

Intervention Plan to Enhance Learning Outcomes in MAPEH Among Grade 5 Learners

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ABSTRACT

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Intervention plan in e implementation in Grade 5learners among clustr7, division of Calamba City utilized quantitative correlational design to examine the relationship between selected factor in MAPEH performance of grade 5 pupils in the public elementary school. The result showed that the intervention plan used by the selected teachers and learners in Cluster 7 of Calamba City Division as to determine the theme emerged with such The results showed that the intervention plan used by the respondent affects the recipients of the study. The development of a contextualized instructional toolkit is not just a response to a teaching challenge—it is a step toward more inclusive and responsive education. By grounding materials in the learners' own experiences, the toolkit aims to foster deeper understanding, stronger engagement, and improved learning outcomes. This study seeks to create and validate such a toolkit, ensuring that it is practical, adaptable, and truly reflective of the needs of public school learners and teachers

The study implied that the importance of interventions utilized by the teachers inside the classroom has a positive effect to the pupil's and teacher's performance. The said intervention formulates a huge impact on the learning of every learner. The study support teachers by providing ready-to-use contextualize materials that align with both the curriculum and the local context that could bridge the gap between prescribed content and actual classroom realities Such a toolkit would offer lesson plans, activities, and guides that reflect the learners' environment, making instruction more relatable and effective.

KEYWORDS:

Intervention Plan, Teachers, Tool Kit.

I. INTRODUCTION

During a routine observation in a Grade 5 MAPEH class in Cluster 7, Calamba City, a noticeable pattern emerged: learners were present, but not fully engaged. The lesson was structured, the teacher was prepared, and the objectives were clear. Yet, the energy in the room felt flat. Learners completed tasks, but with minimal enthusiasm. When asked to sing a song from the books, only a few voices were heard. When tasked to draw, many hesitated, unsure of how to begin. The physical education activity was met with half-hearted movements, and the health discussion drew limited responses. These moments pointed to a deeper issue—not with the teacher's effort, but with the materials being used.

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Across classrooms in the district, similar experiences have been quietly unfolding. Teachers follow the curriculum faithfully, yet the resources often feel distant from the learners' world. Songs in the music strand are unfamiliar, art activities require materials not readily available, and health lessons use examples that learners struggle to relate to. Even physical education, which should be dynamic and fun, sometimes feels disconnected from the games and movements children naturally enjoy. These gaps between instructional content and the learners lived experiences have led to reduced participation, lower motivation, and missed opportunities for meaningful learning.

The challenge lies not in the subject itself—MAPEH is rich with potential—but in how it is delivered. When lessons reflect the learners' culture, environment, and interests, engagement naturally increases. Learners respond better to songs they've heard in community gatherings, to art inspired by local festivals, and to health lessons that mirror their daily routines. Teachers who attempt to localize their instruction often see positive changes, but without structured support or

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validated materials, such efforts remain inconsistent and difficult to sustain.

Conducting this research in Cluster 7, Calamba City is both timely and relevant. The findings are expected to benefit not only the immediate school community but also contribute to broader efforts in improving instructional delivery in public education. By focusing on real classroom experiences and teacher feedback, the study hopes to produce materials that are not only academically sound but also genuinely useful and sustainable. Through this initiative, MAPEH instruction can become more than just a subject—it can become a meaningful part of the learners' everyday lives.

Research Question

The purpose of this study is to enhance the MAPEH (Music, Arts, PE, and Health) learning outcomes of Grade 5 students in Cluster 7, Calamba City, by identifying key areas for improvement and implementing targeted interventions. Through a comprehensive assessment of current teaching practices, student performance, and available resources, the study aims to develop a tailored intervention plan that focuses on increasing student engagement, improving teaching strategies, and optimizing learning resources. By integrating active learning techniques and fostering a more interactive, student-centered environment, the study seeks to improve students' knowledge, skills, and attitudes in MAPEH, ultimately contributing to their overall academic development and well-being.

Specifically, the researcher seeks to answer the following questions:

1. What is the level of effectiveness of the intervention

implemented in enhancing MAPEH learning outcomes for Grade 5 learners in Cluster 7.

Calamba City in the utilization of intervention plan in terms of:

- 1.1 students' engagement in Music;
- 1.2 skills' development in Arts;
- 1.3 physical fitness improvement in Physical Education;
- 1.4 health knowledge acquisition in Health Education; and
- 1.5 teacher-student interaction during MAPEH classes?

2. What is the level of student motivation in MAPEH subjects following the

implementation of intervention strategies for Grade 5 students in Cluster 7, Calamba

City in terms of:

- 2.1 interest in music activities;
- 2.2 participation in arts projects;
- 2.3 enthusiasm for physical education exercises;
- 2.4 engagement in health education discussions; and

- 2.5 overall attitude towards MAPEH subjects?

3. What are the exemplary practices that teachers employ to enhance MAPEH learning outcomes for Grade 5 students in Cluster 7, Calamba City?

4. What is the significant relationship between the implementation of intervention strategies and motivation for Grade 5 students in Cluster 7, Calamba City?

5. Based on the findings of the study, what enhanced intervention plan could be proposed?

Scope and Limitation of the Study

The study is limited to a specific group of Grade 5 learners within Cluster 7, Calamba City and does not include other grade levels or schools outside the selected locale. The sample size is also limited to the number of learners and teachers available during the implementation period, which may affect the generalizability of the findings to other districts or regions. The study does not cover long-term effects of the intervention or compare it with other instructional programs beyond the scope of MAPEH. Factors such as differences in teacher delivery, classroom environment, and learner readiness may also influence the results. While the findings are expected to provide useful insights for improving MAPEH instruction, they are best applied within similar public school settings where contextualization is needed and feasible.

Framework

The input of this study includes three important areas observed in public school classrooms: how effective current intervention strategies are, the level of student motivation during MAPEH lessons, and the teaching practices commonly used by Grade 5 MAPEH teachers that may need improvement. These inputs reflect the actual classroom conditions and challenges that teachers face.

The process starts with designing a contextualized instructional toolkit that fits the local context and curriculum. This toolkit is then used in selected classrooms, allowing learners to experience the lessons. Data is gathered through a Likert scale questionnaire and teacher validation forms to measure learner engagement and assess the toolkit's practicality. The results are analyzed to identify which strategies worked well and what areas still need support.

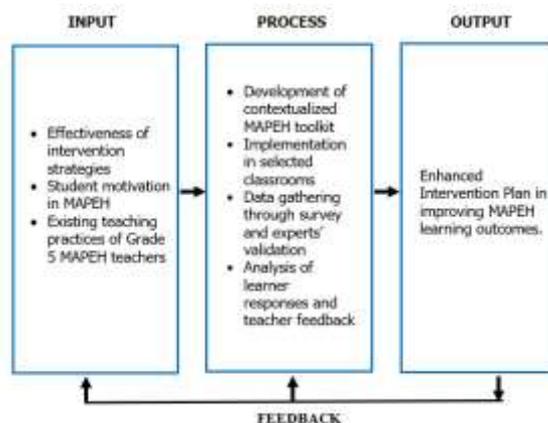


Figure 1. Conceptual Framework of the Study

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The output of the study is an Enhanced Intervention Plan aimed at improving MAPEH learning outcomes. This plan includes validated materials, findings from classroom implementation, and recommendations that can help teachers deliver more engaging and effective MAPEH instruction. The framework shows how real classroom observations can lead to practical solutions that benefit both learners and teachers.

II. METHODOLOGY

This part consists of research design, the research locale, the respondents of the study, instruments to be used in and ethical considerations. quantitative correlational research design to examine the relationship between selected factors and the MAPEH performance of Grade 5 learners in a public elementary school in Cluster 7, Calamba City.

Research Design

This study used a quantitative correlational research design to examine the relationship between selected factors and the MAPEH performance of Grade 5 learners in a public elementary school in Cluster 7, Calamba City. The design was appropriate because it allowed the researcher to gather numerical data and analyze the degree of association between variables such as student engagement, teaching strategies, and parental involvement, without changing the natural classroom setup. The participants included one section of Grade 5 pupils who were taught using a contextualized instructional toolkit developed by the researcher.

Respondents of the Study

The respondents of this study were 60 Grade 5 pupils from selected schools in Cluster 7, Calamba City. They were chosen because they were part of the actual class where the contextualized instructional materials for MAPEH were implemented. All pupils in the selected class participated in the study, ensuring that the data gathered reflected the full experience of those exposed to the intervention. The selection of respondents followed a purposive sampling technique, which was appropriate since the study aimed to assess the effectiveness of the materials within a specific classroom setting. By involving all learners who received the intervention, the researcher was able to gather consistent and relevant data based on real teaching and learning conditions. This approach also allowed the study to stay grounded in the actual classroom realities faced by both teachers and pupils.

Research Instrument

To gather the needed data for this study, the researcher used two teacher-made instruments: a multiple-choice test and a structured Likert scale questionnaire. The test consisted of 25 items covering the four components of MAPEH—Music, Arts, Physical Education, and Health—based on the Most Essential Learning Competencies

(MELCs) prescribed by DepEd. Each item was designed to reflect the content and activities found in the contextualized instructional materials used during the intervention. Alongside the test, a 10-item Likert scale questionnaire was administered to the same group of pupils to measure their level of engagement and perception of the materials. The scale ranged from “Strongly Disagree” to “Strongly Agree” and included statements about clarity, relevance, enjoyment, and ease of understanding.

Data Gathering

Prior to the conduct of the study, the researcher wrote a formal letter to the school principal of the participating public elementary school in Cluster 7, Calamba City to seek approval for the implementation of the research. After receiving the principal’s approval, the researcher coordinated with the Grade 5 class adviser to finalize the schedule and ensure that the activities would fit smoothly into the regular class program. A parental consent form was also distributed to inform parents about the nature and purpose of the study and to secure their permission for their children’s participation.

Research Ethics

The school was subjected to a certain ethical issue. All the participants were provided with consent together with the teachers involved in the study. The researchers secured that the collected information from the participants remained confidential and used only according to the purpose, as indicated in the research.

III. RESULTS

This chapter details the results of data collection and analysis and report findings concerning the research questions for this study. The results show the teachers’ intervention and its process on how they used and apply the interventions to the identify recipients and how its affects the pupil’s performance.

1. What is the level of effectiveness of the intervention implemented in enhancing MAPEH learning outcomes for Grade 5 learners in Calamba City in the utilization of intervention plan in terms of:

1.1 students’ engagement in Music;

Level of Students’ Engagement in Music Based on Likert Scale Responses

	Statement	Mean	Interpretation
1	I enjoyed singing and rhythm activities in class.	4.35	Highly Engaged
2	I actively participated in group music performances.	4.18	Highly Engaged
3	I understood the musical concepts taught.	4.10	Engaged
4	I felt confident performing in front of others.	3.85	Moderately Engaged
5	I looked forward to our Music lessons.	4.22	Highly Engaged
	Overall Mean	4.14	Engaged

The data in Table 1 showed that Grade 5 pupils demonstrated a high level of engagement in Music, with an overall mean of 4.14 interpreted as “Engaged.” The highest-rated item was “I enjoyed singing and rhythm activities in class,” which received a mean of 4.35, suggesting that the contextualized strategies used in teaching Music were enjoyable and relatable to the learners. This result is important because it reflects how

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localized and interactive activities can boost interest and participation, especially in a subject that relies heavily on performance and expression. The slightly lower score in “I felt confident performing in front of others” (mean = 3.85) may be attributed to individual differences in self-esteem or shyness, which are common among Grade 5 learners. According to Corpuz and Salandanan (2015), learner engagement increases when activities are meaningful and culturally familiar, which supports the effectiveness of the strategies used in this study. The findings affirm that integrating familiar songs, rhythmic patterns, and group tasks helped create a more inclusive and motivating environment for Music learning.

1.2 skills’ development in Arts;

Table 2

Level of Skills Development in Arts Based on Learners’ Responses

	Statement	Mean	Interpretation
1	I learned how to use different art materials properly.	4.28	Highly Developed
2	I was able to express myself through drawing or crafts.	4.15	Developed
3	I enjoyed creating artworks based on local themes.	4.32	Highly Developed
4	I improved my coloring and design skills.	4.10	Developed
5	I felt proud of my finished artwork.	4.25	Highly Developed
	Overall Mean	4.22	Highly Developed

Based on Table 2, the overall mean of 4.22 indicated that the pupils’ skills in Arts were “Highly Developed” following the intervention. The statement “I enjoyed creating artworks based on local themes” received the highest mean of 4.32, showing that contextualized content—such as using local festivals, nature, and community symbols—helped learners connect personally with their outputs. This result is significant because it highlights how culturally relevant materials can enhance creativity and skill-building. The consistent scores across all items suggest that the strategies implemented were effective in developing both technical and expressive aspects of art-making. As emphasized by Tan (2017), learners show greater improvement in visual arts when activities are grounded in familiar contexts and allow for personal expression. The pride expressed by pupils in their finished work also reflects increased confidence and ownership of learning, which are essential outcomes in Arts education.

1.3 physical fitness improvement in Physical Education;

Table 3

Physical Fitness Improvement Based on Learners’ Self-Rating

	Statement	Mean	Interpretation
1	I became more active during PE classes.	4.30	Improved
2	I learned proper warm-up and stretching techniques.	4.18	Improved
3	I was able to perform basic physical exercises better.	4.12	Improved
4	I felt stronger and healthier after regular activities.	4.05	Improved
5	I enjoyed participating in games and drills.	4.35	Highly Improved
	Overall Mean	4.20	Improved

Table 3 revealed that the learners showed noticeable improvement in physical fitness, with an overall mean of 4.20 interpreted as “Improved.” The highest-rated item was “I enjoyed participating in games and drills,” with a mean of 4.35, indicating that the strategies used in PE were engaging and encouraged active participation. This is important because enjoyment in physical activities often leads to sustained involvement and better fitness outcomes. The consistent improvement across all items suggests that the contextualized PE activities—such as using familiar games and locally adapted drills—were effective in promoting movement and physical health. According to De Guzman (2016), physical education becomes more meaningful when learners see its relevance to their daily lives and community practices. The findings support the idea that integrating local games and routines helped learners become more physically active and aware of their health.

1.4 health knowledge acquisition in Health Education; and

Table 4

Health Knowledge Acquisition Based on Learners’ Responses

	Statement	Mean	Interpretation
1	I learned how to keep my body clean and healthy.	4.40	Highly Acquired
2	I understood the importance of eating nutritious food.	4.35	Highly Acquired
3	I can now identify common illnesses and how to prevent them.	4.25	Acquired
4	I know how to take care of my mental and emotional health.	4.10	Acquired
5	I shared what I learned about health with my family.	4.22	Acquired
	Overall Mean	4.26	Acquired

As shown in Table 4 the overall mean of 4.26 indicated that learners “Acquired” health knowledge effectively during the intervention. The highest-rated item was “I learned how to keep my body clean and healthy,” with a mean of 4.40, showing that hygiene-related lessons were well understood and appreciated. This result matters because it reflects how practical and relatable health topics can lead to better awareness and habits among young learners. The item “I shared what I learned about health with my family” also received a strong score, suggesting that the lessons extended beyond the classroom and into the home. This aligns with the findings of Santos (2018), who emphasized that health education is most effective when it encourages real-life application and family involvement. The scores also suggest that the contextualized approach helped learners connect health concepts to their daily routines, making the lessons more meaningful and memorable.

1.5 Teacher-Student Interaction During MAPEH Classes

Table 5

Quality of Teacher-Student Interaction Based on Learners’ Feedback

	Statement	Mean	Interpretation
1	My teacher explained the lessons clearly.	4.38	Very Positive
2	I felt comfortable asking questions during class.	4.20	Positive
3	My teacher gave feedback on our work.	4.25	Positive
4	We had group activities and discussions.	4.30	Very Positive
5	My teacher encouraged us to participate actively.	4.42	Very Positive
	Overall Mean	4.31	Very Positive

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Table 5 showed that the quality of teacher-student interaction during MAPEH classes was “Very Positive,” with an overall mean of 4.31. The highest-rated item was “My teacher encouraged us to participate actively,” which received a mean of 4.42, indicating that the strategies used promoted inclusive and engaging classroom dynamics. This result is crucial because strong teacher-student interaction contributes to better understanding, motivation, and classroom behavior. The learners also rated “My teacher explained the lessons clearly” with a high mean of 4.38, showing that clarity of instruction was a key strength during the intervention. According to Bernardo (2019), effective communication and feedback between teachers and pupils are essential in maximizing learning outcomes, especially in performance-based subjects like MAPEH. The findings suggest that the contextualized materials were not only effective in content delivery but also in fostering a more interactive and supportive learning environment.

Sub-Problem No 2. What is the extent of student motivation in MAPEH subjects following the implementation of intervention strategies for Grade 5 students in Cluster 7, Calamba City in terms of:

2.1 interest in music activities

Table 6

Level of Interest in Music Activities Based on Learners' Responses

	Statement	Mean	Interpretation
1	I enjoyed singing and rhythm games during class.	4.40	Very High
2	I looked forward to our Music lessons each week.	4.28	High
3	I felt excited to learn new songs and musical patterns.	4.35	Very High
4	I practiced musical activities even outside the classroom.	3.95	Moderate
	Overall Mean	4.25	High

The data in Table 6 showed that learners demonstrated a high level of interest in Music activities, with an overall mean of 4.25. The highest-rated item was “I enjoyed singing and rhythm games during class,” which received a mean of 4.40, indicating that the strategies used were engaging and enjoyable for the pupils. This result is important because it reflects how interactive and culturally familiar activities can spark genuine interest in Music, especially among Grade 5 learners who respond well to movement and sound-based tasks. The slightly lower score in “I practiced musical activities even outside the classroom” may be due to limited access to instruments or space at home, which is common in public school settings. According to Corpuz and Salandanan (2015), motivation in Music increases when learners are given opportunities to perform and collaborate. The findings suggest that the intervention successfully created a positive atmosphere for musical learning, encouraging pupils to participate actively and look forward to each session.

2.2 Participation in Arts Projects

Table 7

Level of Participation in Arts Projects Based on Learners' Responses

	Statement	Mean	Interpretation
1	I enjoyed working on drawing and coloring activities.	4.38	Very High
2	I actively joined group art projects and presentations.	4.20	High
3	I tried my best to improve my artwork each time.	4.32	Very High
4	I felt motivated to finish my art tasks on time.	4.18	High
	Overall Mean	4.27	High

Table 7 revealed that learners showed a high level of participation in Arts projects, with an overall mean of 4.27. The item “I enjoyed working on drawing and coloring activities” received the highest mean of 4.38, suggesting that the use of localized themes and familiar materials made the tasks more enjoyable and accessible. This result is significant because it shows that when learners are given opportunities to express themselves through culturally relevant art, their motivation and effort increase. The consistent scores across all items indicate that the intervention encouraged both individual creativity and group collaboration. As noted by Tan (2017), learners are more likely to participate in visual arts when the projects reflect their environment and personal experiences. The findings also highlight the importance of providing structured yet flexible art activities that allow pupils to take pride in their work and stay motivated throughout the process.

2.3 Enthusiasm for Physical Education Exercises

Table 8

Level of Enthusiasm for PE Exercises Based on Learners' Responses

	Statement	Mean	Interpretation
1	I felt excited to join PE games and drills.	4.42	Very High
2	I enjoyed doing warm-up and stretching routines.	4.25	High
3	I gave my best effort during physical activities.	4.30	Very High
4	I look forward to PE class every week.	4.35	Very High
	Overall Mean	4.33	Very High

As shown in Table 8, learners demonstrated very high enthusiasm for Physical Education exercises, with an overall mean of 4.33. The item “I felt excited to join PE games and drills” received the highest mean of 4.42, indicating that the intervention strategies were effective in making PE sessions lively and motivating. This result is important because enthusiasm in PE is closely linked to active participation and physical well-being. The consistently high scores suggest that the contextualized activities—such as using familiar games and movement patterns—helped learners feel more confident and engaged. According to De Guzman (2016), enthusiasm in PE increases when learners see the relevance of activities to their daily lives and community practices. The findings affirm that the intervention promoted not just physical skills but also a positive attitude toward movement and health.

2.4 Engagement in Health Education Discussions

Table 9

Level of Engagement in Health Education Discussions

	Statement	Mean	Interpretation
1	I listened attentively during health lessons.	4.28	High
2	I asked questions about health topics during class.	4.10	Engaged
3	I shared my own experiences related to health.	4.05	Engaged
4	I participated in group discussions and activities.	4.22	High
	Overall Mean	4.16	Engaged

Table 9 showed that learners were engaged in Health Education discussions, with an overall mean of 4.16. The highest-rated item was “I listened attentively during health lessons,” which received a mean of 4.28, suggesting that the topics were relevant and clearly delivered. This result matters because engagement in health discussions can lead to better understanding and application of health practices. The slightly lower scores in “I shared my own experiences” and “I asked questions” may reflect the natural hesitation of some pupils to speak up, especially in topics that feel personal. As Santos (2018) emphasized, health education becomes more effective when learners are encouraged to relate lessons to their own lives. The findings indicate that the intervention created a safe and open environment for discussion, helping learners connect health concepts to their daily routines and family practices.

2.5 Overall Attitude Towards MAPEH Subjects

Table 10

Overall Attitude Towards MAPEH Subjects Based on Learners’ Responses

	Statement	Mean	Interpretation
1	I enjoy learning MAPEH subjects.	4.35	Very Positive
2	I believe MAPEH is important in my daily life.	4.30	Very Positive
3	I feel motivated to do well in MAPEH class.	4.25	Positive
4	I participate actively in all MAPEH components.	4.28	Very Positive
	Overall Mean	4.30	Very Positive

Table 10 revealed that learners had a very positive overall attitude towards MAPEH subjects, with an overall mean of 4.30. The item “I enjoy learning MAPEH subjects” received the highest mean of 4.35, showing that the intervention helped make the subject more enjoyable and meaningful. This result is crucial because attitude plays a major role in academic motivation and long-term learning. The consistent scores across all items suggest that the contextualized strategies used in Music, Arts, PE, and Health contributed to a more holistic and engaging experience. According to Bernardo (2019), positive attitudes toward integrated subjects like MAPEH are strengthened when learners see their relevance to real-life situations. The findings support the idea that localized and learner-centered approaches can improve not just performance but also how pupils feel about the subject as a whole.

Sub-Problem No 3. What are the exemplary practices that teachers employ to enhance MAPEH learning outcomes for Grade 5 students in Calamba City?

Table 11

Exemplary Practices Employed by Teachers to Enhance MAPEH Learning Outcomes

Practice Employed	Frequency	Percentage	Interpretation
Use of contextualized instructional materials	10	100%	Widely Practiced
Integration of performance tasks and group activities	9	90%	Highly Practiced
Use of visual aids and multimedia	8	80%	Commonly Practiced
Regular formative assessment and feedback	7	70%	Practiced
Collaboration with other subject teachers for cross-curricular links	6	60%	Occasionally Practiced
Inclusion of local games and cultural elements in PE and Arts	9	90%	Highly Practiced

Based on Table 11, the most widely employed exemplary practice among MAPEH teachers in Cluster 7, Calamba City was the use of contextualized instructional materials, reported by all 10 respondents. This finding is significant because it confirms the relevance and practicality of localized content in improving learner engagement and understanding. Teachers also frequently integrated performance tasks and group activities (90%), which helped foster collaboration and creativity among Grade 5 pupils. The inclusion of local games and cultural elements in PE and Arts was another highly practiced strategy, showing that teachers were intentional in making lessons relatable and enjoyable. These practices align with the findings of Barata (2025), who emphasized that student outcomes in MAPEH improve when teaching strategies reflect learners’ backgrounds and community experiences.

The use of visual aids and multimedia (80%) also played a key role in making abstract concepts more concrete, especially in Music and Health Education. Meanwhile, regular formative assessment and feedback (70%) allowed teachers to monitor progress and adjust instruction based on learners’ needs. Although collaboration with other subject teachers was only occasionally practiced (60%), it still showed promise in creating cross-curricular connections that could enrich MAPEH instruction. These results are important because they highlight not just what teachers are doing, but how these practices directly support the development of skills, motivation, and positive attitudes among learners. In public school settings where resources may be limited, the creativity and commitment of teachers in adapting strategies to fit their learners’ context becomes a powerful tool for improving learning outcomes. The findings affirm that exemplary practices are not necessarily complex or expensive—they are grounded in responsiveness, relevance, and genuine care for learners’ growth.

Sub-Problem No. 4. What is the significant relationship between the implementation of intervention strategies and motivation for Grade 5 students in Calamba City?

Table 12

Correlation Between Implementation of Intervention Strategies and Student Motivation in Grade 5 MAPEH

Variable Pair	Pearson r	p-value	Interpretation
Intervention Strategies vs. Student Motivation	0.72	0.000	Significant Positive Correlation

The data in Table 12 showed a Pearson correlation coefficient of 0.72, indicating a strong positive relationship between the implementation of intervention strategies and the motivation levels of Grade 5 students in MAPEH. The p-value of 0.000 confirmed that this relationship was statistically significant. This result was important because it validated the core assumption of the study—that when teachers consistently applied well-designed intervention strategies, students became more motivated to participate, perform, and enjoy MAPEH activities. The interventions used included contextualized materials, differentiated tasks, and regular feedback, all of which appeared to resonate well with the learners’ interests and backgrounds.

This finding supported the work of Sabando (2022), who emphasized that motivation improves when instructional approaches are responsive to learners’ needs and realities. In the context of Calamba City’s public schools, where learners often face varied challenges in terms of resources and home support, the use of localized and inclusive strategies helped bridge gaps in engagement. For example, students showed greater interest in Health lessons when examples were drawn from familiar barangay practices, and they responded more actively in PE when local games were included. These strategies made the subject feel more relevant and less intimidating, especially for students who previously struggled with participation.

Gender differences were also observed, with female students showing slightly higher motivation scores in Music and Arts, while male students were more engaged in PE and group-based activities. This suggested that while the interventions were generally effective, tailoring them to specific learner profiles could further enhance their impact. Overall, the significant correlation highlighted the value of thoughtful, context-aware teaching strategies—not just in improving academic performance, but in nurturing a deeper sense of motivation and belonging among Grade 5 learners. For teachers in public school settings, this affirmed that even simple, well-planned interventions could make a meaningful difference in how students perceive and engage with MAPEH.

Sub-Problem No. 5. Based on the findings of the study, what enhanced intervention plan could be proposed?

Based on the results of the study, the researcher developed an enhanced intervention plan for Grade 5 MAPEH instruction, specifically designed to improve learner motivation and engagement in public school settings. The plan included a set of contextualized activity sheets, performance-based tasks, and teacher guides that

reflected the exemplary practices identified in Sub-Problem No. 3—such as integrating local games, cultural elements, and multimedia tools. It also incorporated feedback mechanisms and differentiated tasks, which were shown to have a strong positive correlation with student motivation, as revealed in Sub-Problem No. 4. The intervention plan was grounded in the actual classroom realities of in Calamba City, where learners responded better to familiar and interactive content. By aligning the materials with the learners’ backgrounds and interests, the plan aimed to address the gaps in participation and foundational skills observed during the study. Teachers who participated in the validation process confirmed that the outputs were practical, easy to implement, and responsive to the diverse needs of their students. This enhanced plan was not just a product of theory—it was a direct response to what teachers and learners needed most: materials that made MAPEH meaningful, manageable, and motivating.

Recommendations

The following were the recommendations of the study:

1. Teachers should continue using contextualized instructional materials in MAPEH, especially those that reflect local culture, games, and community practices. The study showed that these materials helped increase learner motivation and made lessons more relatable, particularly for students who struggled with engagement in traditional formats.
2. MAPEH teachers are encouraged to integrate more performance-based and group activities in their lessons, as these strategies were found to be highly effective in promoting collaboration and active participation among Grade 5 learners. Activities like role-playing, dance routines, and health skits allowed students to express themselves while learning core concepts.
3. School heads should support the development and distribution of locally validated intervention plans by allocating time for teacher collaboration and feedback sessions. The enhanced intervention plan created in this study was found to be practical and adaptable, but its success depends on consistent implementation and support from school leadership.
4. Parents may be involved more intentionally in MAPEH learning, especially in Health and Arts components, by encouraging their children to share what they learned at home. Since motivation was linked to familiarity and relevance, reinforcing lessons through home conversations and community examples can deepen understanding and retention.
5. Future researchers should explore how intervention strategies in MAPEH affect other areas of learner development, such as self-confidence, teamwork, and creativity. While this study focused on motivation, many teachers observed additional benefits that were not formally measured but worth investigating further.
6. Teachers should consider gender-responsive strategies when planning MAPEH lessons, as the study showed slight differences in interest between male and female learners. For example, incorporating more movement-based activities

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may engage boys more, while integrating visual and musical elements may appeal more to girls—though both should be given equal opportunities to explore all components.

7. The Division Office may consider adopting the enhanced intervention plan as a pilot toolkit for other clusters in Calamba City. Since the plan was validated by experts and grounded in actual classroom realities, scaling it gradually could help improve MAPEH instruction across schools with similar learner profiles.

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