

# Formalized Conduct: Results On Students Academic Performance In Music, Arts, Physical Educational And Health (MAPEH)

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**Abstract:** Participants were 287 students from grade 9 and 10 students of Calawitan National High School Annex (Akle High School) Division of Bulacan during the school year 2019-2020. Three null hypotheses were tested at the .05 level: "The three dispositions of students' formalize conduct are not interrelated"; "Students across gender do not differ in the three dispositions of Formalize conduct"; and "Students' formalize conduct have no results on students' academic learning performance in Music, Arts, Physical Educational and Health [MAPEH]." The descriptive method of study was employed with checklist to gather data. Statistical tools used were weighted mean, analysis of variance and the Pearson Moment of Correlation. Findings arrived were: Majority of the students achieve fairly in their performance in their subject in Music, Arts, Physical Educational and Health (MAPEH). Majority of the students were found to be moderate to high in their dispositions in terms of learning; moderate in their dispositions in terms of performance; and, high in their dispositions in terms of achievement. The three dispositions of dispositions were observed to be interrelated. Students across gender do not differ in their dispositions towards Music, Arts, Physical Educational and Health [MAPEH] in terms of learning, performance, and achievement. Students' formalize conduct in Music, Arts, Physical Education, and Health (MAPEH) were observed to have significant relationships to the performance of the students in Music, Arts, Physical Educational and Health [MAPEH].

**Keywords—** dispositions, learning, achievement, performance, and academic performance.

## CHAPTER I

### BACKGROUND OF THE STUDY AND LITERATURE REVIEW

#### Introduction

There are factors that contribute to student's enthusiasm and interest towards schoolwork. Student's desire for attention and recognition and teacher must be forever observant and watchful of signals. Students take pleasure when teachers take notice of them whenever they are getting something done. Teachers must have the competence to identify factors that can immensely contribute to student's success in schoolwork. Instances are students like to involve themselves in school activities where they can show their talents and skills to others.

Schools are the hub of both learning and social activities. Students experienced a heightened peer pressure and the demands of increasingly complex academic tasks. To understand the relationship among students' personal developmental strengths and weaknesses and their ability to participate in finding solutions to learning difficulties that they experience is essential for maximizing school achievement. Profound knowledge about teaching and learning processes has undergone development in recent years. Once it seemed sufficient for teachers to formulate a set of principles of learning simple concepts of exercise and effect. With the development of theory and research, experts in education have found necessary to expand and refine the understanding of students relative to learning with consequent important implications to effective instruction by looking into their intents, goals and purposes. For students to do extremely

well in school, it is imperative that their goals and purposes be looked into. Students' goals to develop their abilities, competencies, skills and other potential and acquiring other endowments and feeling successful in new tasks are worth looking into. Teachers should exert efforts to explore what students do to maintain their status and to enhance it further for their personal satisfaction.

Consequently, students become stimulated and stirred in their studies to the extent that they do their best to stand-out. Teachers must be consistently aware that students desire to undertake responsibilities as this affords them the opportunity to increase their knowledge. Providing opportunities to students to stimulating and complicated tasks in school will help them learn and acquire more skills. Furthermore, the students will exert extra efforts to study their lessons towards their own advancement.

The role quality, professionalism, teaching methodologies and strategies of a MAPEH teacher has implications and play a very significant role towards the successful implementation of the program. A stimulating behavior is one who exhibits inner qualities, such as enthusiasm, sympathy, self- control, fair- mindedness, resourcefulness and creativity. Enthusiasm begets enthusiasm. An enthusiastic teacher has pep and vigor which can easily be revealed in the facial expression, voice and actions or movements. He can treat students with firmness but tempered with love and sympathy. Only those who represent the highest ideals in morals, personal character, professional values and attitudes, and being able to understand the needs of individual students through appropriate pedagogical strategies should be considered to handle the subject.

Considering the nature of activities associated with Music, Arts, Physical Education and Health, the teacher decidedly influences the character-building of the students under his/her care. Teaching through example is more powerful than teaching through precept. Hence, the professional preparation, behavior and values of the teacher of MAPEH must be beyond reproach.

The researcher, a public school teacher of Music, Arts, Physical Education and Health [MAPEH] was intensely motivated to embark on this study with the fervent optimism that results obtained in the study will be very valuable information to spur on further teacher performance and to ensure more dynamic teaching-learning processes that make certain students' success in school work, specifically, Music, Arts, Physical Education and Health [MAPEH].

### Literature Review

The Music and Arts Program seeks to expose students to develop appreciation for Philippines, Asian and Western music. Students do not only acquire factual and theoretical knowledge but are also introduced to applications like singing, playing Filipino and Asian instruments, listening to recordings, reading, writing and creating music.

Music, Arts, Physical Education and Health aims to make students physically strong, well-poised, sound and efficient, mentally alert and active and emotionally tempered and well-balanced. Each year level takes on a different fitness program such as sports, gymnastics, dancing and martial arts.

Health Education is designed to keep students abreast with health concerns and issues. Lessons on Health Assessment, Proper Hygiene, First Aid, Drugs and Substance Abuse, Mental Health, Communicable and Non-communicable diseases, Alternative Medicine and Nutrition and Fitness all aim to lead the students to adopt a healthy lifestyle.

Citizenship Advancement Training is offered to fourth year high school students. The program aims to enhance students' sense of responsibility and commitment to the development of their school community. Aside from engaging the students in lectures, discussions, and drills, the course leads the students to render assistance in different school activities and campaigns. By fostering the sense of service, the course aims to mold the students into servant leaders who value discipline, order, innovation, and initiative.

The Department of Education in July 2012 conducted a series of national training development program for teachers of MAPEH. The training aims to give the participants an opportunity to:

1. participate in professional discussion on varied issues and training: which concerns Music, arts, physical education and health (PE) in the Philippines:

2. converge from PE including Music, Art and Health throughout the country and forge or create partnership and wide network of physical educators in order to strengthen the advocacy for a supporting culture that enables and values the full involvement of physical educators' empowerment shall be achieved:

3. share experiences, information and expertise to further achieve development in the intellectual capital among physical educators involved in the promotion and development of the said training; and

4. establish a solid and united organization of physical educators or a confederation of various activities.

Appreciation of Music, Arts, Physical Education and Health as a subject validates the self-esteem and confidence students feel and do not have the tools to express verbally; they can reflect a range of emotions that can feel too large [and ultimately frightening] to a student in a non-threatening way: and they can provide that sense of accomplishment that they may carry through to more brain-challenging subjects that have not proven themselves successful.

MAPEH offers four learning areas in one book: Music, Arts, Physical Education and Health. Music lessons are about the concepts and elements of music that will enrich your understanding and appreciation of Philippine music. Arts provides activities that deal with the elements of art and principles of design and allow you to practice creative self-expression. Physical Education and health deals with the essential aspects of physical development through different physical fitness activities. It takes into consideration one of the most important aspects of life: care for human body.

Siedentop [2011] argued that "there is probably less agreement today on the basic meaning of Music, Arts, Physical Education and Health than there has been at any time in our professional history. However, he notes that the most widely accepted model in the "developmental" model, "education through the physical," which came from the progressive education movement in the first half of the twentieth century and emphasized fitness, skill, knowledge, and social development. The model can be rephrased in this way: Music, Arts, Physical Education and Health of, about, and through the physical.

One of the most lasting definitions for Music, Arts, Physical Education and Health was written by Jesse Feiring Williams [2009]: "Music, Arts, Physical Education and Health is the sum of man's physical activities selected as to kind, and conducted as to outcomes." He explains his definition by debating whether educating only the physical aspect of the body is sufficient to define the field. Williams says that when mind and body were thought of as two separate entities, Music, arts, physical education and health was obviously an education of the physical... with new understanding of the nature of the human organism in which wholeness of the individual is the outstanding fact, Music, arts, physical education and health becomes education

through the physical. With this view operative, Music, arts, physical education and health has concern for and with emotional responses, personal relationships, group conduct, mental development, and other intellectual, social, emotional, and aesthetic outcomes. Williams is stressing the point that even though Music, arts, physical education and health teaches with physical means by working with physical activities, its goal goes beyond the physical. It seeks to influence all areas of educational development, including the mental and social growth of the student. While the body is being improved physically, the mind should be learning and expanding, and there also should be social development, such as learning to work with others. Other authors past and present agree with that broad definition of the goal of Music, arts, physical education and health. John H. Jenny, [2001] for example, also discusses this "education through the physical." He remarked on the unique contribution that Music, arts, physical education and health has to make to general education is that of general body development through physical activity. When this physical activity is guided by competent teachers so that the other general outcomes of education accompany the physical activity, then, and only then, does the physical activity become more than physical culture or physical training. In Jenny's definition, education that is simply "of the physical" or whose goal focuses only on the physical aspects of education is too limited in scope to be considered true Music, Arts, Physical Education and Health.

Harold M. Barrow [2002] put Music, Arts, Physical Education and Health into the context of education's traditional goal of developing the liberally [broadly] educated person. He commented that MAPEH may be defined as "an education of and through human movement where many of the educational objectives are achieved by means of big-muscle activities involving sports, games, gymnastics, dance and exercise". The product is a physically educated person. This value becomes one of many values of the liberally educated person, and it has meaning only when it is related to the totality of individual's life. In placing Music, Arts, Physical Education and Health within the context of the total educational experience, Barrow stressed that MAPEH experience should relate to the total educational process and to each person's whole life. If the Music, arts, physical education and health experience makes no contribution to the other educational experiences, the proper function expected of a true Music, arts, physical education and health program is not being fulfilled.

James A. Baley and David A. Field [2010] emphasized education's use of gross physical activities that require a serious effort. According to Baley and Field, Music, arts, physical education and health [MAPEH] is a process through which favorable adaption and skills learning organic, neuromuscular, intellectual, social, cultural, emotional, and esthetic result from and proceed through selected and vigorous physical activities. Those activities are selected Williams's earlier definition based on the desired outcomes that they can produce in the student. That such education uses

physical means is emphasized by saying that the activities are "fairly vigorous physical activities." Physical activities that require MAPEH effort might be considered recreational or beneficial under Baley and Field's definition, but they would not be considered genuine Music, arts, physical education and health.

Jan Felshin [2012] suggested that Music, arts, physical education and health [MAPEH] focuses on gross muscular efforts and activities. The notion of physical prowess underlies Music, arts, physical education and health as she defines it. Music, arts, physical education and health has not been concerned with the human use of movement in work activities. Instead, it focuses primarily on physical movement in play, sport, and the basic functioning of the human body. As the varying definitions show, the basic points that define the field are named consistently by different scholars:

- \* Music, arts, physical education and health is conducted through physical means; that is, some sort of physical activity or some type of movement is involved.

- \* Physical activity is usually (though not always) moderately vigorous; it is concerned with gross motor movements, and the skills involved do not have to be very finely developed or of high quality for benefits to be gained.

- \* Although the student gains these benefits by a physical process, the educational benefits for the student include improvements in non- physical areas such as intellectual, social, and aesthetic growth: that is, the cognitive and affective domains.

In summary, the meaning is clear: Music, arts, physical education and health uses physical means to develop each person's whole being. This is a characteristic that Music, arts, physical education and health share with no other area of education. Because the educational results of the physical experience are not limited to the physical or body-improving benefits, the definition does not refer solely to the traditional meaning of physical activity. We must view the term physical on a broader, more abstract plane, as a condition of mind as well as body.

Indeed, this Music, Arts, Physical Education and Health should bring about improvements "in mind and body" that affect all aspects of the person's daily living, and the whole person should benefit by the experience. This mind-body holistic approach includes an emphasis on all three educational domains: the psychomotor, the cognitive, and the affective.

Music, Arts, Physical Educational and Health [MAPEH] contributes to national development by equipping people to work efficiently and effectively. It enhances application of science and the development of creativity, productivity, innovation and other values which are essential parts of the engine for growth. Music, Arts, Physical Educational and Health [MAPEH] equips people to be efficient consumers or users of technical knowledge and skills and, more

importantly, to become producers of new and appropriate technologies.

The concept of education as a basic tool to inculcate work values was the focus of Farrel's [2008] article. He forwarded the idea that education is a process or a product and as a process, education a system whereby an individual acquires knowledge, skills and attitudes that are essential in attaining an objective or set of objectives in life. It is a conscious effort of developing one's capabilities through formal schooling, non-formal or informal education and training. It is a dynamic process of growth and development. He commented, too, that the concept of education as a product is based on what a person is capable of doing after schooling, training or learning process. It is the sum total of all the experiences an individual acquires and/or applies in the society where he lives or work. It is a set of behavior acquired by a person and perceived by society as the standard pattern of behavior after schooling some training. Education is, as viewed by Farrel, is a dynamic process of increasing one's knowledge and skills and of developing desirable attitudes and values essential for useful, productive, wholesome and responsible membership in society. The need for people to be productive and useful citizens was the focus of an article written by Johnson [2009]. He said that people are the greatest resource of every country and the most effective agents and managers of change. However, unless the people are equipped with essential knowledge, skills and the right attitudes, these capabilities can never become a reality. He added that to become agents and managers of change, the people must be prepared or educated. They must be equipped with critical knowledge and skills, and the right attitudes and values not only to function and live well in society, but also to be creative, productive and useful citizens of the country. These capabilities and many more are most effectively developed in people through education. Music, Arts, Physical Educational and Health [MAPEH] is important segment an of the total educational program and it has a philosophy that is meant to enhance the country's overall educational and development efforts was the contention of Leigh's [2011] article. He believed that as a major component of education, Music, Arts, Physical Educational and Health [MAPEH] must be geared to equip every citizen with basic knowledge, skills and attitudes to be able to function effectively in the ever-changing society. It must be address the need for everyone to understand and apply the fundamental skills and processes performed in everyday living to appreciate the value of the technological changes and their contribution to the improvement of the quality of life, and, if interested, to select an area or field of study which he could pursue through a purposeful educational process to enable him to participate productively in society. According to Othennie [2011], the importance of enhancing the agricultural, industrial, business and other sectors of the economy and the critical need for trained manpower accentuate the need for Music, Arts, Physical Educational and Health [MAPEH]. He said that Music, Arts, Physical Educational and Health [MAPEH] must be designed to

prepare appropriate type and quality of trained manpower needed by the employment market and supports the growth and development of the various sectors of economy. It must prepare individuals who are not only equipped with technical skills and knowledge but also the appropriate attitudes and work ethic of a productive and useful member of society.

The significance of Music, Arts, Physical Educational and Health [MAPEH] is reflected in the objectives of formal education in the secondary. The following are: to promote the knowledge and develop the skills, attitudes, and values essential to personal development and necessary for living in and contributing to a developing and changing social milieu: to provide learning experiences which increase the child's awareness of and receptiveness to the changes in and just demands of society and to prepare him for constructive and effective involvement; to promote and intensify the child's knowledge of, identification with, and love for the nation and the people to which he belongs; and to promote work experiences which develop the child's orientation to the world of work and creativity and prepare himself to engage in honest and gainful work [Raymundo, 2010].

Music, Arts, and Physical Education in the country has the following for its goals [Gonzaga, 2012]:

Development of basic skills, knowledge and attitudes. It aims to develop basic skills, knowledge and attitudes to function as a member of society. It seeks to teach the fundamental processes in Music, Arts, Physical Educational and Health (MAPEH), homemaking arts and, other practical activities in the home and community; the basic knowledge that will broaden his understanding of the application of arts and sciences in the common activities of life; and the formation of desirable attitudes, habits and values.

Development of understanding and interest in the pursuit of cultural concerns. Music, Arts, Physical Educational and Health (MAPEH) aims to familiarize the student with the various fields of arts and cultural, and physical endeavours and to enable students to better understand the society in which they live. By "walking through" the various fields of MAPEH such as the practical arts or livelihood education program in the elementary and secondary school, students will also develop interest in and a wiser process of selecting a future career.

Development of highly appreciative people in the arts and culture. The specialized form of education in MAPEH is aimed to develop cultured and aesthetics laden individuals. In more specific terms, it is aimed to prepare students for employment in a particular field of technology or to provide upgrading, further training or retraining towards the acknowledgment of the value of the arts. For this purpose, MAPEH was designed to match the artistic, visual, and aesthetic needs of various sectors of the country.

Enhancement of creativity, innovation, productivity and appreciative skills. Another important objective of MAPEH is to enhance creativity, promote and encourage innovation,



develop productivity and skills for appreciating things that convey the lighter side of life. The hands-on experiences in the school shops and laboratories are designed and organized to help the student to design and create useful articles out of available resources. Innovation is encouraged through the improvement of existing facilities and resources and the try-out of new ideas, new methods and new techniques. Instruction focuses on building production skills and habits and assists in developing the individual as entrepreneur.

Development of ingenuity, productive, and artistic competency. Music, Arts, Physical Educational and Health [MAPEH] must promote the development of skills and competencies geared towards the lighter side of life. It should not only concentrate in emphasizing general development in the individual; it must also contribute to building new expertise. The student should be led to discover new methods and techniques, more economical and productive systems, or dependable application of creative and innovative skills.

Music, Arts, Physical Educational and Health [MAPEH] in schools is an essential component to broaden the educational experience of students to make them better persons along the careers of their choice.

Jefferson [2009] in a survey of eight grade students of Southland Technical School as regards their perceptions of Music, Arts, Physical Educational and Health [MAPEH], he found out the following findings about their views in hierarchical order: it is about being artistically literate and appreciative of life; it is learning about the "way we do things"; it is about cognitive and affective functioning: it is about using resources; it is about developing skills, talent, and dexterity; and, it is about engaging in activities that develop the heart and mind of an individual. In the same study, he found out that the students feel the significance of the course as it develops independence, teamwork, social skills, and responsibility.

David [2012], in his study on the results of technology education to enhance transfer of technology in five secondary schools in Pennsylvania, he came out with the following significant findings: the development of better techniques and methods of production; the emergence of more sophisticated and ingenious skills; helped increase the appreciative; and improving productive capacity of the students for finer things in life. David concluded that education related to MAPEH when conducted in the most efficient and systematic way can play a very dominant role in all development efforts.

Students' appraisals of teachers' efficacy and classroom management in Music, Arts, Physical Educational and Health [MAPEH] was the focus of the study of Herrero [2012]. The respondents were students in three [3] public secondary schools, Division of Baguio City. Highlights of the findings included: The students' appraisal of their teachers' competencies relative to classroom management and discipline is very favorable; [2] The students expressed approbation of the quality of their learning environment

relative to the dilemma of subject, classroom climate, warmth in interactions, and satisfaction. There is a significant relationship between teachers' competencies and the students' assessments of their learning environment; the more effective teachers are, the more favorable will be the students' assessments of their learning milieu; teachers' effectiveness enhances the favorableness of the learning environment. The commendatory valuation of the students towards MAPEH reflects the condition and status of the subject in the framework of this endeavor.

Factors that contribute to the performance of students in MAPEH were investigated by Valderama [2011]. The respondents of the study involved public secondary students of the Brooks Point National High School. Based on Valderama's investigation, the following findings were arrived at: the students' assessment of the usefulness of MAPEH is generally favorable; males and females differ in their receptiveness of MAPEH where males tend to be more favorable in their assessment: students are equipped of varied self-concept associated with MAPEH, manifest varied interests in the subject, and are motivated more to learn MAPEH. Students' academic performance in MAPEH is significantly related to students' assessment of the usefulness of MAPEH, subject self-concept, interests, and motivations in the subject. Students whose academic performance is low to average tend to be more favorable in their assessments of the usefulness of Agricultural Arts.

Formalize conduct are thought of as a psychological backdrop for how individuals interpret and respond to achievement situations, Deaux [2012] identified three classes of underlying intents that individuals pursue in the school setting: learning, performance, and achievement.

Formalize conduct refers to the student's goal to develop abilities, competencies, skills, and other potentials and acquiring other endowments and feeling successful in new tasks and responsibilities. In performance Formalize conduct, the student attempts to demonstrate and validate the adequacy of his or her competence by seeking favorable judgments and avoiding negative judgments about his or her skills and abilities. Achievement Formalize conduct includes the student's efforts to maintain his status and to enhance it further for personal satisfaction.

Donnerstein [2009] pointed out the importance of looking into learners formalize conduct. He believes this is a major direction in education as it explores areas which contribute to the success of schoolwork among students. Formalize conduct are motivators in themselves and aid in the learners' quest to attain success and achieve aspirations and desires. He proposes that attention should be extended to these dispositions as they can serve as predictors of students' high performance and success in schoolwork. Students exert more efforts in their studies and attempt at endeavors to prove their worth. Students become more desirous to develop and improve whatever endowments and potentials they may have and utilize these to secure recognition from others.

Delaware [2002] said that formalize conduct are thought of as tendencies to achieve. Students are motivated by a purpose to arrive at success and to withdraw from failure. Varied activities, situation and circumstances are available in school which students can make use of as venues to carry through the fruition of their yearnings for success and recognition.

According to Petrovski [2012], formalize conduct enable learners toward self-assessment. Activities and other school processes are undertaken by students with a zeal of enthusiasm. Formalize conduct subscribed to by students serve as pathfinders for the present activities they are involved in which they give credence to that these will lead to favorable consequences in the future.

Floyd [2009] said that students' receptiveness and learning satisfaction are essentials toward effective learning. Teachers are accountable to exert efforts to closely monitor their students along these directions as motivations to learn depend, to an extent, on the strong points of the learners and the various schemes students employ to enhance their processes of understanding and learning. The receptiveness and satisfaction in learning of students enable teachers to better comprehend the pressures and demands of teaching and allow them to become more aware of the instructional processes which consequently lead to the advantage of their students.

Lingad, [2008] remarked that there is the need to maximize the various components of Music, Arts, Physical Educational and Health [MAPEH] as a subject in the secondary schools; diversity of students' interests must be deeply looked into to create awareness and interests among the students. Santiago [2011] emphasized the need for teachers to come up with more dynamic and effective teaching to impact on students' curiosity and satisfaction in learning. She suggested that research activities be undertaken on what area the students are inclined based on their interests.

Wellington [2008] emphasized the need for assessments and evaluations relative to students' satisfaction and appreciation in their subjects should. He says that these should be considered seriously as these are vital information and data that provide valuable insights and information that can lead teachers and school authorities to identify the needs of students that can be tapped to heighten efficacy and capability in their subjects.

### Conceptual Framework

Formalize conduct set up students' convictions in their capabilities. When success is attained through exposure to challenging purposes, students' beliefs in their capabilities are enhanced which consequently leads to self-satisfaction and self-interest in activities they are engaged in.

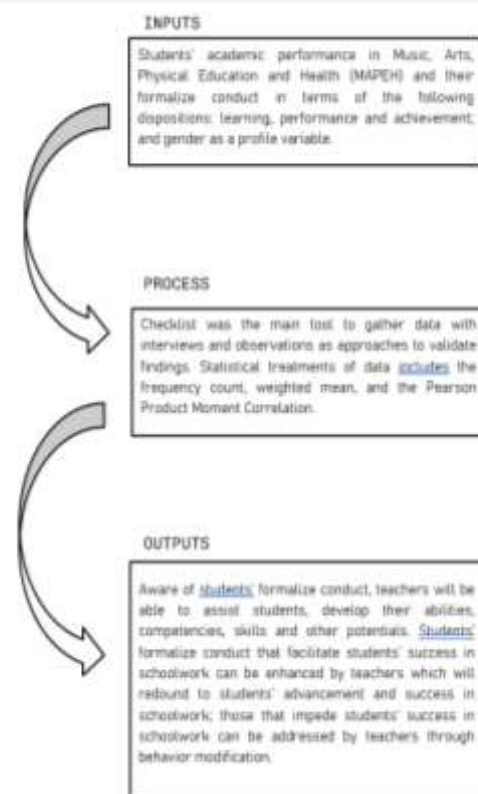
The inputs of the study include students' academic performance in Music, Arts, Physical Educational and Health [MAPEH], gender, and their formalize conduct in terms of the following dispositions: learning, performance and

achievement. Checklist was the main tool to gather data with interviews and observations as approaches to corroborate findings. Statistical treatment of data includes the frequency count, weighted mean, and the Pearson Product Moment Correlation.

Students formalize conduct that facilitate students' success in MAPEH can be enhanced by teachers which will redound to students' advancement in schoolwork; those that impede students' success in schoolwork can be addressed by teachers.

### Research Paradigm

The IPO model was used for the research paradigm.



The researcher looked into students formalize conduct along three dispositions with the end in view to enhance the instruction of Music, Arts, Physical Educational and Health [MAPEH] and academic performance in the subject.

Specifically, the research was formulated to arrive at answers to the following:

1. Students' performance in Music, Arts, Physical Educational and Health [MAPEH].

2. Students formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] along the following dispositions:

- 2.1. learning
- 2.2. performance
- 2.3. achievement.

3. The interrelationships of the three dispositions of students formalize conduct in Music, Arts, Physical Educational and Health [MAPEH].

4. Variance in the students formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] when grouped across gender.

5. The relationship of students formalize conduct to their academic performance in Music, Arts, Physical Educational and Health [MAPEH].

### Hypotheses

The following null hypotheses were tested at the .05 level:

1. The three dispositions of students formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] are not interrelated.
2. Students across gender do not differ in their formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] along the three dispositions.
3. Students formalize conduct along the three dispositions is not related to students' academic performance in Music, Arts, Physical Educational and Health [MAPEH].

### Scope and Delimitation

The participants of the study were 287 students from grade 9 and 10 students of Calawitan National High School Annex (Akle High School) Division of Bulacan during the school year 2019-2020. The focal point of the study was on students' assessments of their formalize conduct along three dispositions and its relationship to academic performance in Music, Arts, Physical Educational and Health [MAPEH] during the first grading period.

The descriptive method of study was employed with checklist to gather data. Observations and interviews were utilized as techniques to reinforce data.

Statistical treatment of data gathered was dealt with using the following statistical tools: weighted mean, analysis of variance and the Pearson Moment of Correlation.

### Significance of the Study

To teachers. The study is expected to come up with very valuable information relative to the various schemes students employ to achieve success. Identified schemes that facilitate students' success in schoolwork can be attended to by teachers which consequently will redound to students' advancement in schoolwork. Schemes that impede students' success in schoolwork can be addressed by teachers through behavior modification.

To the teaching-learning processes. Cognizant of students formalize conduct, the teachers will be able to assist students to develop their abilities, competencies, skills, and other potentials. The students can be helped, too, to acquire other proficiencies which may lead the students to feelings of satisfaction in school endeavors. New tasks and responsibilities assigned to students will, thus, be undertaken with earnestness and enthusiasm.

To the students. The results of the study will be of great help in their attempts to be able to validate their adequacies and competencies. They can be helped in their search for success recognition, thus, favorable judgments and of themselves arise that redounds to the emergence of a favorable self-esteem. Likewise, the students will become more cognizant of running away from disapproving discernment about their skills and abilities.

### Definition of Terms

The following major terms used are hereby defined.

*Formalize Conduct.* The term refers to the efforts of students' toward developing their abilities in school achievement; students' goals to develop their abilities, competencies, skills, and other potentials in new tasks and responsibilities. The term encompasses three dispositions: learning, achievement, and performance.

*Performance Disposition.* The term refers to the attempts a student undertakes to demonstrate and validate the adequacy of his or her competence by seeking favourable judgments and avoiding negative judgments about his or her skills and abilities.

*Achievement Disposition.* Efforts a student undertakes to maintain his or her status and to enhance it further for personal satisfaction.

*Performance.* The term refers to the general weighted grade the student acquired in Music, Arts, Physical Educational and Health [MAPEH] during the first quarter examinations grading period.

## Chapter 2

### RESEARCH METHODOLOGY

In this chapter of the study, the methods of research used is presented, together with the techniques for data gathering, the respondents, the statistical treatment of data, and the procedure of analysis.

### Method of Research

The descriptive method of research was employed. Checklist was the main tool to gather data. The techniques of observations and interviews were utilized to confirm and validate findings. Authorities in research describe the method to be "fact-finding" or "information gathering" with analytical interpretations. Discussion of data is carried out up to the level of adequate interpretation. The data must be subjected to the thinking process by means of ordered reasoning. As the term implies, it proceeds to describe certain phenomena.

### Participants of the study

The participants of the study were grade 9 and 10 students of Calawitan National High School Annez (Akle High School) Division of Bulacan during the school year 2019-2020. Universal sampling from each grade level were drawn. Student as reflected from the class records of the teachers in Music, Arts, Physical Educational and Health [MAPEH] was sample. Distribution is as follows:

Grade Level	Participants		Total
	Males	Females	
Grade 9	63	81	144
Grade 10	72	71	143
<b>Total</b>	<b>135</b>	<b>152</b>	<b>287</b>

### Data Gathering Tools

*Formalize Conduct Checklist.* The instrument to gather data was adapted from Donnerstein (2009). It consists of three parts with five-item statements each. Part I is on students' intents towards earning and considers the student's goal to develop abilities, competencies, skills, and other potentials and acquiring other endowments and feeling successful in tasks and responsibilities: Part II is on students' intents on performance and focused on students' attempts to undertake and to demonstrate and validate their adequacy of their competence by seeking favorable judgments and avoiding negative judgments about their skills and abilities: and, Part III focused on students' disposition toward developing or formalize their ability in school achievement.

Respondents are offered five options for an answer, which included the following: 5 always: 4 often: 3 sometimes; 2 rarely; and 1 never. To arrive at a verbal description of each

item, the following arbitrary numerical guide were followed: 4.25.0 always: 3.4 4.1 often: 2.6-3.3 -sometimes; 1.8 2.5 rarely; and, 1.0 1.79 -never.

### Reliability and Validity

The reliability and validity of the checklist established in earlier studies conducted was overseas; however, to ensure the data-gathering instruments to be culture-free within the context of Philippine conditions specifically in the research locale, the reliability of the checklists was subjected to a test-retest to 40 students who were no longer used as respondents in the final survey. One month was the interval of the administration of the two tests. Scores obtained in the first administration were compared with the scores obtained in the second administration using the Pearson Moment of Correlation. Reliability index of .91 observed which was likewise, an indicator of a high internal content validity of the data gathering tool.

### Administration of Instruments

Permission from the Schools Division Superintendent, Division of Bulacan, coursed through the principal, was sought for the administration of the data-gathering checklists. The instruments were personally administered by the researcher to the respondents during their free time. The assistance of classroom advisers was sought during the administration. The researcher explained the purpose of the study. The students were motivated to ask questions to items in the scaled checklist, which are vague to them.

### Procedure of Analysis

The following limits and categories were used for each disposition of the formalize conduct checklist: 5-8 [very low]; 9-12 [low]; 13-17 [moderate]: 18-21 [high]; and, 22-25 [very high].

The students' academic performance have the following limits as per DepEd order 31 s. 2020.

75-79	beginning
80 84	developing
85-89	approaching proficiency
90-94	proficient
95	above advance

Which used to describe students' academic performance in MAPEH.



The frequency count, percentage distribution, and weighted mean were utilized to arrive at verbal ratings of item-statements. The analysis of variance was employed to test the hypothesis: "students across gender and grade level do not differ in their formalize conduct along the three dispositions." The Pearson Product Moment of Coefficient Correlation was applied to test the hypothesis: "Formalize conduct along the three dispositions are not interrelated."

### Chapter 3

#### PRESENTATION, INTERPRETATION, AND ANALYSIS OF DATA

Presented in this chapter are the interpretation and analysis of data related to students formalize conduct along three dispositions.

##### 1. Students' Performance in Music, Arts, Physical Educational and Health [MAPEH]

Table 1 presents the performance of the students in Music, Arts, Physical Educational and Health [MAPEH].

<b>Table 1</b> <i>Students' Performance in Music, Arts, Physical Educational and Health [MAPEH]</i>				
Performance	Level	f	%	Cum %
75-79	Beginning	16	5.57	5.57
80-84	Developing	59	20.55	26.12
85-89	Approaching proficiency	148	51.56	77.68
90-94	Proficient	46	16.02	93.70
95- above	Advance	18	6.30	100.00
Total		287	100.00	

Majority of the students, 148 or 51.56 percent, were identified to be average in their academic performance in Music, Arts, Physical Educational and Health (MAPEH). The distribution of students' grades takes on a normal curve where there are almost as many students who obtained high grades and are categorized as proficient to advance and students who are classified as beginning and developing. Numerical presentation of the grades of the students in Music, Arts, Physical Educational and Health [MAPEH] ranged from 75 to 95 with a mean grade of 85.69 were sorted out as approaching efficiency. Findings imply that students' performance in the subject is diverse. While there are students who seemingly appreciate MAPEH, there are, likewise, students who need to be hard-pressed to achieve more. It is imperative that teachers should find ways to enhance students' academic performance in the subject.

##### 2. Students' Formalize Conduct in Music, Arts, Physical Educational and Health [MAPEH]

###### Learning

Table 2 presents the students formalize conduct towards Music, Arts, Physical Educational and Health [MAPEH] along learning disposition.

<b>Table 2</b> <i>Students' Formalize Conduct in Music, Arts, Physical Educational and Health [MAPEH] along Learning Dispositions</i>				
Performance	Level	f	%	Cum %
5-9	Very low	0	0.00	0.00
9-12	low	46	16.02	16.02
13-17	moderate	59	20.55	36.57
18-21	*high	156	54.35	90.92
22-25	very high	26	9.08	100.00
Total		287	100.00	

Majority of the students, 156 or 54.35 percent, were found to be high in their formalize conduct along learning dispositions in MAPEH. Result suggests that the mainstream of the students have objectives and goals to develop their abilities, competencies, skills, and other potentials and to acquire other endowments. Consequently, the students feel fulfillment in undertaking new tasks and responsibilities which motivate them to strive further in schoolwork. The students exert extra efforts to study their lessons towards their own advancement. They have the propensity to explore for prospects in school to increase their knowledge and augment their skills. They take pleasure in undertaking stimulating and complicated tasks in school, as these will help them learn and acquire more skills.

Table 3 presents the obtained weighted means and verbal ratings of item- statements relative to students formalize conduct in Music, Arts, physical Education and Health [MAPEH] along learning dispositions.

**Table 3**

*Obtained Weighted Means and the Verbal Ratings of Item- Statements Relative to Students Formalize Conduct in Music, Arts, Physical Education and Health [MAPEH] along Learning Dispositions*

Learning Dispositions	WM	Verbal Ratings
They exert extra efforts to read their lessons to improve their ability.	3.75	often
They are ready to accept any responsibility in school to gain more experiences.	3.96	often
They look for opportunities in school to expand their knowledge and increase their skills.	3.49	often
They enjoy challenging and difficult tasks in school as these help them learn and acquire more skills.	3.58	often
They prefer to participate in school activities and programs where they can make use of their talents and skills.	3.51	often
<b>Overall Mean</b>	<b>3.65</b>	<b>often</b>
<b>Legend:</b> 4.2 – 5.0 – always; 3.4 – 4.1 – often; 2.6 – 3.3 – sometimes; 1.8 – 2.5 – rarely; and 1.0 – 1.79 – never		

The obtained overall mean of 3.65 suggests that the students manifest formalize conduct in MAPEH along learning dispositions.

The students disclosed that they often are ready to accept any responsibility in school to gain more experiences; look for opportunities in school to expand their knowledge and increase their skills; enjoy challenging and difficult tasks in school as these help them learn and acquire more skills; exert extra efforts to read their lessons to improve their abilities; and prefer to participate in school activities and programs where they can make use of their talents and skills.

The students recognize how important it is to undertake responsibilities as this affords them the opportunity to amplify their know-how of the rudiments of effective leadership. They have the propensity to explore for prospects in school to increase their knowledge and augment their skills. They take pleasure in undertaking stimulating and complicated tasks in school, as these will help them learn and acquire more skills.

Further, the students exert extra efforts to study their lessons towards their own advancement.

The interests of students toward Music, Arts, Physical Educational and Health [MAPEH] as a subject are projected in the students' dispositions that learning Music, Arts, Physical Educational and Health [MAPEH] is very essential and significant. Very evident, likewise, is the students' penchant to gain more knowledge and skills associated with Music, Arts, Physical Educational and Health [MAPEH]. This conceivably is a consequence of the students' observations that conditions today demand a lot of knowing Music, Arts, Physical Educational and Health [MAPEH]. The students take pleasure in everything related to Music, Arts, Physical Educational and Health [MAPEH] as a subject. Very evident is the students' confidence to be competent and proficient in Music, Arts, Physical Educational and Health [MAPEH] which will help them advance in life.

### Performance

Table 4 presents the students formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] along performance disposition.

**Table 4**

*Students' Formalize Conduct in Music, Arts, Physical Educational and Health [MAPEH] along Performance Disposition*

Limits	Level	f	%	Cum %
5-9	Very low	0	0.00	0.00
9-12	low	26	9.05	9.05
13-17	*moderate	159	55.40	64.45
18-21	high	56	19.51	83.96
22-25	very high	246	16.01	100.00
Total		287	100.00	

Majority of the students, 159 or 55.40 percent, were found to be moderate in their formalize conduct along performance disposition. The students' desire for attention and recognition is apparent and obvious. The students take pleasure when their classmates take notice of them whenever they are getting something done which they feel bespeaks of their skills. The students would prove their qualifications and facility that they can do well at than take a crack at a new one. Very evident among the greater part of the students are their endeavors to prove and validate the adequacy of their competence by seeking favorable judgments and avoiding negative judgments about their skills and abilities. Students' preference to get involved in school activities in a demonstration of their

eagerness, enthusiasm, and interest to come up with something to attest their self-worth. The socialization skills of students are enhancing which enables them to cooperate and work together favorably with others. Adjustments to new demands and pressures arising from MAPEH as a subject are enthusiastically met and positively acknowledged. The students are contented and satisfied with their status and feel proud as students in the school. The students have concern for Music, Arts, Physical Educational and Health [MAPEH]. The students conform that learning Music, Arts, Physical Educational and Health [MAPEH] has advantages and is awarding. The students take pleasure in matters associated to Music, Arts, Physical Educational and Health [MAPEH].

Table 5 presents the obtained weighted means and verbal ratings of item- statements relative to students formalize conduct in Music, Arts, Physical Education and Health [MAPEH] along performance disposition.

<b>Table 5</b> <i>Obtained Weighted Means and the Verbal Ratings of Item-Statements Relative to Students Formalize Conduct in Music, Arts, Physical Education and Health [MAPEH] along Performance Dispositions</i>		
<b>Performance Dispositions</b>	<b>WM</b>	<b>Verbal Ratings</b>
They try to think of situations in school where they can prove their ability to others.	3.69	often
They enjoy the attention of their classmates whenever they are doing something good.	3.62	often
They like better to engage myself in school activities where they can prove their ability to others.	3.42	often
They would rather demonstrate their capability on a responsibility that can do well at than try a new one.	3.02	sometimes
They are concerned of displaying their skills and abilities to prove that they are better than their classmates.	3.51	often
<b>Overall Mean</b>	<b>3.45</b>	<b>often</b>

**Legend:** 4.2 – 5.0 – *always*; 3.4 – 4.1 – *often*; 2.6 – 3.3 – *sometimes*; 1.8 – 2.5 – *rarely*; and 1.0 – 1.79 – *never*

The derived overall mean of 3.45 suggests that students manifest formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] along performance disposition.

The students remarked that they often enjoy the attention of their classmates whenever they are doing something good in class; are concerned of displaying their skills and abilities to prove that they are better than their classmates; like better to engage themselves in school activities where they can prove their abilities to others; and, try to think of situations in school where they can prove their abilities to others.

Sometimes the students would rather demonstrate my capability on a responsibility that I can do well at than try a new one.

Seemingly, the students' desire for attention and recognition is eminent. The respondents remarked that they take pleasure when their classmates take notice of them whenever they are getting something done which they feel bespeaks of their skills. They claimed that they would prove their qualifications and facility that they can do well at than take a crack at a new one. Instances are, the students like to involve themselves in school activities where they can bear out their talents and skills to others.

Students' partiality to get involved in school activities is a manifestation of their enthusiasm and interest to come up with something to prove their worth. Students' socialization skills are developed which enables them to interact favorably with others. Adjustments to new demands and pressures arising from MAPEH as a subject are appreciatively met and enthusiastically acknowledged.

### Achievement

Table 6 presents the students formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] along achievement disposition.

<b>Table 6</b> <i>Students' Formalize Conduct in Music, Arts, Physical Educational and Health [MAPEH] along Achievement Disposition</i>				
<b>Performance</b>	<b>Level</b>	<b>f</b>	<b>%</b>	<b>Cum %</b>
5-9	very low	0	0.00	0.00
9-12	low	0	0.00	0.00

13-17	moderate	59	20.55	20.55
18-21	*high	149	51.91	72.46
22-25	very high	79	27.54	100.00
Total		287	100.00	

Majority of the students, 149 or 51.98 percent, were found to be high in their Formalize conduct MAPEH along achievement disposition. Very evident are the efforts exerted by the students to maintain their status and to enhance it further for their own personal satisfaction. Finding intimates that the students are highly driven; thus, they are energized, have the facility to sustain their interests, and have the performance to manage appropriate conduct and comportment. Good performance in MAPEH is one of the goals and purposes of the students.

Table 7 presents the obtained weighted means and verbal ratings of item-statements relative to students formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] along achievement disposition.

<b>Table 7</b> <i>Obtained Weighted Means and the Verbal Ratings of Item-Statements Relative to Students Formalize Conduct in Music, Arts, Physical Education and Health [MAPEH] along Achievement Dispositions</i>		
<b>Achievement Dispositions</b>	<b>WM</b>	<b>Verbal Ratings</b>
They watch others in school who are successful.	3.69	often
They feel inspired in their studies, so they exert efforts to study more.	3.83	often
They are proud of their status in school.	4.12	often
They do their best to excel in school.	4.09	often
They attain the things they aspire for.	3.41	often
<b>Overall Mean</b>	<b>3.82</b>	<b>often</b>
<b>Legend:</b> 4.2 – 5.0 – always; 3.4 – 4.1 – often; 2.6 – 3.3 – sometimes; 1.8 – 2.5 – rarely; and 1.0 – 1.79 – never		

The obtained overall mean of 3.82 suggests that students manifest formalize conduct in MAPEH along achievement disposition. The students remarked that that they often do

their best to excel in school; feel inspired in their studies so they exert more efforts to study; watch others in school who are successful; and are proud of their status in school; and are able to attain the things they aspire. To do extremely well in school is one of the goals and purposes of the students. They feel stimulated and stirred in their studies to the extent that they do their best to be a standout. To achieve this, the students observe and watch others in school who are flourishing in academic work who serve as epitomes of success for them. They are contented and satisfied with their eminence and status and feel proud as students in the school.

The students have the inquisitiveness and concern for Music, Arts, Physical Educational and Health [MAPEH]. The students conform that learning Music, Arts, Physical Educational and Health [MAPEH] has advantages. They take pleasure in matters associated to Music, Arts, Physical Educational and Health [MAPEH]. For the students, learning Music, Arts, Physical Educational and Health [MAPEH] is very important and has great consequences. One female student expressed her view:

"I feel inspired with the presentation of each lesson, and I feel I became more knowledgeable of Music, Arts, Physical Educational and Health [MAPEH]s. If there is one subject I like in school, it is Music, Arts, Physical Educational and Health [MAPEH]. Lessons are interesting and I do not want to miss my class."

This is a manifestation of the students' feelings and sensitivities for Music, Arts, Physical Educational and Health (MAPEH). There prevail feelings of confidence among the students arising from their mind-set that the subject MAPEH is not difficult and rigid.

One her teacher interviewed disclosed observation:

"I observe that the Grade nine students' value much the activities their teachers introduce in their Music, Arts, Physical Educational and Health [MAPEH] classes; they feel delighted in their interactions with teachers and classmates. I feel, too, that the Grade Seven students are always ready for action when it comes to projects and other classroom activities."

Another teacher intimated during the interview and remarks:

"I like the way my students in Grade ten demonstrate their enthusiasm; they seem very active in extra-curricular activities."

Students' Formalize conduct in terms of achievement are motivators in themselves and aid in the learners' quest to attain success and achieve aspirations and desires. Donnerstein [2011] commented that attention should be extended to dispositions that can enhance students to achieve more. This can serve as predictors of students' high performance and success in schoolwork. Students exert more efforts in their



studies and attempt at endeavors to prove their worth. Students become more desirous to develop and improve whatever endowments and potentials they may have and utilize these to secure recognition from others. He further points out the importance of looking into learners formalize conduct. He believes this is a major direction in education as it explores areas which contribute to the success of schoolwork among students.

### 3. Interrelationships of the Three Dispositions of Students Formalize Conduct

Table 8 presents interrelationships to "Students' formalize the test conduct coefficients of the hypothesis: along learning, performance, and achievement dispositions are not interrelated."

<b>Table 8</b> <i>Coefficients of Interrelationships to Test the Hypothesis: "Students' formalize conduct along learning, performance, and achievement are not interrelated"</i>			
Disposition	Learning	Performance	Performance
Learning	1.000	.296*	.470*
Performance		1.000	.604*
Achievement			1.000

The obtained coefficient correlation of .296 disclosed significant relationship between students' dispositions in learning and performance.

Result suggests that the more extensive and wide-ranging the students are in their objectives and goals to develop their abilities, competencies, skills, and other potentials and to acquire other endowments the more intense the students will be ready to accept any responsibility in school to gain more experiences.

The more the students feel contented and fulfilled in undertaking new tasks and responsibilities which motivate them to strive further in schoolwork the more desirous the students will be to look for opportunities in school to expand their knowledge and increase their skills; enjoy challenging and difficult tasks in school as these help them learn and acquire more skills.

The more the students take pleasure in undertaking stimulating and complicated tasks in MAPEH - the more enthusiastic the students will be to exert extra efforts to read their lessons to improve their abilities and to participate in school activities and programs where they can make use of their talents and skills.

Further, the more interested the students are to study their lessons towards their own advancement the more the students will develop the propensity to explore for prospects in school to increase their knowledge and augment their skills.

The interests of students toward Music, Arts, Physical Educational and Health [MAPEH] as a subject set in motion the students to recognize how important it is to undertake responsibilities as this affords them the opportunity to amplify and expand their know-how of the rudiments of effective leadership. Favorable and constructive formalize conduct of students in Music, Arts, Physical Educational and Health [MAPEH] is very essential and significant. Formalize conduct can influence the students to exert more efforts to achieve and to take pleasure in undertaking stimulating and complicated tasks in school.

The obtained coefficient correlation of .470 disclosed students' significant relationship between dispositions in learning and their achievement. Result hints at that the more the students feel fulfillment in undertaking new tasks and responsibilities which motivate them to strive further in schoolwork - the more the students will exert efforts to maintain their status and to enhance it satisfaction. further for their own personal take pleasure When students undertake stimulating and complicated tasks in school, it can be stated that the students are highly driven and energized; have the facility to sustain their interests; and, have the capability and competence to make do with appropriate conduct and to comportment.

The obtained coefficient correlation of .604 disclosed significant relationship between students' dispositions in performance and achievement.

Result implies that students' enjoyment and gratification of eliciting the attention of their classmates whenever they are doing something good in class can influence the students to do extremely well in school. Good performance in MAPER is one of the goals and purposes of the students.

The fondness of students to show off their skills and abilities inspires and motivates the students to observe and watch others in school who are flourishing in academic work who serve as epitomes of success for them. The desire of students to provide evidence that they are better than their classmates become a source of contentment and satisfaction. The distinction and importance they derived from others make the students feel proud as students in the school.

The hypothesis: "Students' formalize conduct along learning, performance, and achievement dispositions are not interrelated" was rejected.

### 4. Whether Students Across Gender differ in their Formalize Conduct in Music, Arts, Physical Education and Health [MAPEH]

Table 9 presents the computed F-ratios to test the hypothesis: "Students across gender do not differ in their formalize conduct in Music, Arts, Physical Education and Health [MAPEH] along learning, performance, and achievement dispositions."

<b>Table</b> <i>Computed F-ratios to Test the Hypothesis: "Students across gender do not differ in their formalize conduct in Music, Arts, Physical Education and Health [MAPEH] along learning, performance, and achievement dispositions"</i>					
<b>Source of Variation</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Learning Between Groups</b>	92.470	1	92.470	.699	.120
<b>Within Groups</b>	11917.795	286	34.345		
<b>Total</b>	12010.266	287			
<b>Performance Between Groups</b>	117.683	1	117.683		
<b>Within Groups</b>	26479.751	286	76.976		
<b>Total</b>	26597.434	287			
<b>Achievement Between Groups</b>	123	1	123	.018	.984
<b>Within Groups</b>	295.276	286	.672		
<b>Total</b>	295.399	287	.029	.127	

Obtained f-ratios disclosed that male and female students do not differ in their dispositions towards Music, Arts, Physical Educational and Health [MAPEH] in terms of learning, performance, and achievement.

Result suggests that male and female students do not differ in their dispositions towards MAPEH. Students across gender have similar objectives and goals to develop their abilities, competencies, skills, and other potentials and to acquire other endowments. Both male and female students feel fulfillment in undertaking new tasks and responsibilities which motivate them to strive further in schoolwork.

Likewise, male and female students do not differ in their desires and endeavors to prove and validate their competence by seeking favorable judgments about their skills and abilities. Male and female students equally desire for attention and recognition.

The students across gender in the same way take pleasure when their classmates take notice of them whenever they are getting something done which they feel bespeaks of their skills. Both male and female students like to involve themselves in school activities where they can bear out their talents and skills to others.

Further, the students, regardless of gender, are inquisitive about MAPEH. Male and female students similarly conform that learning Music, Arts, Physical Educational and Health [MAPEH] has advantages. They equally take pleasure in matters associated to Music, Arts, Physical Educational and Health (MAPEH). For the students, be they are males or females, learning Music, Arts, Physical Educational and Health [MAPEH] is very important and has great consequences.

The hypothesis: "students across gender do not differ in their dispositions towards Music, Arts, Physical Educational and Health [MAPEH] in terms of learning, performance, and achievement" is accepted.

### 5. Relationship of Students Formalize Conduct to their Academic Performance in Music, Arts, Physical Educational and Health [MAPEH]

Table 10 presents the coefficients of correlation to test the hypothesis: "Students' formalize conduct is not related to their academic learning performance in MAPEH."

<b>Table 10</b> Coefficients of Correlation to Test the Hypothesis: "Students' formalize conduct is not related to their academic learning performance in MAPEH"			
<b>Academic Learning Performance</b>	<b>Learning</b>	<b>Performance</b>	<b>Achievement</b>
	<b>.338**</b>	<b>.296**</b>	<b>.269**</b>
Sig [2tailed]	.000	.002	.003
Decision	<b>Rejected</b>	<b>Rejected</b>	<b>Rejected</b>
75-79		16	4.70
80-84		59	18.37
85-89		148	51.50
90-94		46	19.65
95- above		18	5.55
<b>**sig at .01 level</b>			

The formalize conduct of students in Music, Arts, Physical Educational and Health [MAPEH] were observed to have significant relationships on the performance of the students in Music, Arts, Physical Educational and Health [MAPEH]. The following are learning [.338\*\*]; performance [.296\*\*]; and, achievement [.269\*\*].

Findings imply that students' performance in Music, Arts, Physical Educational and Health [MAPEH] can be enhanced when students are motivated by teachers to have objectives and goals to develop their abilities, competencies, skills, and other potentials and to acquire other endowments. Students find fulfillment in undertaking new tasks and responsibilities which motivate them to strive further in schoolwork.

The eminence of students' desire for attention and recognition in their subject in MAPEH has significant results on students' academic learning performance. Along this direction, teachers should find time to recognize the good deeds the students had done. Students should be motivated to embark or engage in other activities to prove their worth and skills.

Academic learning performance in MAPEH is enhanced through the efforts exerted by the students to maintain their status and to enhance it further for their own personal satisfaction. Students' who are highly driven, full of life, energetic, active, and dynamic have positive impact on students' academic learning performance.

The ability of students to sustain their interests and to manage appropriate conduct and comportment play a significant role in the enhancement of students' performance and achievement. Students' favorable attributions for Music, Arts, Physical Educational and Health [MAPEH] and their concern and curiosity for the subject can improve students' performance. There are circumstances when properly harnessed by teachers can help the students' progress in their performance: interest and considerations in Music, Arts, Physical Educational and Health [MAPEH]; the belief that learning Music, Arts, Physical Educational and Health [MAPEH] is very important; students' desire to learn more of Music, Arts, Physical Educational and Health [MAPEH]; and, efforts exerted by students to study Music, Arts, Physical Educational and Health [MAPEH]. Further, findings intimate that students' performance in Music, Arts, Physical Educational and Health [MAPEH] is augmented when they become more sensitive of the importance and significance of Music, Arts, Physical Educational and Health [MAPEH] to their life. The positive dispositions of the students towards MAPEH help develop students' aptitude and ability.

The hypothesis "Students' formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] have no relationship to students' academic learning performance" was rejected.

## SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter findings, the presents the summary of findings, the conclusions drawn, and the recommendations offered.

There are factors that contribute to students' enthusiasm and interest toward schoolwork. Students' desire for attention and recognition and teachers must forever be observant and watchful of signals. Students take pleasure when teachers take notice of them whenever they are getting something done.

The research focused on students formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] along three dispositions (learning, performance, and achievement) with the end in view to enhance the instruction of and students' academic performance in the subject. Teachers must have the competence to identify factors that can immensely contribute to students' success in schoolwork. Instances are students like to involve themselves in school activities where they can show their talents and skills to others. The participants of the study were grade 9 and 10 students of Calawitan National High School Annex (Akle High School) Division of Bulacan during the school year 2019- 2020. Three [3] null hypotheses were tested at the .05 level: [1] "Students' formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] along learning, performance, and achievement dispositions are not interrelated"; [2] "Students across gender do not differ in their formalize conduct in Music, Arts, Physical Educational and Health [MAPEH] along learning, performance, and achievement dispositions"; and [3] "Students' formalize conduct along learning, performance, and achievement dispositions have no relationships on students' academic learning performance in Music, Arts, Physical Educational and Health [MAPEH]."

The descriptive method of study was employed with checklist to gather data. Observations and interviews were utilized as techniques to reinforce data. Statistical treatment of data gathered was dealt with using the following statistical tools: weighted mean, analysis of variance and the Pearson Moment of Correlation.

### Summary of Findings

Summary of findings is as follows:

#### 1. Students' Academic Performance in Music, Arts, Physical Education, and Music

o Majority of the students in MAPEH, 148 or 51.56 percent were identified to be approaching proficiency in their academic performance in Music, Arts, Physical Educational and Health [MAPEH].

## **2. Students' Dispositions in Music, Arts, Physical Educational and Health [MAPEH].**

### **Learning Disposition**

o Majority of the students were found to be high in their dispositions towards MAPER in terms of learning.

o The students disclosed that they often are ready to accept any responsibility in school to gain more experiences; look for opportunities in school to expand their knowledge and increase their skills; enjoy challenging and difficult tasks in school as these help them learn and acquire more skills; exert extra efforts to read their lessons to improve their abilities; and prefer to participate in school activities and programs where they can make use of their talents and skills.

### **Performance Disposition**

o Majority of the students were found to be moderate in their Formalize conduct in terms of performance.

o The students remarked that they often enjoy the attention of their classmates whenever they are doing something good in class; are concerned of displaying their skills and abilities to prove that they are better than their classmates: like better to engage themselves in school activities where they can prove their abilities to others; and, try to think of situations in school where they can prove their abilities to others.

o Sometimes the students would rather demonstrate my capability on a responsibility that I can do well at than try a new one.

### **Achievement Disposition**

o Majority of the students were found to be high in their Formalize conduct towards MAPEH in terms of achievement.

o The students remarked that that they often do their best to excel in school; feel inspired in their studies so they exert more efforts to study; watch others in school who are successful, and, are proud of their status in school: and, are able to attain the things they aspire.

## **3. Interrelationships of Students' Formalize Conduct**

o The obtained coefficient correlation of .296 disclosed significant relationship between students' dispositions in learning and their performance.

o The obtained coefficient correlation of .470 disclosed significant relationship between students' dispositions in learning and their achievement.

o The obtained coefficient correlation of .604 disclosed significant relationship between students' dispositions in performance and achievement.

o The hypothesis "The three dispositions of students' formalize conduct are not interrelated" was, thus, rejected.

## **4. Whether Students Across Gender differ in their Formalize Conduct in Music, Arts, Physical Educational and Health [MAPEH]**

o Obtained f-ratios disclosed that male and female students do not differ in their dispositions towards Music, Arts, Physical Educational and Health [MAPEH] in terms of learning, performance, and achievement.

o The hypothesis: "students across gender do not differ in their dispositions in Music, Arts, Physical Educational and Health [MAPEH] in terms of learning, performance and achievement" is accepted.

## **5. Relationship of Students Formalize Conduct to their academic performance in Music, Arts, Physical Educational and Health [MAPEH]**

o The formalize conduct of students towards Music, Arts, Physical Educational and Health [MAPEH] along the three dispositions were observed to have significant relationships to the performance of the students in Music, Arts, Physical Educational and Health [MAPEH]. The following are learning 1.338\*\*]; performance 1.296\*\*]; and achievement 1.269\*\*).

o The hypothesis "Students' Formalize conduct towards Music, Arts, Physical Educational and Health [MAPEH] have no results on students' academic learning performance" was rejected.

## **Conclusions**

In view of the findings arrived at, following conclusions were drawn the



1. Majority of the students are approaching proficiency their academic performance in their subject in Music, Arts, Physical Educational and Health (MAPEH).

2. Majority of the students were found to be high in their formalize conduct in terms of learning and achievement dispositions; moderate in their formalize in terms of performance dispositions.

3. The three formalize conduct of students along learning interrelated, performance, and achievement are

4. Students across gender do not differ in their dispositions in Music, Arts, Physical Educational and Health [MAPEH]

5. The formalize conduct of students in Music, Arts, Physical Educational and Health (MAPEH) are related to the academic performance of students in Music, Arts, Physical Educational and Health [MAPEH].

### Recommendations

Based on the findings arrived at and the conclusions drawn, the following recommendations were offered:

1. Teachers of Music, Arts, Physical Educational and Health (MAPEH) should endeavor to come up with more indoor/outdoor activities that will motivate the students towards a higher performance; activities like role playing, story-telling, mini dramatization of lessons, and individual presentation of day-today social issues can be undertaken to boost students' participation that may redound to improvement in academic performance in the subject.

2. Teachers of Music, Arts, Physical Educational and Health [MAPEH] should devise ways and means where students can intensely feel that they are being helped in their desires to develop their abilities, competencies, skills, and other potentials and acquiring other endowments. Likewise, teachers should continuously motivate the students that they maintain and sustain their eminence in school as this can be a source of their inspirations and personal satisfactions.

3. The students' dispositions in terms of learning and achievement should be sustained and maintained by teachers in order that there will be carry-over of this eagerness as students' progress from year level to the other.

4. Emphasis on the significance of conscientiousness in studies, active involvement in programs and other activities, and good study habits should be consistently undertaken by the teachers of Music, Arts, Physical Educational and Health [MAPER): these are essential factors that contribute to students' success in schoolwork and lead to higher academic performance regardless of gender.

5. Teachers should at all times take into account in their instruction of MAPEH the dispositions of their students towards learning as consideration of these have favorable results on students' academic performance.

6. A parallel study can be undertaken in other schools with other subjects, aside from Music, Arts, Physical Educational and Health [MAPEH], as focal points.

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