Enhancing Grade 5 Pupils' Interest and Confidence in MAPEH Through Integrated, Collaborative Learning Activities

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ABSTRACT

This action research examined the effectiveness of integrated and collaborative learning activities in enhancing Grade 5 pupils' interest, self-confidence, and participation in Music, Arts, Physical Education, and Health (MAPEH). The study addressed observed affective and behavioral challenges among learners, particularly low motivation and hesitation in performance-based activities. A classroom-based action research design guided by the Plan–Act–Observe–Reflect (PAOR) framework was employed. Participants were 45 Grade 5 pupils selected through purposive sampling. The intervention was implemented over two weeks through daily 45-minute MAPEH sessions integrating music, arts, physical education, and health concepts using collaborative and learner-centered activities. Data were collected using a researcher-made Likert scale questionnaire administered as pre-test and post-test. Descriptive statistics and thematic analysis were used to examine the data. Results showed improvements in pupils' interest, self-confidence, and participation, indicating that integrated collaborative learning activities effectively promote engagement and positive attitudes in MAPEH learning.

Keywords: Integrated learning, Collaborative learning, Interest, Self-confidence

INTRODUCTION

Holistic education in the elementary level emphasizes not only cognitive development but also learners' creative expression, physical well-being, and health awareness. In the Philippine basic education curriculum, Music, Arts, Physical Education, and Health (MAPEH) plays a central role in nurturing these domains by fostering creativity, movement competence, and healthy lifestyle practices among pupils. However, recent studies indicate that pupils' engagement in performance-based and health-related subjects is strongly influenced by affective factors such as interest and self-confidence (Ryan & Deci, 2020; Son, 2025). When learners perceive activities as intimidating, monotonous, or misaligned with their abilities, participation tends to decline, particularly in music performance tasks and health discussions that require self-expression (Mawang, 2024).

Interest and self-confidence are critical psychological determinants of sustained engagement in learning activities. Interest supports attention, enjoyment, and persistence, while self-confidence influences pupils' willingness to participate and take risks in expressive and physical tasks (Stiller & Wilde, 2025). In elementary classrooms, low confidence in singing, dancing, or discussing personal health topics may result in avoidance behaviors, passive participation, and unequal learning opportunities (Del Barrio & Arus, 2024). Research in physical and arts education consistently shows that teacher-centered and performance-oriented instructional approaches can unintentionally heighten anxiety and disengagement, especially among learners with limited prior exposure or perceived competence (Ribeiro et al., 2024).

Learner-centered instructional approaches have been increasingly recognized as effective in addressing these challenges. Such approaches emphasize active participation, collaboration, choice, and meaningful integration of learning experiences, thereby supporting learners' autonomy, competence, and relatedness, core psychological needs identified in Self-Determination Theory (Shelton-Strong, 2020). Empirical evidence suggests that integrated and movement-based activities enhance enjoyment, motivation, and confidence by reducing performance pressure and promoting peer support (Rigon et al., 2024). In MAPEH contexts, integrating music,

movement, arts, and health concepts through cooperative and creative tasks may create a supportive learning environment that encourages pupils to engage without fear of failure.

Despite growing evidence supporting learner-centered and integrated instruction, there remains a limited number of classroom-based action research studies focusing on Grade 5 pupils' interest and self-confidence across the full scope of MAPEH. Most existing studies emphasize secondary or tertiary education, isolated subject areas, or experimental designs detached from daily classroom practice (Jesmin & Ley, 2020). Consequently, there is a need for context-specific action research that examines how integrated learner-centered activities can enhance pupils' interest and self-confidence in MAPEH within authentic elementary classroom settings.

Guided by these considerations, the present action research aims to examine the effects of integrated learner-centered activities on Grade 5 pupils' interest and self-confidence in Music, Arts, Physical Education, and Health (MAPEH). By implementing collaborative, choice-based, and creative learning activities, this study seeks to contribute practical evidence to support engaging and inclusive MAPEH instruction that responds to learners' affective and developmental needs.

METHODOLOGY

Research Design

This study employed a classroom-based action research design to systematically address the observed low levels of interest and self-confidence among Grade 5 pupils in MAPEH. Action research was deemed appropriate because it is practitioner-led, context-specific, and focused on solving immediate instructional problems while simultaneously improving teaching practice and learner outcomes. As the teacher-researcher, the investigator actively implemented and evaluated integrated and collaborative learning activities within the natural classroom setting, allowing for real-time reflection and instructional adjustment. The study was guided by the Plan-Act-Observe-Reflect (PAOR) action research framework. In the Plan phase, instructional strategies integrating Music, Arts, Physical Education, and Health were designed to promote participation, collaboration, and learner choice. During the Act phase, these activities were implemented in regular MAPEH classes. The Observe phase involved systematic monitoring of pupils' interest and confidence through classroom observations and learner responses, while the Reflect phase focused on analyzing outcomes to determine the effectiveness of the intervention and identify areas for improvement. The study followed a single action research cycle, which was considered sufficient to evaluate the initial impact of the intervention within the given timeframe and classroom context, while also providing a foundation for future cyclical improvements.

Participants of the Study

The participants of this study consisted of 45 Grade 5 learners enrolled in MAPEH at MSU-Integrated Laboratory School, selected based on their direct involvement in regular MAPEH classes during the conduct of the intervention. Purposive sampling was employed to ensure that the participants were those who exhibited observable levels of low to moderate interest and self-confidence in MAPEH activities, particularly in music, arts, and health-related tasks. Inclusion criteria required learners to be officially enrolled in Grade 5 MAPEH and to consistently attend classes during the intervention period, while learners with prolonged absences or medical conditions that limited participation in physical activities were excluded from the study.

Action Research Intervention

The action research intervention utilized Integrated and Collaborative Learning Activities designed to connect Music, Arts, Physical Education, and Health concepts into meaningful and engaging classroom experiences. The primary objectives of the intervention were to increase pupils' interest in MAPEH and enhance their self-confidence in participating in performance-based, creative, and health-related activities through supportive and cooperative learning environments. The intervention was implemented over a two-week period, with daily 45-minute sessions, each structured to include a brief introduction, guided practice, collaborative group tasks, and reflection. Instructional strategies combined short interactive lectures with hands-on and experiential activities,

such as group performances, creative outputs, movement-based tasks, and health-related simulations, to actively involve learners and reduce anxiety associated with individual performance.

Action Research Procedure

The action research procedure followed the Plan-Act-Observe-Reflect cycle to ensure systematic implementation and evaluation of the intervention. During the Planning Phase, the problem of low interest and self-confidence in MAPEH was identified through initial classroom observations and informal needs assessment, leading to the development of an intervention plan and the preparation of instructional materials, activity guides, and data-gathering instruments. In the Action Phase, the planned integrated and collaborative learning activities were implemented through a structured seminar-workshop format during regular MAPEH classes for 45 minutes per day over two weeks, involving short lectures and hands-on group activities. The Observation Phase involved collecting data using observation checklists, anecdotal records, and pre- and post-intervention measures of interest and confidence, while the Reflection Phase focused on evaluating the outcomes, assessing the effectiveness of the intervention, and identifying challenges and areas for further improvement in future cycles.

Research Instruments

The primary research instrument used in this study was a researcher-made Likert scale questionnaire administered as both a pre-test and post-test to measure changes in pupils' affective and behavioral responses toward MAPEH. The questionnaire was specifically designed to assess three key variables relevant to the study: interest in MAPEH, self-confidence in MAPEH, and participation in MAPEH activities, as reflected in the objectives of the intervention and the study title. The instrument consisted of 30 statements divided into three dimensions, with 10 items per dimension, and utilized a 5-point Likert scale ranging from *Strongly Agree (5)* to *Strongly Disagree (1)*, allowing pupils to express the degree of their agreement with each statement. The questionnaire was developed by the researchers based on the context of Grade 5 MAPEH instruction, existing literature on learner interest and self-confidence, and classroom observations, ensuring that the language and content were age-appropriate and aligned with integrated and collaborative learning experiences. To establish content validity, the instrument was reviewed by subject teachers and research advisers for clarity, relevance, and alignment with the study variables, while reliability was addressed through consistent administration procedures and the use of parallel pre-test and post-test forms to measure changes attributable to the intervention.

Data Collection and Extraction Procedures

Data were collected at two key points of the study: before the implementation of the intervention (pre-intervention) and after the completion of the two-week integrated and collaborative learning activities (post-intervention) to determine changes in pupils' interest and self-confidence in MAPEH. The researcher-administered questionnaire was distributed and collected electronically through Google Forms, ensuring ease of access, accuracy in data recording, and efficient management of responses from all participants. Prior to data collection, formal permission and approval were secured from the School Head/Principal of MSU–Integrated Laboratory School (MSU-ILS) and the Executive Committee on Research, and all collected data were handled with strict confidentiality, used solely for research purposes, and reported in aggregate form to uphold ethical research standards.

Data Synthesis and Analysis

The study employed both quantitative and qualitative data analysis to comprehensively examine the effects of the integrated and collaborative learning activities on pupils' interest and self-confidence in MAPEH. Quantitative data obtained from the pre-test and post-test Likert scale questionnaires were analyzed using descriptive statistics, specifically the mean and standard deviation, to describe pupils' levels of interest, self-confidence, and participation before and after the intervention, and to determine changes in scores across the two measurement points. To complement the numerical findings, qualitative data were gathered from open-ended questions included in the post-test, and these responses were analyzed through simple thematic analysis, wherein pupils' written reflections and expressions of feelings were read, coded, and grouped into common themes that reflected their experiences, perceptions, and responses to the intervention.

In addition to descriptive statistics, a paired-samples t-test was conducted to determine whether the differences between pre-test and post-test scores were statistically significant. The paired t-test was considered appropriate because the same group of pupils participated in both the pre-intervention and post-intervention assessments. This statistical analysis allowed the researcher to determine whether the observed improvements in pupils' interest, self-confidence, and participation in MAPEH were not only descriptive but also statistically meaningful. Statistical significance was determined at the 0.05 level.

Ethical Considerations

Ethical principles were strictly observed throughout the conduct of this action research. Informed consent was obtained from the school administration, parents or guardians, and participating learners after clearly explaining the purpose, procedures, and scope of the study. Participation in the research was entirely voluntary, and pupils were informed of their right to withdraw from the study at any time without any academic or personal consequences. To ensure confidentiality and anonymity, no identifying information was collected in the questionnaires, and all data were securely stored and reported only in aggregated form for research purposes. Furthermore, the study was conducted with formal approval from the School Head/Principal of MSU–Integrated Laboratory School (MSU-ILS) and clearance from the appropriate research ethics committee or executive research body, ensuring compliance with institutional and ethical research standards.

RESULTS

Table 1. Pre-Test and Post-Test of Grade 5 Pupils' Interest in MAPEH

Item	Interest in MAPEH Statement	Pre-Test Mean	Pre-Test SD	Pre-Test Interpretation	Post-Test Mean	Post-Test SD	Post-Test Interpretation
1	I enjoy attending my MAPEH class.	3.18	0.84	Moderate	4.02	0.63	High
2	I feel excited when we have activities in MAPEH.	3.05	0.79	Moderate	4.08	0.61	High
3	I like learning new things in Music, Arts, PE, and Health.	3.32	0.81	Moderate	4.15	0.58	High
4	MAPEH lessons are fun and interesting for me.	3.10	0.88	Moderate	4.10	0.60	High
5	I look forward to participating in MAPEH activities.	3.02	0.85	Moderate	4.05	0.62	High
6	I enjoy doing group activities in MAPEH.	3.28	0.76	Moderate	4.18	0.55	High
7	I am interested in learning songs, dances, and movements in MAPEH.	2.94	0.90	Moderate	3.96	0.66	High
8	Health lessons in MAPEH are interesting to me.	2.88	0.92	Moderate	3.88	0.68	High
9	I feel motivated to join MAPEH activities.	3.00	0.83	Moderate	4.00	0.64	High
10	I think MAPEH is an important subject for me.	3.45	0.71	High	4.30	0.52	Very High

Note. Mean scores were interpreted using the following scale: 4.21–5.00 = Very High, 3.41–4.20 = High, 2.61–3.40 = Moderate, 1.81–2.60 = Low, and 1.00–1.80 = Very Low.

Table 1 presents the pre-test and post-test results on pupils' interest in MAPEH, showing a clear improvement across all indicators after the implementation of the integrated and collaborative learning activities. Prior to the

intervention, pupils' interest in MAPEH was generally at a moderate level, with mean scores ranging from 2.88 to 3.32 for most items, indicating limited excitement, motivation, and anticipation toward MAPEH activities. Only one item *"I think MAPEH is an important subject for me"* already reflected a high level of interest in the pre-test (M = 3.45, SD = 0.71), suggesting that pupils recognized the value of the subject despite moderate engagement.

After the intervention, all items demonstrated increased mean scores, with post-test means ranging from 3.88 to 4.30, corresponding to high to very high levels of interest. Notable improvements were observed in pupils' enjoyment of attending MAPEH classes (M = 4.02, SD = 0.63), excitement during activities (M = 4.08, SD = 0.61), and enjoyment of group activities (M = 4.18, SD = 0.55). Similarly, items related to creative and performance-based components, such as interest in learning songs, dances, and movements, increased from a moderate level in the pre-test (M = 2.94, SD = 0.90) to a high level in the post-test (M = 3.96, SD = 0.66), indicating reduced apprehension and greater engagement.

Overall, the results indicate that the intervention was effective in enhancing pupils' interest in MAPEH, as evidenced by the consistent shift from moderate to high or very high interpretations across all items. The observed improvements suggest that integrating collaborative and learner-centered activities positively influenced pupils' motivation, enjoyment, and perception of MAPEH, making the subject more engaging and meaningful for Grade 5 learners.

Table 2. Pre-Test and Post-Test of Grade 5 Pupils' Self-Confidence in MAPEH

Item	Self-Confidence in MAPEH	Pre-Test Mean	Pre-Test SD	Pre-Test Interpretation	Post-Test Mean	Post-Test SD	Post-Test Interpretation
1	I feel confident when joining MAPEH activities.	2.96	0.87	Moderate	3.95	0.65	High
2	I am not afraid to sing or perform in front of my classmates.	2.70	0.94	Moderate	3.70	0.71	High
3	I feel comfortable sharing my ideas during MAPEH lessons.	3.02	0.82	Moderate	3.98	0.63	High
4	I believe I can do well in MAPEH activities.	3.14	0.80	Moderate	4.05	0.60	High
5	I feel confident doing physical activities in PE.	3.08	0.78	Moderate	4.00	0.61	High
6	I am confident when discussing health topics in class.	2.89	0.85	Moderate	3.85	0.67	High
7	I do not feel shy when participating in group performances.	2.76	0.91	Moderate	3.72	0.70	High
8	I feel proud when I finish a MAPEH activity.	3.22	0.75	Moderate	4.12	0.58	High
9	I feel confident even if I make mistakes in MAPEH.	2.95	0.88	Moderate	3.90	0.66	High
10	I believe I can improve my skills in MAPEH.	3.40	0.73	Moderate	4.20	0.55	High

Note. Mean scores were interpreted using the following scale: 4.21–5.00 = Very High, 3.41–4.20 = High, 2.61–3.40 = Moderate, 1.81–2.60 = Low, and 1.00–1.80 = Very Low.

Table 2 presents the pre-test and post-test results on pupils' self-confidence in MAPEH, highlighting substantial improvements in learners' confidence following the implementation of the integrated and collaborative learning activities. During the pre-test, pupils' self-confidence across all indicators was interpreted at a moderate level, with mean scores ranging from 2.70 to 3.40, suggesting that many learners initially experienced hesitation, shyness, or uncertainty when engaging in performance-based, physical, and discussion-oriented MAPEH tasks. Lower pre-test means were particularly evident in items related to performing in front of classmates and participating in group performances, indicating apprehension toward expressive and public activities.

In contrast, the post-test results reveal a consistent increase in self-confidence across all items, with mean scores ranging from 3.70 to 4.20, all interpreted as high. Marked improvements were observed in pupils' confidence when joining MAPEH activities (M = 3.95, SD = 0.65), performing in front of classmates (M = 3.70, SD = 0.71), and sharing ideas during lessons (M = 3.98, SD = 0.63). Additionally, pupils demonstrated greater confidence in physical education activities (M = 4.00, SD = 0.61) and in discussing health-related topics (M = 3.85, SD = 0.67), suggesting a more supportive and encouraging learning environment.

Overall, the findings indicate that the intervention effectively enhanced pupils' self-confidence in MAPEH, as reflected by the shift from moderate to high levels across all self-confidence indicators. The increased post-test means suggest that collaborative, learner-centered, and activity-based strategies helped reduce fear of making mistakes, foster pride in task completion, and strengthen pupils' belief in their ability to improve, thereby promoting more confident participation in MAPEH activities.

Table 3. Pre-Test and Post-Test of Grade 5 Pupils' Participation in MAPEH Activities

Item	Participation in MAPEH Activities Statement	Pre-Test Mean	Pre-Test SD	Pre-Test Interpretation	Post-Test Mean	Post-Test SD	Post-Test Interpretation
1	I actively participate in MAPEH class activities.	3.06	0.82	Moderate	4.00	0.61	High
2	I follow instructions during MAPEH activities.	3.32	0.74	Moderate	4.18	0.54	High
3	I cooperate with my classmates during group tasks.	3.38	0.70	Moderate	4.22	0.50	Very High
4	I volunteer to join activities in MAPEH.	2.85	0.89	Moderate	3.85	0.66	High
5	I complete assigned tasks in MAPEH on time.	3.20	0.76	Moderate	4.05	0.59	High
6	I help my groupmates during collaborative activities.	3.26	0.72	Moderate	4.15	0.56	High
7	I listen carefully to my teacher during MAPEH lessons.	3.44	0.68	High	4.30	0.48	Very High
8	I stay focused during MAPEH activities.	3.10	0.80	Moderate	4.02	0.60	High
9	I try my best when doing MAPEH tasks.	3.28	0.74	Moderate	4.10	0.57	High
10	I participate even when the activity is challenging.	2.92	0.86	Moderate	3.92	0.64	High

Note. Mean scores were interpreted using the following scale: 4.21–5.00 = Very High, 3.41–4.20 = High, 2.61–3.40 = Moderate, 1.81–2.60 = Low, and 1.00–1.80 = Very Low.

Table 3 presents the pre-test and post-test results on pupils' participation in MAPEH activities, demonstrating a notable improvement in learners' level of engagement after the implementation of the integrated and collaborative learning activities. Prior to the intervention, pupils' participation was generally interpreted at a moderate level, with mean scores ranging from 2.85 to 3.38, indicating inconsistent involvement in class activities, limited volunteering, and variable focus during MAPEH lessons. Only one indicator "*listening carefully to the teacher during MAPEH lessons*" already reflected a high level of participation in the pre-test (M = 3.44, SD = 0.68), suggesting baseline attentiveness despite moderate active engagement.

Following the intervention, the post-test results showed a clear increase in participation across all indicators, with mean scores ranging from 3.85 to 4.30, corresponding to high to very high levels of participation. Substantial improvements were observed in active participation during class activities (M = 4.00, SD = 0.61), willingness to volunteer (M = 3.85, SD = 0.66), and sustained focus during activities (M = 4.02, SD = 0.60). Notably, cooperation with classmates (M = 4.22, SD = 0.50) and attentiveness to the teacher (M = 4.30, SD = 0.48) reached very high levels, highlighting enhanced collaboration and classroom engagement.

Overall, the findings indicate that the intervention was effective in increasing pupils' participation in MAPEH activities, as reflected by the shift from moderate to high or very high interpretations across all items. The observed gains suggest that collaborative and learner-centered instructional strategies encouraged pupils to take a more active role in learning, participate willingly even in challenging tasks, and engage more consistently with both their peers and the teacher during MAPEH lessons.

Table 4. Paired-Samples t-test of Pre-Test and Post-Test Scores

Variable	Pre-Test Mean	Post-Test Mean	Mean Difference	t-value	p-value	Interpretation
Interest in MAPEH	3.12	4.07	0.95	10.84	0.000	Significant
Self-confidence in MAPEH	3.01	3.95	0.94	10.21	0.000	Significant
Participation in MAPEH Activities	3.18	4.08	0.90	9.76	0.000	Significant

Note: Significant at **$p < 0.05$**

Table 4 presents the results of the paired-samples t-test conducted to determine whether the observed improvements between the pre-test and post-test scores were statistically significant. The analysis revealed statistically significant differences in pupils' interest, self-confidence, and participation in MAPEH after the implementation of the integrated and collaborative learning activities ($p < 0.05$). Specifically, pupils' interest increased from a mean of 3.12 in the pre-test to 4.07 in the post-test, while self-confidence improved from 3.01 to 3.95. Participation in MAPEH activities also showed a notable increase from 3.18 to 4.08. These results indicate that the intervention produced significant positive changes in pupils' affective and behavioral engagement in MAPEH.

In addition to the quantitative findings, classroom observations conducted during the intervention period revealed noticeable improvements in pupils' engagement and participation in MAPEH activities. Learners demonstrated increased enthusiasm during collaborative tasks, such as group performances, movement-based exercises, and creative art activities. Pupils who initially appeared hesitant or shy gradually became more willing to participate, share ideas, and perform in front of their peers. Observation records also indicated stronger cooperation among group members and greater attentiveness during instructions and activity demonstrations. These observations support the quantitative results, suggesting that the integrated and collaborative learning activities created a supportive learning environment that encouraged active involvement and reduced learners' anxiety in performance-based tasks.

DISCUSSION

This action research investigated the effectiveness of integrated and collaborative learning activities in enhancing pupils' interest, self-confidence, and participation in MAPEH, and the findings indicate that the intervention was successful across all measured domains. The results revealed consistent improvements from moderate to high or very high levels in interest, confidence, and participation following the intervention, suggesting that learner-centered and activity-based instruction positively influenced pupils' affective and behavioral engagement. These patterns align with research emphasizing the importance of autonomy-supportive and integrated pedagogies in motivating learners (Gopez & Ma. Agatha Anne, 2025; Hinnersmann et al., 2020). Rather than isolated gains, the improvements reflected a holistic enhancement of pupils' learning experiences, indicating that the intervention addressed both emotional and participatory barriers in MAPEH. Overall, the findings confirm that the implemented approach effectively improved pupils' engagement and confidence in MAPEH.

The statistical results obtained from the paired-samples t-test further confirmed that the improvements in pupils' interest, self-confidence, and participation were statistically significant, strengthening the conclusion that the intervention had a meaningful impact on learners' engagement in MAPEH.

The observed increase in pupils' interest in MAPEH can be attributed to the use of integrated and collaborative learning activities that emphasized enjoyment, relevance, and active involvement. Prior to the intervention, pupils demonstrated moderate interest, consistent with findings that traditional, teacher-centered approaches may limit engagement in performance-based subjects (Lee & Boo, 2022). The shift to high post-test interest levels suggests that meaningful integration of music, movement, arts, and health promoted cognitive engagement and curiosity, as supported by learner-centered instructional research (Juntunen & Sutela, 2023; Sandberg, 2013). The use of hands-on and group-based tasks likely reduced monotony and increased perceived relevance, which has been shown to enhance intrinsic motivation (Fenyvesi et al., 2021; M. Erickson, 2020). These findings reinforce the idea that interest develops when learners are actively involved in purposeful and enjoyable learning experiences.

The significant gains in pupils' self-confidence suggest that the intervention effectively reduced fear, anxiety, and hesitation associated with MAPEH activities. Initial moderate confidence levels align with studies indicating that pupils often feel apprehensive about performing or expressing themselves in front of peers (Darmawangsa et al., 2020; Nofembri et al., 2021). Post-test improvements reflect the role of collaborative and non-threatening learning environments in fostering confidence and psychological safety (Wolcott et al., 2022). The findings are further supported by research showing that scaffolded and supportive instruction enhances learners' perceived competence (Chueng & Heng, 2025). Qualitative reflections from pupils indicated increased comfort and pride in participation, reinforcing evidence that confidence grows through repeated, guided practice in inclusive settings (Fenyvesi et al., 2021; Moscardini et al., 2024).

Improvements in pupils' participation demonstrate that the intervention successfully translated affective gains into observable classroom behaviors. Pre-test results indicated moderate participation, consistent with prior research noting disengagement in activity-based subjects when learners lack confidence or interest (Mousavi et al., 2024; Ribeiro et al., 2024; Son, 2025). The post-test increase to high and very high participation levels suggests that collaborative learning structures encouraged accountability, peer support, and sustained engagement (Khan, 2024). Enhanced cooperation and willingness to volunteer reflect findings that learner-centered approaches promote shared responsibility and active involvement (Mbonimana & Sikubwabo, 2024). These results confirm that participation is closely linked to emotional safety and meaningful task design.

The effectiveness of the intervention can be explained by its alignment with principles of integrated and experiential learning. By combining music, arts, movement, and health concepts into cohesive activities, the intervention supported holistic learning and reduced fragmentation of skills (O'Malley et al., 2024). Hands-on and collaborative tasks allowed pupils to immediately apply concepts, which research has shown to strengthen learning retention and engagement (Dike et al., 2024). The approach also aligns with action research goals of improving practice through authentic classroom strategies (Ortega & Contreras, 2021; Stiller & Wilde, 2025).

These findings suggest that integrated instruction is particularly effective in subjects requiring creativity, expression, and movement.

The convergence of quantitative and qualitative findings strengthens the validity of the study's conclusions. Quantitative gains in mean scores were supported by qualitative reflections describing increased enjoyment, confidence, and willingness to participate. Such triangulation aligns with prior research emphasizing the value of combining numerical data with learner voice to explain educational outcomes (Bloemert et al., 2020). Pupils' expressed feelings of enjoyment and reduced fear help explain the observed statistical improvements (Peiró-Signes et al., 2020). Together, these findings confirm that the intervention produced meaningful changes in both perception and behavior.

The findings suggest important implications for classroom practice, particularly in MAPEH instruction. Teachers are encouraged to adopt integrated and collaborative learning activities to foster interest, confidence, and participation among pupils. Such approaches can help create inclusive learning environments that support diverse abilities and learning styles. School administrators may consider supporting professional development programs that emphasize learner-centered and experiential strategies in MAPEH. Policymakers may also draw on these findings to strengthen curriculum implementation through holistic and engaging pedagogies.

Despite its positive findings, the study has several limitations that must be acknowledged. The research was conducted in a single school with a relatively small sample size, which may limit generalizability. The short duration of the intervention may not capture long-term effects on pupils' interest and confidence. Additionally, the reliance on self-reported questionnaire data may introduce response bias. These limitations suggest that results should be interpreted cautiously and within the specific context of the study.

Future studies may build on these findings by employing longer intervention periods and multiple action research cycles to examine sustained effects. Comparative or experimental research designs could be used to strengthen causal inferences. Researchers may also explore the impact of integrated MAPEH instruction on academic achievement and physical literacy outcomes. Expanding the study across multiple schools would further enhance the generalizability and scalability of the findings.

CONCLUSION

This action research demonstrated that the use of integrated and collaborative learning activities was effective in enhancing Grade 5 pupils' interest, self-confidence, and participation in Music, Arts, Physical Education, and Health (MAPEH). The consistent improvement from moderate to high or very high levels across all measured dimensions indicates that learner-centered and activity-based instruction can successfully address affective and behavioral challenges commonly observed in MAPEH classrooms. By providing pupils with meaningful opportunities for collaboration, creative expression, and guided participation, the intervention created a supportive learning environment that reduced apprehension, increased enjoyment, and encouraged active engagement in both performance-based and health-related tasks.

Moreover, the findings highlight the value of action research as a reflective and practical approach for improving classroom instruction. The positive changes observed in pupils' attitudes and behaviors suggest that integrating music, movement, arts, and health concepts through cooperative and experiential activities supports holistic development and fosters a more inclusive learning atmosphere. These results affirm that when pupils feel confident and interested, they are more likely to participate actively and take ownership of their learning. Overall, the study contributes practical evidence to MAPEH instruction by demonstrating that integrated and collaborative strategies can enhance pupils' learning experiences and may serve as a model for improving engagement and confidence in similar elementary school contexts.

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Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this paper. The research was conducted independently, and no financial or personal relationships influenced the study design, data analysis, interpretation of results, or manuscript preparation.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

Artificial Intelligence (AI) tools were utilized during the conduct of the intervention as part of structured instructional enhancement activities. In the preparation of this manuscript, AI-assisted technologies were used solely for language refinement, grammar checking, formatting support, and structural editing to improve clarity and coherence. The author critically reviewed, verified, and took full responsibility for the accuracy, originality, interpretation, and integrity of the manuscript's content. No AI tools were used to generate original research data, fabricate findings, manipulate results, or replace scholarly judgment at any stage of the study.

Author Contributions

Yasser D. Palantig conceptualized and designed the study, developed the intervention materials, implemented the integrated and collaborative learning activities, supervised data collection, conducted statistical and qualitative analyses, and prepared the manuscript. The author reviewed and approved the final version of the manuscript and assumes full responsibility for its content.

Ethics Approval

This study was conducted in accordance with institutional ethical guidelines for educational research. Formal permission to conduct the study was obtained from the School Head/Principal of Mindanao State University–Integrated Laboratory School (MSU-ILS) and the appropriate institutional research authority prior to data collection. Participation was voluntary, and informed consent was secured from parents or guardians of participating pupils. Confidentiality and anonymity were strictly maintained, and no personally identifiable information was collected. All data were used solely for research purposes.

Data Availability

The datasets generated and analyzed during the current study are available from the corresponding author upon reasonable request. The data are not publicly available to ensure the protection of participant confidentiality and compliance with institutional ethical guidelines.

Abbreviations

AI – Artificial Intelligence

ILS – Integrated Laboratory School

MSU – Mindanao State University

MAPEH – Music, Arts, Physical Education, and Health

PAOR – Plan-Act-Observe-Reflect

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