



Pedagogical Competence of Non-Major Teachers in Music, Arts, Physical Education, and Health (MAPEH)

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ABSTRACT

This study assessed the pedagogical competence of non-major teachers handling Music, Arts, Physical Education, and Health (MAPEH) and developed an intervention program to address identified instructional gaps. It examined teachers' profiles, levels of pedagogical competence, teaching difficulties across MAPEH areas, and differences based on selected profile variables. Using a quantitative descriptive research design, the study involved 61 non-major MAPEH teachers from selected Bicol-speaking districts in Camarines Norte. Total enumeration was employed. Data were gathered through an adapted survey questionnaire and analyzed using descriptive statistics and the Kruskal–Wallis H test during Academic Year 2024–2025. Results indicated that most respondents had moderate teaching experience and specialized outside MAPEH. Overall pedagogical competence was rated moderate, with classroom management and teaching style scoring higher than subject matter competence. No significant differences in pedagogical competence were found across profile variables. Among the MAPEH areas, Physical Education was identified as the most challenging, followed by Health, Arts, and Music. Significant differences in teaching difficulties were observed in Music based on years of teaching experience, and in Arts and Health based on the number of relevant trainings attended. Based on the findings, the S.O.U.N.D (Strategies for Optimizing Understanding and Nurturing Music Development) Program was developed to enhance music-related competencies through hands-on, low-cost, and performance-based training aligned with the Philippine Professional Standards for Teachers. The study concludes that targeted professional development is essential to address subject-specific challenges among non-major MAPEH teachers.

Keywords: Pedagogical competence, non-major MAPEH teachers, subject matter competencies, attainment of curriculum objectives, teaching style, classroom management

INTRODUCTION

Teachers' subject-matter proficiency is a critical factor in achieving positive learning outcomes. To prepare for effective classroom practice, teachers are expected to develop deep mastery of their field of specialization, consistent with Sustainable Development Goal 4, which emphasizes quality education (Department of Economic and Social Affairs, 2022). This principle aligns with Dewey's theory of learning by doing, which highlights the importance of experiential, meaningful learning in developing competence (Abuzandah, 2020).

Despite the global oversupply of teachers, shortages persist in specific learning areas due to factors such as aging staff and uneven distribution. In response, many systems adopt flexible entry pathways, often resulting in mismatches between teachers' specializations and assigned subjects. The OECD stresses that teacher policies must ensure not only sufficient supply but also appropriate subject alignment, particularly for disadvantaged schools (OECD Education GPS, 2024).

In the Philippines, DepEd Order No. 13, s. 1994 seeks to address specialization mismatch but allows secondary teachers with related majors to teach multiple subjects, including MAPEH. Consequently, 62% of teachers are assigned to non-major subjects, a concern echoed by findings of low content knowledge among high school teachers (EDCOM 2, 2024). This issue is especially critical in MAPEH, a multifaceted subject requiring diverse competencies across Music, Arts, Physical Education, and Health, where teachers may excel in only one or two areas (Dulay, 2022).



Globally, the importance of culture, arts, and physical education is increasingly recognized. UNESCO's Framework for Culture and Arts Education emphasizes strengthening teacher preparation, investing in qualified educators, and providing continuous professional development, particularly in rural areas (UNESCO, 2024). Similarly, national initiatives such as the MATATAG Curriculum (Department of Education, 2023) and CHED programs in Culture and Arts Education and Physical Education aim to enhance teacher preparation and align instruction with contemporary educational demands (CHED Memorandum Order No. 82, 2017; CHED Memorandum Order No. 80, s. 2017).

However, teacher competence must be continually assessed to ensure alignment with curriculum goals. The Philippine Professional Standards for Teachers underscore the importance of strong content knowledge and pedagogical expertise (Llego, 2019). Studies show that non-major MAPEH teachers demonstrate moderate subject knowledge but face challenges in confidence, lesson preparation, and instructional delivery (Solis, 2024). In response, the present study assessed the pedagogical competence of non-major teachers handling MAPEH to identify instructional gaps and inform targeted professional development interventions.

METHODOLOGY

This study utilized a quantitative approach employing a descriptive–inferential research design to examine the pedagogical competence and teaching difficulties of non-major teachers handling Music, Arts, Physical Education, and Health (MAPEH), as well as the differences in these variables when grouped according to selected profile characteristics. The respondents consisted of 61 non-major MAPEH teachers from Bicol-speaking towns within the Division of Camarines Norte, namely Daet, Basud, Mercedes, San Lorenzo Ruiz, San Vicente, Talisay, and Vinzons. A total enumeration sampling method was employed to include the entire population, ensuring comprehensive coverage and reliable results.

Data were collected through adopted and validated survey questionnaires administered in a face-to-face setting during scheduled school visits, following approval from relevant authorities and informed consent from respondents. The research instrument comprised three sections: respondents' profile, pedagogical competence in terms of subject matter competencies, attainment of curriculum objectives, teaching style, and classroom management, and perceived teaching difficulties in Music, Arts, Physical Education, and Health. Pedagogical competence was measured using a four-point Likert scale, while teaching difficulties were measured using a five-point Likert scale.

Ethical standards were strictly observed, including voluntary participation, confidentiality, and anonymity of respondents. The collected data were analyzed using SPSS Version 21 to generate descriptive statistics and determine significant differences across groups using the Kruskal-Wallis H test.

RESULTS AND DISCUSSION

Profile of the Respondents

This section presents the profile of the respondents who participated in the study, focusing on the profile and professional characteristics that may influence their pedagogical competence in teaching MAPEH (Music, Arts, Physical Education, and Health). Understanding these background variables provides a contextual foundation for analyzing their teaching performance, difficulties, and professional development needs. The profile includes their years of teaching experience in MAPEH, educational attainment, specialization, and number of relevant trainings attended.

Years in Teaching Experience in MAPEH. The respondents' years of teaching experience in MAPEH reflect their level of exposure and familiarity with the subject, which may influence their confidence and competence in teaching a non-major area. Table 1 shows that the largest proportion of respondents, 32.79 percent (20 teachers), have 7 to 9 years of teaching experience in MAPEH. This indicates that most respondents are already well-established in their teaching careers and have accumulated considerable classroom experience. The findings suggest that the MAPEH teaching force is largely composed of seasoned educators who likely possess stronger pedagogical competence, classroom management skills, and subject mastery, which can positively affect



instructional quality and student learning outcomes. The dominance of teachers with 7 to 9 years of service also reflects workforce stability, retention, and professional commitment.

Table 1 Profile of the Respondents in terms of Years of Teaching Experience

Years	Frequency	Percentage (%)
Less than a Year	4	6.56
1-3	12	19.67
4-6	14	22.95
7-9	20	32.79
10 years and above	11	18.03
Total	61	100.00

In contrast, only 6.56 percent (4 teachers) have less than one year of teaching experience, indicating that few respondents are new to handling MAPEH classes. This small proportion suggests that beginning teachers constitute the smallest segment of the MAPEH teaching population. This trend reflects administrative preferences for assigning MAPEH to more experienced teachers who are familiar with its interdisciplinary content areas, Music, Arts, Physical Education, and Health, which require diverse pedagogical skills and specialized knowledge.

The limited number of teachers with less than one year of experience further implies minimal entry of newly hired educators into MAPEH teaching positions. In recent years, newly hired teachers, particularly in larger schools, are rarely assigned to non-major subjects due to institutional practices that prioritize alignment between subject assignments and teachers' areas of specialization. As a result, MAPEH often relies on tenured or reassigned teachers rather than newly recruited ones.

In sum, the data indicate that the MAPEH teaching workforce is predominantly composed of experienced educators, with few recent entrants. This distribution reflects a mature and stable group that has undergone years of classroom exposure and professional development, highlighting a teaching population that leans more toward seasoned educators than beginners.

Educational Attainment. Educational attainment indicates the respondents' level of formal qualification, which often correlates with theoretical knowledge and pedagogical preparedness. This also provides insight into whether the respondents have pursued further studies or are currently enrolled in graduate programs to enhance their teaching skills.

Table 2 shows that the largest proportion of respondents, 49.18 percent (30 teachers), have earned Education units but have not completed a full education degree. This reflects the growing presence of noneducation graduates in schools who take professional education units to qualify for teaching. These teachers are often assigned to high-demand or non-aligned subject areas such as MAPEH. Although many non-major MAPEH teachers have some background in education, limited training may affect their understanding of pedagogy and classroom management.

Table 2 Profile of the Respondents in terms of Educational Attainment

Educational Attainment	Frequency	Percentage (%)
BSED	10	16.39
Bachelor's Degree with Prof Educational units	21	34.43



With Units in Masters	30	49.18
Total	61	100.00

The findings suggest that most non-major MAPEH teachers possess partial qualifications in education, indicating a workforce in transition toward full professionalization. The high number of respondents with earned Education units reflects efforts to meet professional requirements and enhance teaching competence. However, it also highlights the need for continued support to strengthen their pedagogical development.

In contrast, only 16.39 percent (10 teachers) hold a Bachelor of Secondary Education (BSEd) degree, indicating that fully qualified education graduates make up a small portion of the respondents. This limited representation suggests that most teachers did not initially specialize in education, contributing to shortages of formally trained teachers in pedagogy and instructional methods. Such gaps may affect instructional quality, content delivery, and classroom management.

The data indicate that while many non-major MAPEH teachers have pursued Education units, only a few hold complete education degrees. This distribution reflects varying levels of formal preparation and suggests that the teaching workforce is still in a developmental phase, where efforts toward professionalization are evident but not yet fully realized.

Specialization. The specialization of the respondents reveals their primary area of expertise, highlighting whether they are originally trained in MAPEH or in other fields. This is crucial in identifying skill gaps among non-major teachers and in designing an appropriate upscaling program tailored to their backgrounds.

Table 3 shows that the largest proportion of respondents, 39.34 percent (24 teachers), specialize in Technology and Livelihood Education (TLE), indicating that many MAPEH teachers originally trained in fields outside MAPEH. In small schools, TLE teachers are often assigned to handle MAPEH as a secondary subject due to staffing patterns and the need to distribute teaching loads. This reflects administrative practices rather than subject specialization.

The findings suggest a mismatch between teachers' areas of specialization and their current MAPEH assignments, particularly among those from TLE. Such mismatches may affect teachers' confidence and effectiveness in delivering MAPEH instruction and are commonly attributed to teacher shortages, load distribution policies, and efforts to maximize available personnel.

Table 3 Profile of the Respondents in terms of Specialization

Specialization	Frequency	Percentage (%)
Mathematics	16	26.23
Science	3	4.92
Filipino	5	8.20
Social Studies	13	21.31
TLE	24	39.34
Total	61	100.00

In contrast, only 4.92 percent (3 teachers) specialize in Science, indicating minimal representation from this field. Science majors are rarely assigned to MAPEH because their expertise is more aligned with theoretical and laboratory-based instruction than with the performance-based and skill-oriented components of Music, Arts, Physical Education, and Health. This limited overlap suggests that subject compatibility is a key consideration in teaching assignments.



In sum, the data indicate that most non-major MAPEH teachers come from non-MAPEH specializations, particularly TLE. While this interdisciplinary composition promotes flexibility, it also underscores the need for targeted capacity-building initiatives to strengthen teachers' competence and confidence in delivering effective MAPEH instruction.

Number of Relevant Trainings. The number of relevant trainings attended the by the respondents reflects their professional development efforts and exposure to workshops, seminars, or capacity-building activities related to MAPEH. This variable helps assess their access to continuous learning opportunities that support competence enhancement and instructional improvement.

Table 4 shows that the highest proportion of respondents, 29.51 percent (18 teachers), have attended 7 to 9 relevant trainings related to MAPEH or teaching. Since most non-MAPEH major teachers have been handling the subject for several years, they have had multiple opportunities to participate in professional development activities. Many are actively engaged in continuous learning to enhance their competence in teaching the multifaceted components of MAPEH, with training opportunities provided by the Department of Education at the division to national levels in areas such as sports, arts and design, and music.

The findings indicate a strong inclination toward professional growth among non-major MAPEH teachers, as reflected in their participation in multiple trainings. Attendance in 7 to 9 trainings suggests proactive efforts to strengthen instructional skills, adapt to curriculum updates, and improve student learning outcomes in a subject that requires both theoretical knowledge and practical skill application.

Table 4 Profile of the Respondents in terms of Number of Relevant Trainings

Number of Trainings	Frequency	Percentage (%)
None	7	11.48
1-3	13	21.31
4-6	11	18.03
7-9	18	29.51
10 and above	12	19.67
Total	61	100.00

In contrast, the lowest proportion of respondents, 11.48 percent (7 teachers), reported having no relevant training. This indicates that a small but notable group has not participated in formal seminars or workshops related to MAPEH, possibly due to limited access, lack of opportunities, or being in their early years of teaching. The presence of untrained teachers points to disparities in access to professional development, often influenced by factors such as funding constraints, administrative limitations, geographical location, or scheduling conflicts.

Overall, the data suggest that while many non-major MAPEH teachers have benefited from professional development activities, some remain without any training. This variation highlights the need for a more inclusive, equitable, and systematic professional development program to ensure all MAPEH teachers, especially nonmajors, have opportunities to enhance their pedagogical skills and content knowledge.

Level of Pedagogical Competence

This section presents the level of pedagogical competence of the respondents in teaching MAPEH. Pedagogical competence refers to the teachers' ability to effectively plan, deliver, and manage learning experiences that lead to meaningful student outcomes. It encompasses not only mastery of subject content but also the application of appropriate teaching methods, strategies, and classroom management techniques suited to the diverse nature of



MAPEH instruction. The analysis is organized into four subcomponents: subject matter competencies, attainment of curriculum objectives, teaching styles, and classroom management.

Subject Matter Competencies. The first subcomponent, subject matter competencies, examines the respondents' ability to deliver accurate and relevant content, apply appropriate teaching strategies, and use interactive activities that deepen students' understanding of MAPEH concepts and skills.

Table 5 shows that the highest-rated indicator of pedagogical competence among non-major MAPEH teachers is their ability to maximize instructional time through games, art workshops, health simulations, music practice, and skill drills, with a weighted mean of 3.16, interpreted as moderately competent. This indicates that teachers are reasonably effective in engaging students through interactive and experiential learning activities. Their use of hands-on, activity-based strategies reflects an understanding of the performance- and skill-oriented nature of MAPEH and highlights their ability to promote student participation and enjoyment despite not being subject majors.

Table 5 Pedagogical Competence along Subject Matter Competencies

Indicators	Weighted Mean	Interpretation
1. Staying updated on trends in modern dance, contemporary art techniques, evolving health guidelines (mental health, nutrition), and new rules or developments in sports.	3.03	MC
2. Lesson plans include clear objectives and activities across all four MAPEH components, aligned with the Department of Education's curriculum and competencies.	3.11	MC
3. Teacher demonstrates passion by actively engaging in art-making, singing, movement/dance, sports, or health discussions, energizing the class and modeling excitement.	3.10	MC
4. Maximizing instructional time with games, art workshops, health simulations, music practice, or skill drills that reinforce lessons through hands-on, enjoyable experiences.	3.13	MC
5. Assigning tasks such as creating posters on health awareness, composing short rhythms, solving fitness challenges, or designing an art piece using specific principles.	3.16	MC
6. Explaining concepts like tempo, color theory, first aid procedures, or sports rules with clarity, confidence, and appropriate vocabulary for each MAPEH component.	2.74	MC
7. Leading choir practices, art contests, sports coaching, or organizing health seminars that showcase a well-rounded mastery of all MAPEH areas.	2.30	SC
8. Teaching proper execution of musical techniques, artistic methods, physical drills, and modeling positive behavior and ethical conduct in competitive settings.	2.16	SC



9. Demonstrating content mastery by providing accurate answers to student inquiries about rhythm patterns, artistic styles, exercise safety, or nutrition facts.	2.80	MC
10. Sharing values like discipline, creativity, teamwork, and wellness advocacy, making the teacher a respected and holistic role model.	3.11	MC
Overall Weighted Mean	2.87	MC

Rating Scale: Descriptive Interpretation

3.25 – 4.00	Very Competent (VC)
2.50 – 3.24	Moderately Competent (MC)
1.75 – 2.49	Slightly Competent (SC)
1.00 – 1.74	Not Competent (NC)

The findings suggest that non-major MAPEH teachers possess commendable competence in facilitating learner-centered and activity-based instruction. By maximizing instructional time through practical activities, they are able to sustain student interest, encourage active participation, and create a positive learning environment that supports holistic development.

In contrast, the lowest-rated indicator is teachers' competence in teaching proper execution of musical techniques, artistic methods, physical drills, and modeling ethical behavior in competitive settings, which obtained a weighted mean of 2.16, interpreted as slightly competent. This indicates difficulty in demonstrating technical and discipline-specific skills that require specialized knowledge and practical mastery. The low rating reflects limitations in content expertise due to the lack of formal specialization in MAPEH and highlights the need for further training in both technical skill instruction and values-based teaching.

The overall weighted mean of 2.87, interpreted as moderately competent, suggests that respondents have an average level of pedagogical competence. While non-major MAPEH teachers are generally effective in facilitating activities, managing classes, and motivating students, they show weaker performance in delivering specialized and technical aspects of the curriculum. This pattern indicates a need to strengthen their skills in advanced music, arts, physical education, and health instruction to ensure more accurate skill development and effective MAPEH teaching.

Attainment of Curriculum Objectives. Attainment of curriculum objectives evaluates how effectively teachers align their instructional practices with the intended learning outcomes of the MAPEH curriculum. It considers their capacity to select suitable methods and activities that foster the holistic development of learners across the four subject areas.

Table 6 shows that the highest-rated indicator of pedagogical competence in achieving curriculum objectives is teachers' ability to improve and maintain students' physical fitness, with a weighted mean of 3.28, interpreted as very competent. Non-major MAPEH teachers demonstrate strong competence in facilitating activities that promote physical health, particularly in Physical Education. They effectively design and manage fitness routines aligned with curriculum goals, as these hands-on, performance-based tasks are more practical and easier to implement even without a MAPEH specialization. This suggests that Physical Education is a strong area of instruction for non-major teachers, allowing them to engage students in measurable, experiential learning.

In contrast, the lowest-rated indicators are teachers' skills in selecting appropriate strategies, methods, and techniques for teaching MAPEH and in developing and refining students' MAPEH-specific skills, both with a weighted mean of 2.92, interpreted as moderately competent. While non-major teachers conduct physical fitness



activities effectively, they face challenges in identifying optimal teaching approaches for other components—Music, Arts, and Health—which require specialized knowledge, creative pedagogy, and systematic skill development. These results highlight the need for further experience and targeted training to enhance instructional planning and skill development across all MAPEH disciplines.

The overall weighted mean of 3.04, interpreted as moderately competent, indicates that respondents have an average ability to achieve MAPEH curriculum objectives. They are generally effective in promoting physical fitness but require additional professional development to strengthen teaching strategies and skills in Music, Arts, and Health. The findings emphasize the need for targeted capacity-building initiatives focusing on instructional design, differentiated teaching strategies, and skill enhancement to ensure holistic student development aligned with MAPEH goals.

Table 6 Pedagogical Competence along Attainment of Curriculum Objectives

Indicators	Weighted Mean	Interpretation
1. Improving and maintaining the physical fitness among students	3.28	VC
2. Having skills in selecting appropriate strategies, methods, and techniques in teaching MAPEH	2.92	MC
3. Developing and refining skills in MAPEH	2.92	MC
4. Appreciating more skillful performance, good health, and qualities of leadership	3.10	MC
5. Using differentiated teaching strategies such as group-based rhythm games in Music, visual aids in Arts, modified physical activities in PE, or real-life case scenarios in Health to meet diverse learning needs (e.g., auditory, kinesthetic, visual learners).	3.03	MC
6. Awaken a sense of nationalism and appreciation of one's cultural heritage through revival and preservation of folk songs, indigenous games, dances, and sports	2.98	MC
7. Developing awareness of natural environment and the need for protection and conservation through activities	3.05	MC
8. Concluding lessons by recapping key concepts like major and minor scales (Music), art elements, game rules or skill steps (PE), or disease prevention tips (Health) to reinforce retention and connect learning.	2.98	MC
9. Connecting lessons to practical applications, such as using rhythm in daily routines, creating art for community awareness, applying first aid in emergencies, or promoting an active lifestyle to prevent disease.	3.08	MC
10. Setting SMART objectives like "Students will perform a 4-count basic aerobic routine," "Draw a landscape using warm and cool colors," or "Identify 3 effects of smoking on the body," ensuring clarity and focus during instruction.	3.08	MC
Overall Weighted Mean	3.04	MC



Rating Scale: Descriptive Interpretation

3.25 – 4.00	- Very Competent (VC)
2.50 – 3.24	- Moderately Competent (MC)
1.75 – 2.49	- Slightly Competent (SC)
1.00 – 1.74	- Not Competent (NC)

Teaching Styles. Teaching styles, focuses on how teachers design and implement their lessons using varied instructional approaches and teaching aids to engage learners actively. It reflects their adaptability, creativity, and ability to integrate technology and other resources to enhance learning experiences.

Table 7 shows that the highest-rated indicator of pedagogical competence in teaching style is teachers' ability to use appropriate teaching aids, such as LCD projectors, laptops, charts, models, and films, with a weighted mean of 3.36, interpreted as very competent. Non-major MAPEH teachers demonstrate resourcefulness and creativity in integrating visual and multimedia tools to enhance student engagement, clarify complex concepts, and provide varied learning experiences. This is particularly evident in lessons such as music appreciation, physical fitness exercises, art demonstrations, and health discussions, reflecting their adaptability to modern, interactive teaching approaches.

Table 7 Pedagogical Competence along Teaching Style

Indicators	Weighted Mean	Interpretation
1. Using appropriate teaching aids such as LCD projectors, laptop, charts, models, films, etc. to entice students	3.36	VC
2. Designing and conducting diverse learning activities, like music games, art projects, physical drills, and health simulations, to address the varied needs and interests of students.	3.18	MC
3. Using gestures, voice modulation, and body language when demonstrating exercises, performing musical pieces, or explaining art techniques.	3.18	MC
4. Gives encouraging and constructive feedback on students' performances, artworks, and physical tasks to build confidence and motivation.	3.33	VC
5. Uses safe and appropriate physical cues or demonstrations, especially in PE and dance, to guide students and promote active participation.	3.23	MC
6. Applies a range of teaching techniques such as demonstrations, group work, role-playing, and creative projects	3.25	VC
7. Employs a variety of assessment tools like performance rubrics, practical tests, written exams, and portfolios to evaluate student progress holistically.	3.18	MC
8. Devising and using appropriate rewards and sanctions to maintain learning environment	3.13	MC



9. Involves students in planning class activities such as group performances, health campaigns, or sports events to increase engagement and ownership.	3.20	MC
10. Builds and maintains a positive teacher-student relationship by being approachable, respectful, and supportive in both individual and group activities.	3.33	VC
Overall Weighted Mean	3.24	MC

Rating Scale: Descriptive Interpretation

3.25 – 4.00	- Very Competent (VC)
2.50 – 3.24	- Moderately Competent (MC)
1.75 – 2.49	- Slightly Competent (SC)
1.00 – 1.74	- Not Competent (NC)

Conversely, the lowest-rated indicator is teachers' competence in devising and applying rewards and sanctions to maintain the learning environment, with a weighted mean of 3.13, interpreted as moderately competent. While teachers generally manage classrooms, they do not consistently implement structured systems for reinforcing positive behavior or addressing discipline. This challenge is heightened by the active, movement-based, and group-oriented nature of MAPEH activities, including outdoor lessons and performance-based exercises, which require context-specific behavior management strategies beyond conventional classroom rules.

The overall weighted mean of 3.24, interpreted as moderately competent, indicates that non-major MAPEH teachers demonstrate an average level of teaching style competence. They are effective in leveraging teaching aids and technology to make lessons engaging and interactive, yet they need to strengthen strategies for classroom motivation, discipline, and consistent student engagement. The results suggest that while teachers can adapt to the participatory nature of MAPEH, the dynamic and performance-oriented components of the subject require deeper understanding of motivational and behavioral techniques to ensure well-managed, effective instruction.

Classroom Management. Classroom management assesses the teachers' competence in maintaining order, ensuring student participation, and creating a positive learning environment conducive to both academic and behavioral growth.

Table 8 Pedagogical Competence along Classroom Management

Indicators	Weighted Mean	Interpretation
1. Creating and maintaining appropriate behavior management in classroom	3.43	VC
2. Encouraging student academic engagement	3.39	VC
3. Creating an organized and safe learning environment by setting clear routines and structure during art production, PE sessions, and musical rehearsals.	3.15	MC
4. Clearly communicating learning goals and performance expectations for each MAPEH component, helping students stay focused and motivated.	3.28	VC

5. Promoting active student participation by designing hands-on and movement-based learning experiences appropriate to MAPEH content.	3.21	MC
6. Teaching students in navigating and completing learning activities effectively, such as using materials in art, following choreography, or interpreting music notations.	3.13	MC
7. Applying classroom management strategies to prevent discipline issues during high-energy MAPEH classes, particularly in physical education or group performances.	3.13	MC
8. Ensures that all students are actively involved in MAPEH lessons by assigning roles, rotating responsibilities, and modifying activities to cater to all learning needs.	3.10	MC
9. Facilitating good decision-making for remedial sessions when students struggle with particular skills in music, arts, health, or physical fitness.	3.18	MC
10. Having consistent monitoring and evaluation of the learners' academic progress through observation checklists, rubrics, and performance assessments.	3.20	MC
Overall Weighted Mean	3.22	MC

Rating Scale: Descriptive Interpretation

3.25 – 4.00	- Very Competent (VC)
2.50 – 3.24	- Moderately Competent (MC)
1.75 – 2.49	- Slightly Competent (SC)
1.00 – 1.74	- Not Competent (NC)

Table 8 reveals that the highest-rated indicator of pedagogical competence in classroom management is the teachers' ability to create and maintain appropriate behavior management in the classroom, which obtained a weighted mean of 3.43, interpreted as very competent. Non-major MAPEH teachers demonstrate effectiveness in establishing order and discipline during class activities, which is essential in a subject like MAPEH that often involves physical movement, group work, and hands-on participation. Their competence in this area is largely attributed to general teaching skills, including clear instruction, proactive supervision, adaptability, and experience handling diverse learners, rather than specialized subject expertise. These teachers focus on maintaining structure, safety, and engagement, enabling productive and well-organized learning experiences even during dynamic or outdoor lessons.

The findings indicate that non-major MAPEH teachers possess strong classroom management skills, particularly in fostering appropriate behavior, setting clear routines, and applying strategies that minimize disruptions. This strength allows them to guide students effectively through active lessons, such as performing physical exercises, participating in group art projects, or practicing music and health routines, while maintaining a safe and orderly learning environment. Their ability to implement general pedagogical strategies reflects transferable skills that are essential when teaching a multi-component subject like MAPEH.

However, the data also show that teachers face challenges in promoting full inclusivity and active participation. The moderate rating in these areas suggests that not all teachers consistently differentiate activities, assign varied roles, or adapt lessons to meet students' diverse abilities, interests, and learning needs. While maintaining order is crucial, effective classroom management in MAPEH also involves creating opportunities for equitable participation, fostering student collaboration, and encouraging initiative. The moderate rating highlights a need

for further professional development in inclusive and adaptive teaching strategies, particularly in performance-based or physically active components of the curriculum.

The overall weighted mean of 3.22, interpreted as moderately competent, indicates that respondents have an average level of classroom management competence. Non-major MAPEH teachers excel in maintaining structure, discipline, and safety, which ensures lessons proceed smoothly and students remain engaged in hands-on activities. At the same time, the findings point to areas for growth, including enhancing strategies to support active participation, inclusivity, and cooperative learning, so that all students can fully engage with the varied components of MAPEH. This result suggests that classroom management among non-major MAPEH teachers leans more toward maintaining control and ensuring smooth lesson flow, rather than consistently facilitating interactive and participatory learning experiences. Overall, while teachers effectively handle behavior and order, strengthening skills in student-centered management will contribute to a more holistic and engaging learning environment.

Difference in the Level of Pedagogical Competence of Non-Major MAPEH Teachers when Grouped According to Profile

This section examines the relationship between teachers' professional profiles and their level of pedagogical competence to determine whether significant differences exist across various profile variables. Table 9 presents the results of the Kruskal–Wallis H test conducted to determine whether there are significant differences in the level of pedagogical competence of MAPEH teachers when grouped according to their years in teaching experience in MAPEH, educational attainment, specialization, and number of relevant trainings. The test covered five pedagogical competencies, namely subject matter, attainment of curriculum objectives, teaching styles, and classroom management.

Table 9 Test for Significant Difference in the Level of Pedagogical Competence of MAPEH Teachers when Grouped According to Profile

Pedagogical Competence	Profile							
	Years in Teaching Experience in MAPEH		Educational Attainment		Specialization		Number of Relevant Trainings	
	<i>Chi-Square</i>	<i>pvalue</i>	<i>Chi-Square</i>	<i>pvalue</i>	<i>Chi-Square</i>	<i>pvalue</i>	<i>Chi-Square</i>	<i>pvalue</i>
Subject Matter	1.267	.867	2.453	.293	6.868	.143	5.500	.240
Attainment of Curriculum Objectives	3.273	.513	2.231	.328	5.298	.258	3.586	.465
Teaching Styles	3.162	.531	.746	.689	2.519	.641	3.125	.537
Classroom Management	7.422	.115	.114	.945	3.642	.457	2.237	.692

The results indicate that all computed p-values across the different profile variables exceed the 0.05 level of significance, showing no significant differences in the level of pedagogical competence of MAPEH teachers when grouped according to their profile characteristics. Specifically, for years of teaching experience, the ChiSquare values range from 1.267 to 7.422, with corresponding p-values from 0.115 to 0.867. For educational attainment, p-values range from 0.293 to 0.945; for specialization, from 0.143 to 0.641; and for the number of relevant trainings attended, from 0.240 to 0.692. These findings consistently indicate the absence of statistically significant differences across groups.



This suggests that the pedagogical competence of MAPEH teachers is not significantly influenced by their years of teaching experience, educational attainment, field of specialization, or the number of trainings attended. Regardless of their professional background or qualifications, teachers demonstrate comparable levels of competence. The lack of difference in years of experience indicates that both novice and veteran teachers exhibit similar pedagogical capabilities. This may be attributed to standardized teacher training programs, shared exposure to the same curriculum, and adherence to the Professional Standards for Teachers, which collectively ensure a baseline level of competence across educators.

Similarly, the absence of significant differences in relation to educational attainment implies that holding advanced degrees, such as master's or doctoral qualifications, does not necessarily result in higher pedagogical competence in MAPEH. Practical teaching experience, consistent classroom practice, creativity, and adaptability appear to be stronger determinants of effectiveness than formal academic credentials. This is especially relevant in MAPEH, where instruction emphasizes performance-based tasks, physical engagement, and experiential learning over purely theoretical knowledge.

The findings also reveal that specialization does not significantly affect pedagogical competence. Nonmajor teachers perform teaching tasks with comparable effectiveness, supported by teaching guides, instructional resources, and collaborative practices. Many non-major teachers have established careers and, over time, have developed adaptive strategies, classroom management skills, and familiarity with the MAPEH curriculum, enabling them to deliver lessons effectively despite differences in academic specialization.

Furthermore, the lack of significant differences based on the number of relevant trainings attended suggests that while professional development is beneficial, its effect on pedagogical competence depends on the relevance, quality, and applicability of the training rather than its frequency. Many trainings are brief, overly theoretical, or not directly aligned with the specific instructional demands of MAPEH. Additionally, the absence of follow-up support or monitoring limits the sustainability of learning outcomes, reducing the observable impact on classroom practices. Trainings that focus on general pedagogical skills, such as Higher-Order Thinking Skills (HOTS), may also have limited effect on MAPEH-specific competencies.

These results imply that MAPEH teachers' pedagogical competence is relatively uniform across different profiles. This consistency reflects the effectiveness of standardized teaching frameworks, institutional support mechanisms, and curriculum-based expectations mandated by the Department of Education.

It highlights a stable level of proficiency among teachers, fostered by the K to 12 curriculum, which emphasizes learner-centered instruction, performance-based assessment, and diverse teaching strategies. However, while this uniformity ensures consistency in instructional delivery, it may also suggest a limitation: the current system may not fully support differentiation or specialization in addressing the unique challenges of MAPEH instruction.

Level of Difficulties in Teaching the Areas in MAPEH

This section presents the level of difficulties experienced by the respondents in teaching the different areas of MAPEH, namely Music, Arts, Physical Education (PE), and Health. Each component of MAPEH requires distinct knowledge, skills, and teaching approaches, which can pose unique challenges, particularly for non-major teachers who may not have formal training in all four disciplines. Understanding these difficulties provides valuable insight into the specific areas where teachers need support and professional development.

Music. Teaching Music requires adequate instructional materials, such as musical instruments and audiovisual resources, as well as technical knowledge in music theory and performance.

Table 10 shows that the highest-rated difficulty encountered by respondents is assessing students' progress in playing musical instruments due to a lack of instruments, with a weighted mean of 3.16, interpreted as moderate. One of the major challenges faced by non-major MAPEH teachers is the limited availability of instructional resources, particularly musical instruments. The scarcity of functional instruments, such as guitars, keyboards, or percussion tools, restricts both teaching and assessment, as students have fewer opportunities to practice and demonstrate their musical skills.



This limitation is especially pronounced in schools with constrained budgets, where hands-on learning is hindered, forcing teachers to rely more on theoretical instruction rather than experiential learning. The difficulty in evaluating students' musical performance underscores a systemic issue in funding and resource allocation that directly affects instructional quality and the development of students' practical skills.

Table 10 Level of Difficulties in Teaching Music

Indicators	Weighted Mean	Interpretation
1. Assessing the progress of students' capability in playing musical instruments due to lack of musical instruments.	3.16	M
2. Mastering the competencies and skills in Music with sense of commitment	2.41	L
3. Improving appropriate accompaniment to selected music which are not available in the district	2.75	M
4. Evaluating performance tasks (e.g., musical instruments and music from other countries.	3.07	M
5. Contextualizing music lessons	2.79	M
Overall Weighted Mean	2.84	M

Rating Scale: Descriptive Interpretation

4.20 – 5.00	- Very High (VH)
3.40 – 4.19	- High (H)
2.60 – 3.39	- Moderate (M)
1.80 – 2.59	- Low (L)
1.00 – 1.79	- Very Low (VL)

Conversely, the lowest-rated difficulty is mastering competencies and skills in Music with a sense of commitment, which has a weighted mean of 2.41, also interpreted as moderate. Despite their non-music-major backgrounds, teachers show a willingness to improve their musical knowledge and teaching capabilities. Music, as a technical component of MAPEH, requires understanding of theory, notation, rhythm, and performance skills, which many non-majors have not formally studied. Nevertheless, the data suggest that teachers maintain a positive attitude toward professional growth, demonstrating motivation to bridge gaps through self-learning or available training opportunities.

The overall weighted mean of 2.84, interpreted as moderate, indicates that respondents experience average-level difficulties in teaching Music. While the challenges are manageable, they are significant enough to affect instructional delivery and assessment effectiveness. The findings highlight that the main obstacle in teaching Music is the insufficient availability of resources, particularly instruments needed for practical performance. At the same time, non-major teachers face moderate difficulty in mastering music-specific competencies, including theoretical knowledge, notation, and performance-based skills. These constraints limit the implementation of engaging, hands-on learning experiences essential for developing students' musical proficiency and appreciation.

Arts. This area entails access to art materials and visual resources needed to effectively teach art appreciation and production. Non-major teachers experience challenges in meeting such instructional expectations.



Table 11 reveals that the highest-rated difficulties in teaching Arts are comparing the characteristics of artworks produced in different art periods due to lack of resources, and validating learners' outputs, both obtaining a weighted mean of 3.18, interpreted as moderate. Non-major MAPEH teachers face notable challenges in teaching art appreciation and assessment, largely due to limited access to instructional materials and references. The scarcity of visual resources such as art reproductions, multimedia presentations, and reference materials hinders teachers from effectively illustrating differences among art periods and styles. Additionally, validating learners' outputs presents a challenge, as teachers often lack specialized expertise or benchmarks for evaluating the quality and originality of student artworks. This reflects a gap between theoretical understanding and practical application among non-major teachers, who do not possess extensive training in art history, critique, or aesthetic evaluation. Contemporary factors, such as the emergence of generative AI tools, further complicate assessment and resource management.

Table 11 Level of Difficulties in Teaching Arts

Indicators	Weighted Mean	Interpretation
1. Developing students' artistic skills due to lack of teaching art materials	3.15	M
2. Improving the learning resources in arts	2.95	M
3. Working with colleagues who are teaching arts to share relevant concepts and ideas	3.08	M
4. Comparing the characteristics of artworks produced in the different art periods due to lack of resources	3.18	M
5. Validating learners' outputs	3.18	M
Overall Weighted Mean	3.11	M

Rating Scale: Descriptive Interpretation

4.20 – 5.00	- Very High (VH)
3.40 – 4.19	- High (H)
2.60 – 3.39	- Moderate (M)
1.80 – 2.59	- Low (L)
1.00 – 1.79	- Very Low (VL)

These findings indicate that non-major MAPEH teachers encounter moderate but significant difficulties in teaching the Arts, primarily arising from resource and assessment limitations. The challenge in comparing artworks from various periods suggests that teachers struggle to provide students with concrete visual examples and contextual understanding, which are essential for effective art appreciation. Similarly, difficulty in validating learners' outputs points to uncertainty in evaluating creativity and technical skill, areas that typically require specialized knowledge in art theory and critique.

Conversely, the lowest-rated difficulty is improving learning resources in Arts, with a weighted mean of 2.95, also interpreted as moderate. This suggests that teachers perceive enhancing resources as the least challenging among the listed difficulties. Many teachers already have access to basic and essential materials, and some have successfully leveraged digital resources. Internet access, projectors, and multimedia tools allow teachers to incorporate high-quality images, virtual museum tours, and instructional videos into their lessons. For instance,



teachers may guide students through a virtual gallery of famous paintings, highlighting techniques and artistic styles. Similarly, in music lessons, instructional videos demonstrate instrument handling and rhythm exercises, while in health classes, animated videos illustrate hygiene practices or first aid procedures. These digital tools help mitigate resource limitations and provide students with experiential learning opportunities despite shortages of physical materials.

The overall weighted mean of 3.11, interpreted as moderate, indicates that teachers face average-level challenges in teaching Arts. These difficulties primarily stem from limitations in tangible resources and assessment mechanisms rather than a lack of willingness, creativity, or effort. Many schools experience shortages of art supplies, visual materials, and display spaces, forcing teachers to rely on improvised or low-cost alternatives, which may restrict authentic student expression and skill development. Additionally, assessing student performance in Arts is inherently subjective and requires rubrics that balance creativity and technical accuracy. While non-major MAPEH teachers are generally capable of managing instruction effectively, designing appropriate assessment tools remains a challenge.

Physical Education. In Physical Education (PE), teachers encounter challenges that are more practical in nature, such as motivating students to participate actively in physical activities, demonstrating proper skills and techniques, and managing classes in outdoor or spacious environments.

Table 12 shows that the highest-rated difficulty in teaching Physical Education (PE) is initiating students' participation in active recreation, with a weighted mean of 3.84, interpreted as high. Non-major MAPEH teachers face challenges motivating students due to low interest, self-consciousness, inactive lifestyles, limited facilities, equipment shortages, and large class sizes. This indicates that PE instruction requires not only technical skills but also strong motivational strategies to engage learners and promote physical fitness.

The lowest-rated difficulties are demonstrating physical activities and enhancing learners' skills, both with a weighted mean of 3.61, also interpreted as high. Non-major teachers often lack formal PE training or confidence in modeling techniques, and structural constraints such as overcrowded classes and limited equipment further hinder skill development. As a result, teachers may rely on theoretical explanations or video demonstrations, reducing hands-on learning and participatory experiences.

The overall weighted mean of 3.68 indicates that non-major teachers experience considerable difficulty in PE instruction. Teaching PE demands a balance of physical competence, pedagogical skills, and motivation, which non-major teachers may struggle to meet due to limited training and resources. Non-major teachers demonstrate dedication and adaptability, but motivational, technical, and resource-related challenges highlight the need for targeted training, better facilities, and enhanced support to ensure effective and participatory PE instruction.

Table 12 Level of Difficulties in Teaching Physical Education

Indicators	Weighted Mean	Interpretation
1. Demonstrating physical activities (e.g., various sports, dance genres and exercises)	3.61	H
2. Correcting students' execution of a particular skill	3.62	H
3. Initiating students' participation in active recreation	3.84	H
4. Assessing any physical activities (e.g., various sports, dance genres and exercises)	3.70	H
5. Enhancing learners' skills	3.61	H
Overall Weighted Mean	3.68	H

Rating Scale: Descriptive Interpretation

4.20 – 5.00	- Very High (VH)
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3.40 – 4.19	- High (H)
2.60 – 3.39	- Moderate (M)
1.80 – 2.59	- Low (L)
1.00 – 1.79	- Very Low (VL)

Health. Health component requires monitoring learners' health practices and assessing behavioral changes, along with consistent observation and real-life application. This area often demands not only theoretical knowledge but also practical strategies for promoting healthy habits.

Table 13 Level of Difficulties in Teaching Health

Indicators	Weighted Mean	Interpretation
1. Giving other enrichment activities to have a deeper and thorough understanding in learning health	3.56	H
2. Promoting programs and policies to prevent and control diseases	3.44	H
3. Strategizing and suggesting healthy alternatives	3.20	M
4. Developing and imposing quality and structure of performance tasks in Health due to pandemic safety protocols and health issues	3.75	H
5. Monitoring learners' health practices	3.77	H
Overall Weighted Mean	3.54	H

Rating Scale: Descriptive Interpretation

4.20 – 5.00	- Very High (VH)
3.40 – 4.19	- High (H)
2.60 – 3.39	- Moderate (M)
1.80 – 2.59	- Low (L)
1.00 – 1.79	- Very Low (VL)

Table 13 reveals that the highest-rated difficulty in teaching Health is monitoring learners' health practices, which obtained a weighted mean of 3.77, interpreted as high. Non-major MAPEH teachers experience notable challenges in tracking students' personal health habits and ensuring consistent application of health concepts. These difficulties are largely due to structural and logistical factors, such as limited instructional time, large class sizes, and the private nature of students' health behaviors, which are not easily observable or measurable in the school environment. Additionally, the absence of structured tools or assessment systems for evaluating health practices—covering areas such as hygiene, nutrition, and lifestyle habits—further complicates the teachers' role in monitoring and guiding students. As a result, while teachers can effectively teach the theoretical aspects of Health, ensuring that students translate this knowledge into consistent, real-life practices remains a significant challenge.

On the other hand, the lowest-rated difficulty is strategizing and suggesting healthy alternatives, with a weighted



mean of 3.20, interpreted as moderate. This indicates that teachers are relatively more capable of providing guidance on practical health interventions, such as balanced diets, physical activity routines, proper hygiene, and stress management strategies. Despite their non-specialist background, many teachers demonstrate adaptability and creativity in contextualizing health lessons to students' daily lives. However, the moderate rating also reflects certain limitations in technical accuracy and confidence, as some recommendations may rely on general knowledge rather than evidence-based approaches. Without formal health education training, teachers may struggle to design interventions that are both scientifically grounded and tailored to individual student needs.

The overall weighted mean of 3.54, interpreted as high, indicates that non-major MAPEH teachers face considerable challenges in teaching Health. These difficulties are primarily associated with the behavioral and practical application of health concepts rather than the cognitive or theoretical content. Teachers are generally able to explain health topics and raise awareness about healthy practices, but they encounter obstacles in systematically tracking students' progress, providing feedback, and ensuring that lessons translate into consistent behaviors outside the classroom. This finding underscores the complex nature of teaching Health, which goes beyond knowledge transmission and requires a multidimensional approach encompassing attitudes, habits, and lifestyle choices.

Difference in the Level of Difficulties in Teaching MAPEH when Grouped According to Profile

Table 14 presents the results of the Kruskal–Wallis H test to determine whether teaching difficulties in Music, Arts, Physical Education, and Health vary according to MAPEH teachers' profile variables, including years of teaching experience, educational attainment, specialization, and number of relevant trainings. The results show significant differences in Music when grouped by years of teaching experience ($\chi^2 = 11.230$, $p = .024$), and in Arts ($\chi^2 = 11.978$, $p = .018$) and Health ($\chi^2 = 9.844$, $p = .043$) when grouped by the number of relevant trainings. All other p -values, including those for educational attainment, specialization, and Physical Education, exceeded 0.05, indicating no statistically significant differences in these areas.

The significant difference in Music difficulties suggests that teachers with varying lengths of experience encounter distinct challenges. Novice teachers often struggle with performance-based lessons, such as leading singing exercises, guiding students in instrument practice, or teaching rhythm and musical notation. Their limited mastery of musical pedagogy, combined with lower confidence in demonstrating techniques, makes it harder to engage students and maintain classroom order during active music activities. Experienced teachers, by contrast, develop practical strategies, such as step-by-step demonstrations, peer learning, and simple instruments, that allow smoother lesson delivery and sustained student participation.

Table 14 Test for Significant Difference in the Level of Difficulties in Teaching MAPEH when Respondents are Grouped According to Profile

Level of Difficulties in Teaching MAPEH	Profile							
	Years in Teaching Experience in MAPEH		Educational Attainment		Specialization		Number of Relevant Trainings	
	<i>Chi-Square</i>	<i>pvalue</i>	<i>Chi-Square</i>	<i>pvalue</i>	<i>Chi-Square</i>	<i>pvalue</i>	<i>Chi-Square</i>	<i>pvalue</i>
Music	11.230*	.024	.474	.789	1.951	.745	8.072	.089
Arts	2.948	.567	1.607	.448	1.764	.779	11.978*	.018
Physical Education	2.785	.594	.081	.960	1.964	.742	9.015	.061
Health	4.791	.309	.197	.906	2.082	.721	9.844*	.043

*Significant @ 0.05 level



The observed differences in Arts and Health teaching difficulties according to relevant trainings highlight the importance of professional development in reducing instructional challenges. Teachers who have attended workshops or trainings in visual arts techniques are better able to guide students in painting, sculpture, and design projects, even with limited materials. Similarly, training in health education equips teachers to conduct practical activities like creating diet plans, demonstrating proper hygiene routines, and facilitating interactive discussions on lifestyle habits. Teachers with fewer training opportunities rely more heavily on theoretical instruction, which can limit student engagement and skill development.

On the other hand, the lack of significant differences in Physical Education and the non-significant influence of educational attainment and specialization suggest that formal degrees or subject specialization alone do not ensure ease in addressing teaching difficulties. Non-major teachers with extensive experience or targeted training may perform better than degree-holders lacking practical classroom exposure. These findings emphasize that hands-on teaching experience and relevant professional development play a more critical role in managing challenges across MAPEH subjects than formal academic qualifications.

Proposed Intervention to Enhance the Pedagogical Competence and Address the Difficulties Encountered by Non-major

MAPEH Teachers

The S.O.U.N.D. (Strategies for Optimizing Understanding and Nurturing Music Development) program is designed to enhance the pedagogical competence of non-major MAPEH teachers in Music, addressing gaps identified in the survey, including moderate overall competence, limited mastery of music skills, difficulty demonstrating techniques, providing accompaniment, and conducting performance-based assessments. The program is a two-day training facilitated by master MAPEH teachers, aligned with the Philippine Professional Standards for Teachers (PPST), and focuses on building confidence, practical skills, and adaptive strategies for teaching Music even with limited resources. On Day 1, the training emphasizes foundational skills and core music competencies, with sessions on teaching and assessing music skills using body percussion, improvised instruments, recorded tracks, and digital tools, as well as strategies for performance assessment with checklists and simple rubrics. It also includes guided demonstrations, collaborative discussions, and micro-teaching activities to reinforce essential music concepts such as tempo, dynamics, form, and melody. Day 2 focuses on instructional creativity, contextualization, and performance-based assessment, including sessions on developing alternative musical accompaniment with digital, recorded, or locally available materials, and designing contextualized assessment tasks with clear rubrics and formative/summative evaluation techniques. The program aims to strengthen teachers' mastery of core music competencies, improve their use of accompaniment, enhance performance-based assessments, and support meaningful, engaging, and inclusive student learning. Expected outcomes include improved instructional competence, effective use of alternative resources, implementation of contextualized lessons, and application of performance-based assessment strategies. Success indicators include full participation, at least 90% of teachers demonstrating effective application of strategies during practice sessions, increased student engagement and confidence, and integration of at least one newly learned teaching strategy into classroom instruction within one month after the training.

CONCLUSION

Based on the findings, the study concludes that most non-major MAPEH teachers possess moderate teaching experience and professional preparation, with many having 7–9 years of experience, incomplete degree qualifications, and specializations largely outside MAPEH, alongside varied exposure to relevant trainings. Overall pedagogical competence was rated moderate, with strengths in classroom management and teaching style, but notable weaknesses in subject matter competence, particularly in teaching specialized techniques, artistic processes, and performance-based skills. No significant differences in overall pedagogical competence were found when teachers were grouped according to years of experience, educational attainment, specialization, or number of trainings, indicating relatively uniform competence levels across profiles. However, teaching difficulties varied by subject area, with Physical Education identified as the most challenging, followed by Health, Arts, and Music. Significant differences in teaching difficulties were observed in Music based on years of teaching experience, and in Arts and Health based on the number of trainings attended, while other variables



showed no significant differences. These findings highlight persistent challenges faced by non-major MAPEH teachers, particularly in music-related competencies and instructional strategies, which informed the development of the S.O.U.N.D. (Strategies for Optimizing Understanding and Nurturing Music Development) program to enhance pedagogical skills through practical, hands-on training in core music skills, creative instruction, and contextualized assessment.

RECOMMENDATIONS

Based on the identified developmental needs, several recommendations are proposed. School heads may organize regular and specialized training programs to enhance non-major MAPEH teachers' competencies in demonstrating physical activities, classroom management, and student engagement, while teachers are encouraged to actively participate in professional development activities to strengthen subject matter knowledge and instructional strategies. Department heads and master teachers may provide mentoring, coaching, and peerlearning opportunities, particularly in Music and Arts, to improve technical skills, proper technique demonstration, and positive behavior modeling. Teachers may integrate interactive strategies, games, workshops, and hands-on activities to promote active learning, with school administrators ensuring the availability of low-cost instructional resources such as musical instruments, sports equipment, and multimedia tools. Greater emphasis may be placed on increasing student participation in Physical Education, monitoring health practices, and assessing musical skill development, especially in areas identified as most challenging. School heads may also implement regular monitoring and evaluation systems to assess pedagogical competence and the application of professional development learning, while teachers reflect on feedback from peers, supervisors, and students for continuous improvement. Furthermore, schools may adopt and adapt the S.O.U.N.D. (Strategies for Optimizing Understanding and Nurturing Music Development) program to address instructional challenges in Music and potentially extend its application to other MAPEH areas. Finally, future researchers are encouraged to employ mixed-methods approaches to further examine non-major MAPEH teachers' competencies and to investigate the long-term effects of targeted training programs on teacher performance and student learning outcomes.

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