest metropolitan area in the Philippines, which includes the cities of Carcar, Danao, Lapu Lapu, Mandaue, Naga, and Talisay, and the municipalities of Compostela, Consolacion, Cordova, Liloan, Minglanilla, and San Fernando. Metro Cebu had a total population of 3,207,256 as of the 2024 census. The current political boundaries of the city are an amalgamation of the former municipalities of Cebu, San Nicolas, El Pardo, Mabolo, Talamban, and Banilad in the Commonwealth period. The city has experienced rapid economic growth since the 1990s, a phenomenon also known as "Ceboom." Owing to its economic importance and influence in modern times, Cebu City is also popularly referred to as the Queen City of the South. The respondent schools in Cebu City Division were Punta Princesa National High School Night session, Tisa National High School Day and Night sessions, Toong Integrated School, Buhisan NHS Night session, and Abellana NHS.

The respondents of the study were the teachers and MAPEH 10 students among the select Public Secondary schools in the Division of Cebu City, Philippines, who were divided in accordance with the schools. There are 105 total population per school, where 20% of total respondents per school for Grade 10 is 21, with a total population of 625. Punta Princesa National High School Night session has 21 respondents, consisting of 1 teacher and 20 students. Tisa National High School Day and Night sessions has 21 respondents, consisting of 1 teacher and 20 students. The same distribution applies to Toong Integrated School, Buhisan NHS Night session, and Abellana NHS. In total, across the five schools, the combined population is 625, with 105 respondents representing 20% of that population, comprising 5 teachers and 100 students, which corresponds to 100% for both the teacher group and the student group.

The researcher used a descriptive-quantitative research method to gather data using a Likert type survey questionnaire with five indicators to gather measurable data needed from teacher respondents. Using these questionnaires would have the advantage of obtaining more honest and correct responses from respondents and ensuring the data's dependability due to its anonymity. The descriptive research design accurately and systematically describes, observes, or validates aspects of groups collected through quantifiable information, such as the relationships among variables, in their natural state (Siedlecki, 2020). Therefore, the research questions for this study align with the descriptive research questions layout. The survey questionnaire is a tool used to gather the data needed in the study, and the given instrument is adopted from a prior study. The questionnaire for teacher and student respondents consisted of four parts. The first component of the survey is a set of questions about the teacher respondents' profile. The second part is the set of questions about the student respondents' perceptions of the factors affecting students' performance in Integrated Art Education among the select public JHS schools of Cebu City Division, Region VII, Central Visayas. The third part concerns the level of MAPEH students' performance in Integrated Art, namely student engagement, parent satisfaction, teacher productivity, and financial indicators, depending on the specific goals of the institution. The fourth part comprises questions related to the challenges experienced in determining the factors affecting students' performance in Integrated Art Education. A series of questions was used in supporting the research study, and questionnaires are to be delivered face to face, in paper and pencil test format, to 105 respondents among the select public JHS schools of Cebu City Division, consisting of 5 teachers and 100 students. All questions were standardized so that all respondents received the same questions with identical wording. In its final form, the instrument consists of five parts. Part I contains the demographic profile of the teacher respondent groups, showing their basic information. Part II contains the demographic profile of learner respondents among the select schools of Cebu City Division, Region VII,

Central Visayas. Part III contains the factors affecting students' performance in Integrated Art Education. Part IV contains the level of MAPEH students' performance in Integrated Art Education. Part V contains the challenges met by teachers and students in terms of determining the factors affecting students' performance in Integrated Art Education.

The questionnaire was meticulously designed to gather comprehensive data pertinent to the study's objectives. The initial section focused on collecting demographic and professional background information, including age, gender, civil status, educational attainment, years of service, current position, and participation in relevant training or seminars. The subsequent section aimed to assess the factors affecting students' performance in Integrated Art Education and the level of MAPEH students' performance. Following the collection of completed questionnaires, the researcher systematically organized and tabulated the data. Appropriate statistical methods were then applied to analyze the information, facilitating the identification of patterns and relationships between the empowerment of school heads and the instructional outcomes observed. The insights derived from this analysis served as the foundation for the study's recommendations, summary, and conclusions, aiming to inform the development of programs and strategies to enhance strategic leadership and instructional quality within the educational setting.

Throughout the research process, stringent ethical considerations were upheld. Informed consent was a prerequisite for all participants, ensuring they were fully aware of the study's purpose and their role within it. The research design was carefully crafted to prevent any form of coercion, particularly given the existing professional relationships between the researcher and the participants. Confidentiality was rigorously maintained, with all data being anonymized to protect the identities of the respondents. The study adheres to ethical guidelines as outlined by Fleming (2018), emphasizing the importance of obtaining approval from the human research ethics committee prior to data collection. This proactive approach ensures that the research will be conducted with integrity, respect, and in full compliance with established ethical standards.

Based on the research design, the researcher categorized and classified the given data. The data are to be gathered, tallied, tabulated, and subjected to statistical treatment. Simple percentage was used to determine the personal profile of the respondent groups. The percentage would determine the profile of the teacher respondents as to their age, gender, length of service, highest educational attainment, and current position. It also determined student respondents' profiles through their age, gender, section, average household income, residential location, and home tutorship, which support the researcher in ascertaining the percentage of the responses on the survey questionnaires. The weighted mean was used for the factors affecting students' performance in Integrated Art Education and the level of MAPEH students' performance. The T-Test was a tool used to test the significant relationship between the factors affecting students' performance in Integrated Art Education and the level of MAPEH students' performance.

The questionnaire comprises five sections. The first is the teacher respondents' demographic information, namely age and gender, civil status, highest educational attainment, field of specialization, position, years of teaching experience, related trainings and seminars attended, and performance rating, as well as the student respondents' demographic profile as to age and gender, section, average household income, residential location, and home tutorship. The second concerns the factors affecting students' performance in Integrated Art Education. The third concerns the academic performance of students in Integrated Art Education. The fourth concerns the relationship between factors affecting students' performance in Integrated Art Education and the level of MAPEH students' performance. The fifth concerns the challenges related to the factors affecting students' performance in Integrated Art Education. A

series of questions was used in supporting the research study, and questionnaires are to be delivered in paper and pencil test assessment format to 105 respondents.

To quantify the responses for the factors affecting students' performance in Integrated Art Education, a 4 point scale with corresponding weights, categories, and verbal descriptions was used to interpret the data gathered. A weight of 4, corresponding to a scale of 3.26 to 4.00, is categorized as Strongly Agree, described as strongly supporting that the item significantly impacts student performance. A weight of 3, corresponding to a scale of 2.51 to 3.25, is categorized as Agree (A), described as concurring that the item significantly impacts student performance. A weight of 2, corresponding to a scale of 1.76 to 2.50, is categorized as Disagree (D), described as inconsistent regarding the significant impact on student performance. A weight of 1, corresponding to a scale of 1.00 to 1.75, is categorized as Strongly Disagree (SD), described as lacking agreement on the significant impact on student performance.

To measure the responses to Part III concerning the academic performance of MAPEH JHS students, the following categories and numerical values were used. A weight of 4, corresponding to a scale of 3.26 to 4.00 and a grade of 90 to 100, is categorized as Attained Mastery (AM), described as the students achieving a very high level of skill or comprehensive knowledge in a specific subject or MAPEH activity and practices in the Music and Arts industries, in preparation for their career plan. A weight of 3, corresponding to a scale of 2.50 to 3.25 and a grade of 85 to 89, is categorized as Near Mastery (NM), described as the student being close to achieving full mastery of a skill or knowledge area but not yet having fully reached it. A weight of 2, corresponding to a scale of 1.76 to 2.50 and a grade of 80 to 84, is categorized as Lack Mastery (LM), described as the student not having a great skill or total command over a subject or task, which can also refer to a student's failure to achieve a predefined level of competence in a course or topic. A weight of 1, corresponding to a scale of 1.00 to 1.75 and a grade of 75 to 79, is categorized as Needs Improvement (NI), described as the student having the potential to be better but currently falling short of expectations, requiring more work, effort, or attention to reach the desired standard. This scale was sourced from the DepEd Most Essential Learning Competencies (MELCS) Guidelines 2022-2023.

RESULTS AND DISCUSSION

This study utilized a descriptive correlational and descriptive quantitative research design to examine the factors affecting students' performance in MAPEH-Integrated Art Education among selected public junior high schools of Cebu City Division. A total of 105 respondents participated in the study, composed of 5 teachers and 100 students, who were randomly chosen from the identified schools within the districts of Cebu City Division. Data were gathered through a researcher-adopted survey questionnaire consisting of five sections covering the demographic profiles of the teacher and student respondents, the factors affecting students' performance in Integrated Art Education, the level of students' academic performance based on the Most Essential Learning Competencies, the relationship between these factors and performance levels, and the challenges encountered relative to innovative instruction. The questionnaires were administered face to face in paper-and-pencil format to the student respondents and through social media to the teacher respondents, following approval from the School Division Superintendent. All questions were standardized so that every respondent received identical wording. Data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation, as well as the Chi-Square Test of Independence to determine the significance of relationships among variables. The discussion that follows is grounded entirely in the data gathered from these instruments, and all results are interpreted in direct relation to the study's objectives of identifying the factors affecting students' performance, describing the level of students' performance, determining the

significance of the relationship between these factors and performance, and identifying the challenges related to innovative instruction in MAPEH-Integrated Art Education.

Among the teacher respondents, the age and gender profile revealed that of the 5 teachers, 1 (20.00%) male teacher belonged to the 36 to 40 years old bracket, 1 (20.00%) male teacher belonged to the 31 to 35 years old bracket, 1 (20.00%) male and 1 (20.00%) female teacher belonged to the 25 to 30 years old bracket, and 1 (20.00%) female teacher was under 25 years old, while no teachers fell within the over 55, 51 to 55, 46 to 50, or 41 to 45 years old brackets, each registering 0 (0.00%). In total, male teachers comprised 3 (60.00%) of the respondents while female teachers comprised 2 (40.00%), yielding an average age of 30.20 years with a standard deviation of 5.25. This indicates that the teaching force in MAPEH-Integrated Arts Education is largely composed of early-career educators who are likely energetic and adaptable to innovative teaching strategies, with a gender distribution showing a slight dominance of male teachers over females. This age profile aligns with the current national trend of young professionals entering the education sector, and younger teachers tend to be more open to integrating technology and creative pedagogy in the arts curriculum; however, the absence of senior or veteran teachers may imply limited mentorship and institutional experience that could contribute to advanced pedagogical development.

With respect to civil status, 4 (80.00%) of the teacher respondents were married and 1 (20.00%) was single, while separated, widow/widower, and single parent categories each registered 0 (0.00%), for a total of 5 (100.00%). This indicates that most of the teachers have family responsibilities that may influence their time management, work-life balance, and teaching focus; marital stability may contribute positively to emotional maturity and interpersonal relationships within the learning environment, although it may also pose challenges in attending extended trainings or extracurricular duties related to arts education. In terms of position, 3 (60.00%) of the teachers held the rank of Teacher III, 1 (20.00%) held Teacher II, and 1 (20.00%) held Teacher I, while Master Teacher III, Master Teacher II, and Master Teacher I positions each registered 0 (0.00%), totaling 5 (100.00%). This distribution reflects that the teachers have attained intermediate to advanced ranks, signifying experience and competence in classroom instruction; the absence of Master Teachers may imply limited access to specialized instructional leadership in arts integration, although the dominance of Teacher III positions reflects an upward career progression among the respondents.

Regarding highest educational attainment, 3 (60.00%) of the teachers had units in a Master's degree, 1 (20.00%) had completed units in a Doctorate degree, and 1 (20.00%) was a Master's degree graduate, while Doctorate degree graduate and Bachelor's degree graduate categories each registered 0 (0.00%), totaling 5 (100.00%). This high level of educational qualification demonstrates strong academic preparation, which is crucial for implementing arts-integrated teaching approaches, and reflects a commitment to continuous learning and pedagogical enhancement. All 5 (100.00%) teacher respondents specialized in MAPEH, with General Education, Content Education, Early Childhood Education, and Mathematics each registering 0 (0.00%), which aligns perfectly with the study's focus and ensures reliability in the data since all participants have relevant expertise and practical experience in arts-integrated instruction. In terms of relevant trainings and seminars attended, 2 (40.00%) teachers attended 9 to 10 trainings, 1 (20.00%) attended 5 to 6, 1 (20.00%) attended 3 to 4, and 1 (20.00%) attended 1 to 2, while the 10-above and none categories each registered 0 (0.00%), yielding an average of 5.90 trainings attended. This shows active participation in professional growth opportunities, and those with higher attendance are likely to adopt more innovative and reflective teaching strategies in arts education.

With regard to years of teaching experience, 2 (40.00%) of the teachers had 11 to 15 years of service, 1 (20.00%) had 16 to 20 years, 1 (20.00%) had 6 to 10 years, and 1 (20.00%) had 5 years and below, while the 21-years-and-above category registered 0 (0.00%), producing an average of 11.40 years. This indicates that most respondents are mid-career educators with adequate classroom exposure and familiarity with curriculum standards; a balanced mix of newer and experienced teachers can foster collaboration and innovation in arts pedagogy, although the absence of long-serving teachers of 21 years and above may limit the presence of deeply institutionalized teaching practices. Finally, all 5 (100.00%) teachers received a Very Satisfactory performance rating based on the Individual Performance Commitment and Review Form, while Outstanding, Satisfactory, Moderately Satisfactory, and Unsatisfactory ratings each registered 0 (0.00%), indicating consistently high-performance levels and implying strong commitment, efficiency, and professionalism in delivering MAPEH instruction.

Among the student respondents, all 100 (100.00%) learners were male, with 75 (75.00%) aged 15 years and above and 25 (25.00%) aged 14 years old, while no students fell within the 13-years-and-below bracket, registering 0 (0.00%), yielding an average age of 14.75 years with a standard deviation of 0.44. This suggests that the learners are in early adolescence, a stage marked by strong interest in expressive and creative learning. In terms of household income, 43 (43.00%) of the students' families earned between 25 and 40 thousand pesos annually, 40 (40.00%) earned 50 thousand pesos and more, and 17 (17.00%) earned between 15 and 24 thousand pesos, while the 10-thousand-pesos-and-below bracket registered 0 (0.00%), producing an average annual household income of 37,290.00 pesos. This indicates that most learners come from households with a modest income level, and socio-economic factors can influence access to art materials, extracurricular participation, and parental support. Regarding the educational attainment of parents, 36 (36.00%) had college-level mothers only, 25 (25.00%) had both parents with elementary-level education, 23 (23.00%) were college graduates, 13 (13.00%) had mothers with secondary-level education, and 3 (3.00%) were not able to attend elementary level, totaling 100 (100.00%). This shows that most learners' parents have at least some college education, comprising 59% of the sample, which can positively influence academic guidance and value for arts education, while 41% have only elementary or secondary education, which may limit academic reinforcement at home.

The factors affecting students' performance in MAPEH-Integrated Art Education were examined across student-related aspects, teacher and instructional quality, environmental factors, and individual, social, and economic influences, with descriptive results generally falling under the "Agree" and "Strongly Agree" categories and means ranging between 3.12 and 3.48, indicating that these factors were perceived to have a strong and positive influence on student performance. Under student-related aspects, personal interest and motivation, talent and creativity obtained individual item means of 3.40 (SD = 0.5477, Strongly Agree), 3.20 (SD = 0.4472, Agree), 3.40 (SD = 0.5477, Strongly Agree), 3.60 (SD = 0.5477, Strongly Agree), and 3.60 (SD = 0.5477, Strongly Agree), yielding an average weighted mean of 3.44 (Strongly Agree). This means that teachers highly recognize the impact of students' intrinsic motivation, personal interest, and creativity on their learning outcomes in Integrated Art Education, with students who are more self-driven and creatively expressive tending to perform better and engage more meaningfully with artistic tasks; those who find joy and challenge in creative work demonstrate persistence and higher problem-solving ability, and teachers observed that such learners are more active participants in discussions and more confident in presenting original ideas.

A sense of belongingness registered item means of 3.40 (SD = 0.5477, Strongly Agree), 3.20 (SD = 0.4472, Agree), 3.40 (SD = 0.5477, Strongly Agree), 3.40 (SD = 0.5477, Strongly Agree), and 3.20 (SD = 0.4472, Agree), with an average weighted mean of 3.32 (Strongly Agree), implying that a positive sense of belongingness enhances students' participation and

confidence in art-related activities, and that social inclusion and supportive peer relationships are vital for creative collaboration. Students who feel accepted in class tend to express themselves more freely and perform better in group-based art tasks, as belongingness fosters trust and cooperation essential in maintaining enthusiasm and participation during creative production. Home environment obtained item means of 3.00 (SD = 0.7071, Agree), 2.60 (SD = 0.5477, Agree), 3.20 (SD = 0.4472, Agree), 3.60 (SD = 0.5477, Strongly Agree), and 3.60 (SD = 0.5477, Strongly Agree), with an average weighted mean of 3.20 (Agree), revealing that teachers perceive the home environment as an important contributor to student performance, although the presence of moderate ratings such as 2.60 and 3.00 suggests variability in family support and study conditions. Learners with supportive, resourceful, and emotionally stable homes tend to demonstrate better focus, confidence, and task completion, while limited home guidance and fewer learning materials may hinder consistent academic performance in arts-integrated lessons.

Support from parents and family yielded item means of 3.40 (SD = 0.5477, Strongly Agree), 3.40 (SD = 0.5477, Strongly Agree), 3.40 (SD = 0.5477, Strongly Agree), 3.60 (SD = 0.5477, Strongly Agree), and 3.60 (SD = 0.5477, Strongly Agree), producing the highest average weighted mean among the student-related aspects at 3.48 (Strongly Agree). This indicates that parental and familial engagement strongly enhances student motivation, discipline, and confidence in Integrated Art Education, with students who receive emotional, academic, and financial assistance from their families showing more interest and creativity in their tasks. Socio-economic background obtained item means of 3.60 (SD = 0.5477, Strongly Agree), 3.40 (SD = 0.5477, Strongly Agree), 3.60 (SD = 0.5477, Strongly Agree), 3.40 (SD = 0.5477, Strongly Agree), and 3.00 (SD = 0.7071, Agree), with an average weighted mean of 3.40 (Strongly Agree), showing that students' financial stability and access to resources influence their participation and success in Integrated Art Education. Students from higher-income families often have access to art materials, gadgets, and exposure to cultural experiences, allowing for more sophisticated artistic expression, although teachers observed that creativity and motivation can still thrive even among those with limited resources if guided by effective instructional strategies.

Under teacher and instruction quality, teaching competence and creativity in instruction obtained item means of 3.20 (SD = 0.8367, Agree), 3.40 (SD = 0.5477, Strongly Agree), 3.20 (SD = 0.4472, Agree), 3.00 (SD = 0.7071, Agree), and 3.40 (SD = 0.5477, Strongly Agree), yielding an average weighted mean of 3.24 (Agree), suggesting that teachers believe instructional competence and creativity have a substantial influence on student learning, though continuous pedagogical improvement remains necessary to sustain learners' enthusiasm and creative independence. Problem-solving ability registered item means of 3.00 (SD = 0.7071, Agree), 3.40 (SD = 0.5477, Strongly Agree), 3.20 (SD = 0.4472, Agree), 3.00 (SD = 0.7071, Agree), and 3.00 (SD = 0.7071, Agree), with an average weighted mean of 3.12 (Agree), indicating that while students possess basic problem-solving skills, these abilities can still be strengthened through experiential and design-oriented learning; arts-integrated learning provides an ideal avenue for enhancing problem-solving since students are required to conceptualize, evaluate, and execute artistic solutions, though teachers noted the need for more structured learning experiences that encourage deeper analysis and innovative experimentation.

Among environmental factors, classroom atmosphere obtained item means of 3.60 (SD = 0.5477, Strongly Agree), 3.20 (SD = 0.4472, Agree), 3.20 (SD = 0.4472, Agree), 3.00 (SD = 0.7071, Agree), and 3.40 (SD = 0.5477, Strongly Agree), with an average weighted mean of 3.28 (Strongly Agree), emphasizing its positive influence on motivation and performance, as classrooms with open communication, accessible materials, and flexible arrangements foster

enthusiasm and collaborative creativity. Socio-economic background, considered as an environmental resource factor, registered item means of 3.40 (SD = 0.5477, Strongly Agree), 2.80 (SD = 0.4472, Agree), 2.80 (SD = 0.4472, Agree), 3.60 (SD = 0.5477, Strongly Agree), and 3.40 (SD = 0.5477, Strongly Agree), with an average weighted mean of 3.20 (Agree), meaning that while most teachers believe resources are generally sufficient, there remains a need to ensure sustained access to art supplies and materials, since limited resources in some schools may hinder exploration of certain media or techniques. Finally, individual, social, and economic influences on learning outcomes obtained item means of 3.60 (SD = 0.5477, Strongly Agree), 3.40 (SD = 0.5477, Strongly Agree), 3.40 (SD = 0.5477, Strongly Agree), 3.40 (SD = 0.5477, Strongly Agree), and 3.40 (SD = 0.5477, Strongly Agree), yielding an average weighted mean of 3.44 (Strongly Agree), showing that students' learning outcomes are significantly influenced by their personal resilience, social support, and economic background, with learners who feel socially supported and economically secure demonstrating higher persistence, problem-solving ability, and appreciation for art as a medium for communication and cultural reflection.

The level of MAPEH students' performance in Integrated Art Education was assessed according to the Most Essential Learning Competencies. In identifying art elements in technology-based production arts, item means of 2.75 (SD = 0.6256, Near Mastery), 2.90 (SD = 0.8933, Near Mastery), 3.01 (SD = 0.8586, Near Mastery), 2.69 (SD = 0.6308, Near Mastery), and 2.85 (SD = 0.7300, Near Mastery) were obtained, producing an average weighted mean of 2.84, classified as Near Mastery. This suggests that learners can recognize and apply fundamental art elements such as line, shape, color, form, texture, and space in technology-based artworks, and are familiar with digital platforms and graphic tools for artistic composition, although their skills remain developing, as they tend to focus more on visual execution rather than deeper conceptual analysis. In identifying artworks produced by technology from other countries and their adaptation by Philippine artists, item means of 3.03 (SD = 0.7972, Near Mastery), 2.94 (SD = 0.6000, Near Mastery), 3.15 (SD = 0.6571, Near Mastery), 3.17 (SD = 0.5870, Near Mastery), and 3.04 (SD = 0.6655, Near Mastery) were obtained, with an average weighted mean of 3.07, also classified as Near Mastery, indicating that learners can identify and compare technology-produced artworks from other countries and recognize their adaptation by Filipino artists, demonstrating an emerging appreciation for global art trends.

In explaining the role or function of artworks by evaluating their utilization and combination of art elements and principles, item means of 3.02 (SD = 0.6510, Near Mastery), 3.14 (SD = 0.5864, Near Mastery), 3.17 (SD = 0.5870, Near Mastery), 3.04 (SD = 0.6655, Near Mastery), and 3.15 (SD = 0.6571, Near Mastery) were obtained, yielding an average weighted mean of 3.10, classified as Near Mastery, indicating that learners can meaningfully discuss how design elements contribute to the purpose and message of an artwork, understanding the functional and expressive purposes of art and how technology serves as a creative medium for personal, cultural, and societal communication. In using artworks to derive the traditions and history of a community, item means of 2.90 (SD = 0.8933, Near Mastery), 3.01 (SD = 0.8586, Near Mastery), 2.73 (SD = 0.6491, Near Mastery), 2.85 (SD = 0.7300, Near Mastery), and 2.90 (SD = 0.7035, Near Mastery) were obtained, with an average weighted mean of 2.88, classified as Near Mastery, indicating that students can moderately connect artworks to community traditions and historical contexts, displaying awareness that art serves as a reflection of society and a medium to preserve cultural identity, though they may need more exposure to localized art forms to fully comprehend the relationship between art, history, and tradition.

The significance of the relationship between the factors affecting students' performance and the level of MAPEH students' performance in Integrated Art Education was tested using the Chi-Square Test of Independence at the 0.05 alpha level. For student-related aspects,

personal interest and motivation, talent and creativity, a sense of belongingness, and home environment each yielded identical chi-square values across the four competency areas of 2.511 ($p = 0.4734$), 1.363 ($p = 0.7143$), 1.236 ($p = 0.5390$), and 2.155 ($p = 0.5409$). Support from parents and family yielded chi-square values of 2.971 ($p = 0.3961$), 1.436 ($p = 0.6971$), 1.256 ($p = 0.5338$), and 2.422 ($p = 0.4895$), while socio-economic background under student-related aspects yielded chi-square values of 1.651 ($p = 0.6479$), 0.825 ($p = 0.8436$), 0.741 ($p = 0.6903$), and 1.327 ($p = 0.7228$). For teacher and instruction quality, teaching competence and creativity in instruction and problem-solving ability each yielded chi-square values of 0.450 ($p = 0.9298$), 0.098 ($p = 0.9921$), 0.078 ($p = 0.9619$), and 0.342 ($p = 0.9519$), while problem-solving skills yielded chi-square values of 2.971 ($p = 0.3961$), 1.436 ($p = 0.6971$), 1.256 ($p = 0.5338$), and 2.422 ($p = 0.4895$). For environmental factors, classroom atmosphere and socio-economic background each yielded chi-square values of 0.450 ($p = 0.9298$), 0.098 ($p = 0.9921$), 0.078 ($p = 0.9619$), and 0.342 ($p = 0.9519$). For individual, social, and economic influences on learning outcomes, chi-square values of 2.971 ($p = 0.3961$), 1.436 ($p = 0.6971$), 1.256 ($p = 0.5338$), and 2.422 ($p = 0.4895$) were obtained. Across all variables and all four competency areas, the computed p-values exceeded the 0.05 level of significance, and the chi-square values were found not significant at the 0.05 alpha level. Consequently, the null hypothesis of no significant relationship between the factors affecting students' performance and the level of MAPEH students' performance in Integrated Art Education was not rejected, indicating that no statistically significant relationship exists between these factors and students' academic performance as measured through the Most Essential Learning Competencies.

This statistical finding suggests that the observed performance patterns among MAPEH students are not significantly dependent on personal, instructional, environmental, or socio-economic differences. Student-related aspects such as personal interest and motivation (chi-square = 2.511, $p = 0.4734$) and family support (chi-square = 2.971, $p = 0.3961$) do not statistically determine students' performance in identifying or interpreting artworks. Similarly, teacher and instruction quality, represented by teaching competence (chi-square = 0.450, $p = 0.9298$), showed no significant relationship with students' level of mastery in any of the MELC-aligned competencies, and environmental and socio-economic factors likewise displayed non-significant correlations, with p-values ranging from 0.6479 to 0.9921, suggesting that these conditions have minimal direct effect on measurable academic outcomes in Integrated Art Education. Despite these non-significant findings, the consistently positive mean scores obtained in the descriptive analysis of factors, ranging from 3.12 to 3.48, show that these factors contribute indirectly by shaping students' attitudes, engagement, and exposure to creative learning. The lack of statistical significance does not necessarily imply an absence of influence, but rather suggests that students' consistent Near Mastery performance, with competency-level means ranging from 2.84 to 3.10, may be attributed to uniform learning experiences across different backgrounds. This finding resonates with the view that when instructional delivery is standardized and equitably implemented, disparities in individual, social, and economic backgrounds may be attenuated in their statistical association with measured outcomes, even though these factors remain descriptively relevant to students' motivation and engagement. In practical terms, the results emphasize that MAPEH instruction in Integrated Art Education has successfully created a balanced learning environment, minimizing disparities that might otherwise stem from socio-economic or instructional differences, with students demonstrating relatively similar levels of performance, implying that teachers have effectively provided inclusive and standardized teaching methods aligned with the curriculum's objectives.

The challenges encountered relative to the key determinants of innovative instruction in shaping students' performance in MAPEH-Integrated Art Education further contextualize

these quantitative findings. Learners' difficulty in recognizing new words, which can lead to improper comprehension of text, was identified as a barrier, consistent with the observation that the ability to learn from stories is a skill that benefits learners throughout their lives, since reading can be difficult for young learners who struggle with new vocabulary, a difficulty that can impair comprehension and reduce their willingness to read. Related to students' interest, prior research examining factors that hinder students in learning Integrated Art Education found that students learn more when they feel they belong to a certain group, and that interest in a subject correlates with the extent of learning achieved. Personal circumstances were likewise identified as a challenge, with research similarly finding that students learn more when they feel they belong to a group and that parental support marks an impact on students' interest in learning the arts. Psychological conditions were examined in relation to the effect of students' motivation on their creative activities, using a self-developed Motivation for Creativity Questionnaire, with findings suggesting that educators can promote students' creative performance by nurturing both intrinsic and achievement motivations, focusing on divergent thinking, originality of ideas, persistent attitude, and intellectual risk-taking.

The need to train teachers was also identified as a challenge, consistent with the principle that teacher training in inclusive instruction is essential to equip educators with the knowledge, skills, and strategies needed to effectively meet the diverse learning needs of all students, with findings affirming that training teachers in inclusive instruction is essential for creating inclusive learning environments. The need for parent and community involvement emerged as another determinant, grounded in the recognition that such involvement plays a crucial role in supporting and enhancing inclusive instruction, with prior findings showing that inclusive instruction that is student-centered and involves active parent and community involvement has produced positive outcomes for students with diverse learning needs. Finally, the need for assessment of individual students' characteristics was identified, reflecting the understanding that such assessment involves gathering information about learners' unique abilities, learning styles, strengths, challenges, and needs to inform instructional planning, support strategies, and accommodations, with findings confirming that this assessment is a fundamental aspect of inclusive instruction that allows educators to understand students' strengths, needs, and learning styles.

Taken together, these findings demonstrate that MAPEH-Integrated Art Education in the selected schools of Cebu City Division is delivered by a relatively young, well-qualified, and highly rated teaching force, serving learners whose performance in art-related Most Essential Learning Competencies consistently falls at the Near Mastery level, with average weighted means ranging from 2.84 to 3.10. Although descriptive results affirm that student-related aspects, teacher and instructional quality, environmental factors, and individual, social, and economic influences are all strongly perceived by teachers to positively affect student performance, with average weighted means ranging from 3.12 to 3.48, the Chi-Square Test of Independence revealed that none of these factors demonstrated a statistically significant relationship with students' actual performance levels across the four assessed competencies, as all computed p-values exceeded the 0.05 alpha level, leading to the non-rejection of the null hypothesis in every instance tested. This pattern indicates that while these factors matter descriptively and pedagogically, particularly in shaping motivation, engagement, and creative expression, they do not statistically differentiate levels of competency attainment among the students in this sample, suggesting a relatively equitable instructional delivery across varying student backgrounds. These results directly address the study's objectives by characterizing the demographic profile of the teacher and student respondents, describing the perceived factors affecting performance, establishing the current Near Mastery level of student performance, statistically testing the relationship between these factors and performance, and identifying persistent challenges related to innovative instruction, including learners' vocabulary

difficulties, the influence of interest and belongingness, psychological and motivational conditions, and the continuing need for teacher training, parent and community involvement, and individualized assessment. The findings contribute to the field by offering empirical, context-specific evidence on how personal, instructional, environmental, and socio-economic factors interact, without necessarily determining, students' mastery of art-related competencies within a technology-integrated MAPEH curriculum, thereby providing a foundation for the summary, conclusions, and recommendations presented in the succeeding chapter, which draws upon these results to propose a progressive, creative, and inclusive instructional program for the schools under the District of Cebu City Division.

CONCLUSION

The research aimed to determined key determinants of innovative instruction in shaping students' performance in MAPEH- Integrated Arts Education by analyzing the academic performance of Grade 10 students among the select schools in Cebu City Division, DepEd Region VII, Central Visayas, Cebu City Division during the academic year of 2024-2025 as bases for Sustainable Program. The study involved 5 teachers and 100 students who were selected through convenient sampling. Survey questionnaires were used to collect the data. The research utilized a descriptive correlation research design to evaluate the data. Similarly, the learners' demographic and socio-economic backgrounds serve as important variables that may shape their learning performance and engagement in arts-integrated instruction. Teaching force in MAPEH-Integrated Arts Education is largely composed of early-career educators who are likely energetic and adaptable to innovative teaching strategies.

The gender distribution shows a slight dominance of male teachers (60%) over females (40%), indicating a balanced composition. teachers are relatively young, with an average age of 30.2 years. This suggests that the teaching force in MAPEH-Integrated Arts Education is largely composed of early-career educators who are likely energetic and adaptable to innovative teaching strategies. Eighty percent (80%) of the teachers are married, have attained intermediate to advanced ranks, signifying experience and competence in classroom instruction. all teachers have advanced educational backgrounds. the teaching force in MAPEH-Integrated Arts Education is largely composed of early-career educators who are likely energetic and adaptable to innovative teaching strategies. The average teaching experience is 11.4 years, indicating that most respondents are mid-career educators. This suggests adequate classroom exposure and familiarity with curriculum standards. All of the teachers received a Very Satisfactory rating, indicating consistently high-performance levels.

The learners average age of 14.75 years suggests they are in early adolescence. Socio-economic factors can influence access to art materials, extracurricular participation, and parental support. most learners' parents have at least some college educations which can positively.

The statistical analysis of the relationship between the identified factors affecting students' performance and their actual academic performance in Integrated Art Education, as measured through the Most Essential Learning Competencies (MELCs). This analysis aims to understand whether these contextual and instructional factors meaningfully contribute to students' mastery of learning competencies.

The study provides empirical insight into whether these underlying factors directly influence performance outcomes in arts education. In practical terms, the results emphasize that MAPEH instruction in Integrated Art Education has successfully created a balanced learning environment, minimizing disparities that might otherwise stem from socio-economic

or instructional differences. Students demonstrate relatively similar levels of performance, implying that teachers have effectively provided inclusive and standardized teaching methods aligned with the curriculum's objectives.

This analysis aims to understand whether these contextual and instructional factors meaningfully contribute to students' mastery of learning competencies—such as identifying art elements in technology-based arts, interpreting artworks from different cultures, evaluating the functional aspects of art, and deriving historical and cultural meanings from artworks. Through this examination, the study provides empirical insight into whether these underlying factors directly influence performance outcomes in arts education. In practical terms, the results emphasize that MAPEH instruction in Integrated Art Education has successfully created a balanced learning environment, minimizing disparities that might otherwise stem from socio-economic or instructional differences. Students demonstrate relatively similar levels of performance, implying that teachers have effectively provided inclusive and standardized teaching methods aligned with the curriculum's objectives.

Based on the conclusions reached in this research, it is highly recommended that Sustainable Program under District of Cebu City Division, be considered for implementation.

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