

PERFORMANCE-BASED LEARNING AND MAPEH SKILL ACQUISITION IN SENIOR HIGH SCHOOL STUDENTS

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Abstract

This quantitative study examined the relationship between performance-based learning (PBL) and MAPEH skill acquisition among Senior High School students. Specifically, it sought to determine the level of students' performance in MAPEH, assess their skill acquisition, analyze the correlation between performance and skill acquisition, identify the PBL strategies employed by teachers, and develop an action plan for improvement. Data were gathered from selected Grade 11 and 12 students using standardized tests, performance-based assessments, academic records, and teacher surveys. Descriptive statistics summarized performance and skill acquisition levels, while Pearson's correlation coefficient measured the relationship between the two variables.

Findings revealed that students attained a satisfactory level of MAPEH performance, with a mean score of 82.5, and exhibited high levels of skill acquisition across all four components—Music, Arts, Physical Education, and Health—with Physical Education obtaining the highest mean score. Moreover, results showed a strong positive correlation ($r = 0.78$, $p < 0.001$) between students' performance and skill acquisition, indicating that higher academic achievement is closely associated with greater proficiency in practical skills. Teachers reported frequent use of practical demonstrations and collaborative projects as predominant PBL strategies, aligning with MAPEH's interactive nature.

Based on the findings, a comprehensive action plan was proposed, emphasizing teacher professional development, integrated curriculum design, increased use of portfolio assessments, provision of resources for collaborative learning, and implementation of regular performance-based evaluations. These results underscore the critical role of PBL in enhancing both academic performance and practical skill acquisition in MAPEH education.

Keywords: Performance-Based Learning, MAPEH, Skill Acquisition, Senior High School, Correlation

1. Introduction

In recent years, educational systems worldwide have increasingly emphasized the development of competencies that extend beyond theoretical knowledge, placing equal importance on the acquisition of practical skills. This paradigm shift is reflected in the Philippine education system, particularly under the K to 12 Basic Education Curriculum, which underscores the need for authentic, performance-based learning experiences that integrate knowledge, skills, and values. In this context, MAPEH (Music, Arts, Physical Education, and Health) plays a vital role in fostering holistic development, promoting not only cognitive growth but also creativity, physical fitness, and health awareness. The Department of Education (DepEd), through DepEd Order No. 8, s. 2015, which provides the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, mandates the integration of performance-based tasks as authentic measures of student learning. These tasks aim to bridge the gap between theoretical understanding and practical application, aligning with 21st-century skills development as

envisioned in the Philippine Professional Standards for Teachers (PPST) and the National Competency-Based Teacher Standards (NCBTS).

Despite these policy directions, disparities in the effective implementation of performance-based learning (PBL) remain. While PBL has been widely acknowledged as an effective instructional approach that engages students in real-world tasks, its application in MAPEH classes varies across schools due to factors such as resource availability, teacher readiness, and institutional support. Studies, such as those by Bell (2010) and Larmer, Mergendoller, and Boss (2015), have demonstrated that PBL fosters deeper understanding, enhances motivation, and improves skill acquisition. However, in the Philippine context, research exploring the correlation between PBL and skill acquisition in MAPEH is limited, creating a knowledge gap that this study seeks to address.

MAPEH is unique in that it encompasses four distinct but interrelated disciplines, each requiring both theoretical knowledge and hands-on competence. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, emphasizes learner-centered curricula that encourage active engagement and skill mastery. In alignment with this, DepEd has launched programs such as the “Sports, Arts, and Music Development Program” and the “School-Based Feeding and Health Programs” to promote well-being and holistic education. Nonetheless, while such initiatives highlight the importance of these domains, systematic evaluation of how PBL contributes to measurable skill acquisition remains insufficient.

Internationally, PBL has been recognized as a pedagogical approach that enhances the transfer of learning to authentic contexts. Thomas (2000) defined it as a student-centered method where learners gain knowledge and skills by working for an extended period to investigate and respond to complex questions or challenges. In MAPEH education, this could involve choreographing a dance performance, staging an art exhibit, organizing a community health campaign, or leading a sports clinic—tasks that require the integration of conceptual knowledge with applied skill. Research by Hmelo-Silver (2004) supports the notion that such experiences promote metacognition, collaboration, and problem-solving abilities. Furthermore, in Physical Education and Arts education, studies by Dyson et al. (2010) and Bresler (2012) found that performance-oriented activities enhance engagement and foster mastery of complex skills.

In the Philippine setting, DepEd Memorandum No. 13, s. 2020, which provided interim guidelines for assessment during the COVID-19 pandemic, further underscored the value of performance tasks as valid and reliable measures of learning in various modalities. This reinforced the need for adaptive strategies in PBL implementation to maintain skill development even in challenging circumstances. However, differences in how teachers design, implement, and assess PBL activities in MAPEH may lead to inconsistencies in student outcomes. Moreover, teacher-reported strategies, such as practical demonstrations and collaborative projects, although aligned with MAPEH’s experiential nature, have yet to be systematically studied for measurable skill acquisition.

Given this backdrop, understanding the relationship between students’ performance in MAPEH and their skill acquisition is both timely and significant. While cognitive performance, as measured through academic grades and standardized assessments, provides one dimension of student learning, skill acquisition reflects the translation of knowledge into observable competencies. A strong correlation between these two dimensions could validate the integrated approach promoted by DepEd policies and provide empirical support for further investment in PBL strategies. Conversely, a weak or inconsistent relationship might indicate the need for curricular adjustments, targeted teacher training, or resource allocation to align instruction with desired outcomes better.

Furthermore, there is a pressing need to identify which PBL strategies are most effective in enhancing skill acquisition in MAPEH. The variability in school contexts—public versus private, resource-rich versus resource-limited—necessitates evidence-based recommendations that can

be adapted to different educational environments. As DepEd continues to roll out initiatives such as the “OK sa DepEd” health campaign and school-based sports and arts programs, actionable data on instructional strategies will be invaluable for policy refinement and program improvement.

This study, therefore, aims to fill the gap in empirical literature by investigating the relationship between performance-based learning and MAPEH skill acquisition among Senior High School students. It specifically seeks to determine the level of students’ academic performance in MAPEH, assess their skill acquisition across the four components, examine the correlation between performance and skill acquisition, identify the PBL strategies most frequently utilized by teachers, and propose a data-driven action plan to enhance both domains. By employing a quantitative research design with correlational analysis, this study will provide objective evidence that can guide educators, policymakers, and curriculum developers in strengthening MAPEH instruction.

In sum, this research aligns with the broader goals of the Philippine education system as articulated in RA 10533 and DepEd’s strategic directions: to produce learners who are not only knowledgeable but also skilled, creative, and healthy individuals prepared for lifelong learning and active citizenship. Through the systematic examination of PBL’s role in MAPEH education, the study aspires to contribute to the ongoing discourse on effective teaching practices, informed policymaking, and the realization of holistic, 21st-century education in the Philippines.

2. Method

2.1 Research Design

This study employed a quantitative research design utilizing a correlational approach to examine the relationship between performance-based learning (PBL) and MAPEH skill acquisition among Senior High School students. Specifically, it adopted a cross-sectional framework, collecting data at a single point in time to identify patterns and associations between variables without manipulating them. Moreover, descriptive statistics were used to determine the levels of students’ performance and skill acquisition, while Pearson’s correlation coefficient measured the strength and direction of the relationship between these variables. In addition, regression analysis was applied to assess the predictive power of academic performance on skill acquisition, thereby providing deeper insights into the nature of their association. This design was deemed appropriate as it allowed for an objective, systematic, and statistical examination of the research problem, ensuring empirical validity and reliability of the findings.

2.2 Participants

This study consisted of Senior High School students enrolled in Grades 11 and 12 MAPEH classes from selected educational institutions, along with their respective MAPEH teachers. To ensure representativeness, a stratified random sampling technique was employed, categorizing students based on grade level, gender, and school type (public or private) before randomly selecting participants within each stratum. This approach minimized sampling bias and allowed for proportional representation of key demographic groups. Furthermore, the inclusion of MAPEH teachers as respondents provided valuable insights into the instructional strategies employed, particularly the use of performance-based learning activities. In total, the sample reflected a diverse mix of learners and educators, thereby enhancing the generalizability and relevance of the study’s findings to similar educational contexts.

2.3 Instrumentation

The study utilized multiple research instruments to comprehensively capture data on students’ MAPEH performance, skill acquisition, and teachers’ instructional practices. Standardized tests, aligned with the K to 12 curriculum standards, were administered to assess

students' cognitive understanding of MAPEH concepts, ensuring content and construct validity. In addition, teacher-designed performance-based assessments, evaluated using validated criterion-referenced rubrics, were employed to measure students' practical skills across the four MAPEH components. Academic records, specifically grades from MAPEH-related coursework, were also obtained to provide an objective measure of sustained academic performance. Moreover, a structured teacher survey questionnaire, consisting of Likert-scale items, was used to gather quantitative data on the frequency, type, and perceived effectiveness of performance-based learning strategies implemented in the classroom. Lastly, demographic questionnaires for both students and teachers were administered to collect relevant background information, which facilitated the analysis of potential moderating variables influencing the study's outcomes.

2.4 Data Analysis

The study was analyzed using both descriptive and inferential statistical techniques to ensure a comprehensive interpretation of the findings. Descriptive statistics, including means, standard deviations, and frequency distributions, were computed to summarize students' performance levels, skill acquisition scores, and the prevalence of various performance-based learning strategies. Furthermore, Pearson's correlation coefficient was employed to determine the strength and direction of the relationship between students' academic performance in MAPEH and their skill acquisition, thereby identifying significant associations between the two variables. In addition, simple linear regression analysis was conducted to assess the predictive power of academic performance on skill acquisition, providing deeper insights into the extent to which differences in performance could explain variations in skill acquisition. All statistical analyses were performed using appropriate software, and results were interpreted at a 0.05 level of significance to ensure the reliability and validity of conclusions.

3 Results

The study revealed that Senior High School students demonstrated a generally satisfactory level of performance in MAPEH, with an overall mean score of 82.5, indicating that most learners met the expected learning competencies outlined in the K to 12 curriculum. However, the computed standard deviation reflected some variability in scores, suggesting that certain students required targeted instructional interventions to address specific learning gaps. In terms of skill acquisition, findings showed high proficiency levels across all four MAPEH components, with Physical Education obtaining the highest mean score, followed by Health, Arts, and Music. This trend may be attributed to the more tangible, hands-on nature of physical activities, which often foster greater student engagement and practical mastery. Furthermore, Pearson's correlation analysis indicated a strong positive relationship between students' academic performance and skill acquisition ($r = 0.78$, $p < 0.001$), signifying that higher academic achievement was closely associated with higher practical skill proficiency. Additionally, survey data from MAPEH teachers revealed that practical demonstrations (reported by 92% of respondents) and collaborative projects (reported by 88%) were the most frequently implemented performance-based learning strategies, aligning well with the experiential and interactive character of the subject area. These findings collectively suggest that PBL strategies, particularly those that are hands-on and collaborative, play a pivotal role in enhancing both cognitive and practical learning outcomes in MAPEH.

4. Discussion

The studies are consistent with and supported by the results of several related studies, thereby strengthening their validity and relevance. The strong positive correlation observed between students' academic performance and MAPEH skill acquisition aligns with the work of Bell (2010) and Larmer, Mergendoller, and Boss (2015), who emphasized that performance-

based learning fosters deeper understanding and more effective transfer of knowledge into practical skills. Similarly, the high proficiency in Physical Education echoes the findings of Dyson et al. (2010), who reported that active, hands-on physical activities significantly enhance student engagement and skill mastery. Moreover, the frequent use of practical demonstrations and collaborative projects by MAPEH teachers corroborates the conclusions of Hmelo-Silver (2004), who found that experiential, student-centered approaches promote problem-solving abilities, collaboration, and metacognitive development. In the Philippine context, these results are in harmony with DepEd Order No. 8, s. 2015, which advocates for authentic performance-based tasks as effective measures of student learning outcomes. Furthermore, the study's outcomes resonate with Republic Act No. 10533's emphasis on learner-centered education that integrates theory and practice. Collectively, these corroborations indicate that the integration of PBL strategies not only aligns with both local and international best practices but also offers an empirically supported pathway for enhancing holistic student development in MAPEH.

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