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Developmental tasks of intermediate pupils: input to an instructional design in MAPEH

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ABSTRACT

The Music, Arts, Physical Education, and Health Education (MAPEH) is one of the K-12 educational field curricula that aims to improve learning competencies through age-appropriate developmental tasks. The Developmental Tasks Theory emphasizes that each stage of life requires certain tasks to be mastered for healthy development and adjustment. Failing to achieve these tasks can negatively impact future stages of development. For intermediate pupils to progress to the next academic level, they must acquire increasing competence and also a sense of responsibility, a realistic perspective, and the potential to self-direct but to fulfill these the level of achievement and factors that influence their performances must be determined. This study investigated the achievement of the 126 Grade 6 pupils and influencing factors in MAPEH using a quantitative-descriptive design and content analysis. Data analysis involved descriptive statistics for achievement, analysis of factors influencing achievement using the questionnaire, and percentage analysis of student challenges. The findings informed the development of an Instructional Design Model incorporating R-2I-2C Pedagogical Approaches, which was then evaluated for effectiveness by experts using a valid and reliable tool.

RESUMO

O Programa de Música, Artes, Educação Física e Educação para a Saúde (MAPEH) é um dos currículos da área educacional de ensino fundamental e médio que visa melhorar as competências de aprendizagem por meio de tarefas de desenvolvimento adequadas à idade. A Teoria das Tarefas de Desenvolvimento enfatiza que cada fase da vida exige que certas tarefas sejam dominadas para um desenvolvimento e ajustamento saudáveis. O não cumprimento dessas tarefas pode impactar negativamente os estágios futuros de desenvolvimento. Para que os alunos intermédios progridam para o nível académico seguinte, devem adquirir competências crescentes e também um sentido de responsabilidade, uma perspectiva realista e o potencial para se autodirigirem, mas para atingirem estes objetivos, o nível de desempenho e os fatores que influenciam o seu desempenho deve ser determinado. O objetivo deste estudo foi desenvolver um Modelo de Design Instrucional que servisse como intervenção instrucional para alunos intermediários. O nível de desempenho nas tarefas de desenvolvimento do MAPEH e os desafios encontrados pelos alunos foram analisados para desenvolver um modelo de design instrucional para o MAPEH. A integração das abordagens pedagógicas R-2I-2C com base na teoria e nos resultados foi criada para aprimorar o ensino de música, artes, educação física e educação para a saúde. Este compêndio de planos de aula MAPEH foi criado para incorporar perfeitamente as abordagens pedagógicas R-2I-2C.

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Introduction

The intermediate pupil's age group is a vital stage in basic education institutions. According to the studies, intermediate-level learners need strong internal motivation (Kissel et al., 2020; Sam, 2018). Unlike the advanced students, ages 13 years and above, their level was still too low for them to appreciate technology resources, books, or even lectures. On the other hand, their progress is less perceptible than beginner students, 9 years and below. To ensure stability, productivity, and ongoing development in the academic achievements of students, it was necessary to identify where they stood and the difficulties they were facing. The school must be aware of and uncover not only the experiences that aid in the development of the learner but also those that impede their progress. Pho (2021) emphasized that intermediate students should broaden their knowledge and awareness of the physical and social worlds.

Music, Arts, Physical Education, and Health Education (MAPEH) is a discipline in academic learning concerned with teaching and acquiring knowledge of aesthetic and creative development along with physical health and motor development. This academic discipline also touches on the learning domain, including the psychomotor domain (skill development), the cognitive domain (knowledge acquisition), and, most importantly, the affective domain, which includes music, art, physical education, and health education awareness and appreciation. Considering learner performance was of the utmost priority in education, Davenport (2022) emphasized that the goal of education was to develop desired skills and competencies to their fullest realization.

According to Jugert and Titzmann (2020), mastering developmental activities in a given age group is a precondition for long-term good adoption and can boost individuals' resilience when faced with stressful circumstances and deterrents. In late childhood, the learner is ready and capable of (1) learning basic physical skills for engaging in physical activity and job skills; (2) learning how to join alongside others in their age group; (3) establishing autonomy; and (4) acknowledging society's views about masculine and feminine's positions in society. Furthermore, a (5) growing self-awareness and a healthy mentality were seen. The developmental task theory proposes that individuals experience different physical, social, emotional, and cognitive tasks in their development (Havighurst, 1956). This theory highlights social and emotional components of development, including empathy and autonomy, in addition to cognitive development (Jugert & Titzmann, 2020). The theory is comparable to Piaget's cognitive development theory, with emphasis on the abilities and competencies required for getting along with peers and developing empathy. Intermediate learners benefit from active self-exploration and inquiry, and their cognitive development is influenced by their natural drive to adapt to new experiences.

The Havighurst Developmental Tasks Theory describes how these distinct development tasks are learned at a certain time of life and enable the performance of subsequent tasks. The

capacity to learn a certain job requires precise timing. The tasks' implementation, mastering, reinforcement, and execution were critical so that when a student's 'teachable moment' occurred, the learner might profit from the information. In addition, according to cognitive theory, self-development precedes learning, and intermediate learners benefit from self-exploration, reflection, and inquiry. Social interaction is essential for developmental progress, as per the Socio-cultural Theory (Vygotsky, 1978). Peers play a significant role in moral growth, while Piaget values peer cooperation (Piaget, 1971). Both theories are helpful in understanding the developmental changes of intermediate pupils, and these changes are triggered by variables or precursors. This is where we see the importance of collaborative learning in instructional design, as learners should work together to make meaning (Lee, 2021) and create knowledge that connects their experiences to new concepts and ideas (Machumu & Zhu, 2017).

Furthermore, integrative approaches, as emphasized by Piaget and Vygotsky, can help learners construct knowledge by solving problems and finding answers to questions (Mahoney, 2016; Guthrie & McCracken, 2010). Vygotsky's Constructivism Theory highlights the importance of learning, instruction, and development in cognitive growth. Teachers can use resources like task sheets and assessment rubrics to measure student growth and independence in problem-solving (Lee, 2018). According to Guo and Kilderry (2018), external variables, such as teachers, parents, peers, and school environment, can greatly impact student motivation and engagement, thus affecting academic achievement.

While empirical research on education has traditionally centered on the impact of instructors' backgrounds on student performance, recent studies have shown that other factors are equally as important. Ruzek et al. (2016) found that proficient educators establish emotionally supportive environments that encourage students' social and emotional development, maintain classroom discipline, provide reliable content, and promote critical thinking. Motivation, which is linked to emotional support from teachers and adaptive learning traits, is also a significant factor in academic success.

In this study, it is conjectured that the pupils' level of achievement in developmental tasks is influenced by people and circumstances such as the primary provider of their developmental requirements, student services, and learner development programs in schools. Thus, it aimed to develop an Instructional Design as an instructional intervention for the level of achievement and influences on the developmental tasks of intermediate pupils in MAPEH.

Specifically, it sought to (1) determine the level of achievement in the developmental tasks in MAPEH, (2) determine the level of influence of the factors in the performance of the pupils and (3) the challenges encountered by the intermediate pupils in the achievement of the developmental tasks in MAPEH.

Methodological Procedure

A quantitative-descriptive design was used to describe the level of achievement, the level of influence of the factors in the respondents' performance, and the content analysis of the challenges encountered by the 126 Grade 6 pupil respondents (11-12 years old) concerning the developmental tasks in MAPEH. Likewise, a documentary analysis of the aforementioned cohorts' Achievement Tests was collected.

Purposive sampling was employed to select the Grade 6 respondents from the Laboratory School. This approach leverages the availability of standardized achievement tests at this grade level, allowing for a focused analysis of student performance in MAPEH.

To understand the student level of achievement in MAPEH, the study began by analyzing achievement tests from the mentioned MAPEH cohorts. These tests were criterion-referenced, meaning they measured students' mastery of specific learning objectives. Descriptive statistics, including frequency count, mean, and percentage scores, were calculated. The Department of Education's Mean Percentage Score (MPS) interpretations were used to analyze the results since the tests aligned with department standards and content (Linderosa & Luz, 2015).

The researcher developed a instrument based on the developmental needs of intermediate pupils (Havighurst, 1956; Jugert & Titzmann, 2020) and their intrinsic motivation (Kissel et al., 2020; Sam, 2018). The tool also considers how learning environments can influence student performance (Ruzek et al., 2016), incorporating principles from social learning theories (Piaget, 1971; Vygotsky, 1978) and the importance of parental and school support (Guo & Kilderry, 2018). Additionally, it addresses the specific learning domains of MAPEH as outlined by Davenport (2022).

The research instrument utilizes two key components. The first part investigates factors influencing MAPEH achievement. This includes examining teacher quality, student-teacher relationships, and engaging learning environments (Teacher Factor). It further assesses the level of direct support students receive from their families, such as encouragement and involvement in their MAPEH education (Family Factor).

The instrument also explores the influence of classmates and friendships on motivation (Peer Factor), evaluates the adequacy of facilities and resources for MAPEH activities (School Physical Environment), and considers the support provided by specialists like counselors (Student Services).

Finally, it examines how parental involvement, beyond direct family support, contributes to a supportive school environment for MAPEH education. This broader parental involvement might be facilitated by Parent-Teacher Associations (PTAs) through activities like fundraising for new equipment or art supplies or volunteering in classrooms. PTAs act as a bridge between families and the school, creating an environment that fosters student learning

but differs from the direct family encouragement and support measured in the Family Factor. The second part focuses on identifying the challenges students face in achieving their developmental tasks within MAPEH. These challenges were analyzed using content analysis techniques expressed percentages to determine their prevalence.

To ensure the tool's effectiveness, the researcher-made questionnaire on the level of these influencing factors underwent a Validity and Reliability Test. The questionnaire tool was validated by 5 experts: 2 school administrators and 3 subject matter experts from the College of Education with an overall Very Much Valid response (Md=4). This denoted that the questionnaire had a sufficient number of relevant, appropriate, and engaging questions that assessed the primary goal of the study. Furthermore, the questionnaire was pilot-tested among 30 intermediate pupils in another batch. Parents' Consent was also enquired though the pupils were not part of the study. The computed Cronbach alpha value from the pilot testing was 0.961, which implied Excellent Reliability based on the rule of George and Mallery (2003). Therefore, the internal validity (consistency) of the test questions was strong, consistent, and interrelated. Moreover, the challenges encountered by the intermediate pupils in the achievement of the developmental tasks in MAPEH were determined based on the percentages of the written accounts.

After gathering the data to develop the appropriate Instructional Design (ID) in the MAPEH Course, five experts evaluated the output with the use of the Lesson Plan Analysis Protocol (LPAP). The LPAP had 64–81% reliable data based on the intense level of agreement that ranged from 0.80 to 0.90 (Ndihokubwayo et al., 2022) and was a valid and reliable tool to strengthen effective teaching in all grades of education.

Results and Discussion

Level of Achievement in the Developmental Tasks

Table 1 revealed the developmental task percentage scores for Batches 1 and 2. It can be gleaned from the table that the pretest percentage scores in all MAPEH fields for both school years were at the Average Level. Comparing the pretest with their posttests, the level of achievement in the developmental tasks for Batch 1 along with Music, Arts, and Physical Education increased numerically, however, the three areas remained at the Average Level. In contrast, the percentage scores in Health Education had reached the Moving Towards Mastery Level.

Consequently, in the Batch 2 pretest percentage score, there were increases in the posttest percentage scores leading all MAPEH fields to advance to the Moving Towards Mastery Level.

Based on the conducted t-test, all the posttest scores in both batches were significantly higher than their pretest scores ($p < 0.05$). However, the effect sizes (Cohen's d) for Batch 1 in Music (0.15), Arts (0.20), and P.E. (0.38) were considered small, indicating limited improvement. While statistically significant, these areas remained at the Average mastery level despite increases of 8.75%, 6.87%, and 25.16% respectively. In contrast, Health showed a larger effect size (0.72) and a more substantial improvement, moving from **Average** to **Moving Towards Mastery** with a 15.47% increase.

Table 1.

Developmental Task Scores

Field	Batch 1		Batch 2	
	Pretest (%)	Posttest (%)	Pretest (%)	Posttest (%)
Music	54.922 (AVR)	63.672* (AVR)	55.645 (AVR)	66.290* (MTM)
Arts	54.609 (AVR)	61.484* (AVR)	60.403 (AVR)	72.903* (MTM)
P.E.	34.844 (AVR)	60.000* (AVR)	58.145 (AVR)	71.855* (MTM)
Health	56.797 (AVR)	72.266* (MTM)	60.968 (AVR)	75.968* (MTM)
Average	**50.293 (AVR)**	**64.355* (AVR)**	**58.790 (AVR)**	**71.754* (MTM)**

*Significant at 0.05

Legend:

96 – 100	Mastered (M)	15 – 34	Low (L)
86 – 95	Closely Approximating Mastery (CAM)	5 – 14	Very Low (VL)
66 – 85	Moving Towards Mastery (MTM)	0 – 4	Absolutely No Mastery (ANM)
35 – 65	Average (AVR)		

Batch 2 displayed a more positive trend. All fields showed significant improvement ($p<0.05$) with moderate effect sizes (Cohen's d between 0.4 and 0.5). This translates to advancement from Average to Moving Towards Mastery with increases of 10.65%, 12.50%, 13.71%, and 15.00% in Music, Arts, P.E., and Health, respectively.

For two consecutive years, there were competencies that have remained in the Low Mastery Scale Percentage in Music, particularly in the Application of Melody: The Major and Minor scales. Fourth quarter topics in arts, including audio, video, and animation, remained in Low Mastery Score; while for Physical Education and Health Education, Folk Dances, and Consumer Health, specifical information on over-the-counter and prescription drugs, the contents remained in Low Mastery Score.

The following competencies were explored and devised in making interventions in instructional design. Based on the Theory of Developmental Tasks, these were vital competencies to meet developmental tasks at the late childhood age. Therefore, it was worth noting that the accomplishment of developmental tasks was an indicator of high academic success, and this was one of the most significant aims of MAPEH education.

Moreover, in line with achieving the developmental tasks were important character build-ups such as self-confidence and academic attainment which have an association. According to Gurler (2015), students who performed well in school tended to have a high level of self-confidence and could easily accomplish the required tasks. At the same time, those students who did not perform well in school tended to have a low level of self-confidence and had a hard time accomplishing the required tasks.

According to Narad and Abdullah (2016), the performance of learners in these activities has always been impacted by a variety of factors, including parental encouragement and the school environment. A healthy educational atmosphere plays an active part in fostering the late childhood stage's holistic development (Zobkov, 2020) and assisted intermediate pupils in making social adjustments (Sam, 2018).

Moreover, the teachers, the head of the institution, methods of instruction, timetable, and co-curricular activities all impacted a child's academic achievement (Wentsel et al., 2016), and life adjustment, and society (Blazar & Kraft, 2017). Thus, according to Kissel et al. (2020), intermediate pupils spent the majority of their time in school, and their performance was greatly influenced by the curriculum, instructional strategies, and the teacher-student connection. To effectively achieve these needs, the individual must acquire not just ever-increasing skill and understanding but also a feeling of responsibility, a pragmatic viewpoint, and the ability to self-direct.

Level of Influence in the Performance of the Developmental Tasks

Table 2 revealed the ranking of the factors that influenced the performance of intermediate learners in their developmental tasks. It can be gleaned from the table that the Peer Factor and Parent-Teachers Association Factor both had a Very High Influence. In comparison, the least was the Family Factor which had a Moderate Influence on their performances. This indicated that all external factors had an influence on the performance of pupils. Hence, peer support and Parent-Teacher Association involvement greatly impact pupils' odds of success in developmental activities.

Table 2.

External Factors

Factors	Mean	General Description
Peer Factor	4.76	Very High Influence
Parent-Teachers Association Factor	4.56	Very High Influence
Teacher Factor	4.20	High Influence
Student Services Factor	3.78	High Influence
School Physical Environment Factor	3.59	High Influence
Family Factor	3.25	Moderate Influence

Intermediate pupils should all be engaged and motivated to perform their developmental tasks well and be orientated to take ownership of their studies. To be active in learning, Pho (2021) stated that learners must interact directly with the content and resources. This type of participation included content discussion, debate, role-playing, and hands-on practice. Deepening this interaction, activities involving metacognitive elements promoting reflection on learning were essential. Through a reflective approach, the learners develop knowledge by making meaning out of their own experiences (Guthrie & McCracken, 2010).

While active learning approaches were used with individual students, developmental tasks included strategies that promote collaboration and teamwork. MAPEH tasks promoted the value of teamwork where the learners worked together on developmental activities, discussed concepts, or found a solution to a problem. Lee (2021) emphasized that many peer groups can be a positive influence on their friends as well. Kissel et al. (2020) also suggested that peers influenced each other more heavily in the early teen years.

Furthermore, Pho (2021) explained that cognitive scientists believed that learners actively engaged with material when they recalled information from long-term memory and drew connections between current and prospective knowledge. This was supported by Lee (2018) that learners constructed knowledge by finding an answer to a question or solving a problem through an inquiry-based pedagogical approach. Mahoney (2016) also emphasized that learners may connect their learnings from various subject areas to their life experiences. With these active pedagogical approaches, the learners were expected to make meaning and create knowledge by linking their experiences to new ideas, concepts, and facts (Machumu & Zhu, 2017).

External factors were important to consider in the achievement of the students both academic and non-academic. Support systems such as family, peers, teachers, school personnel, and school environment were determined factors influences that impacted learners' performances. Moreover, Guo and Kilderry (2018) revealed that the availability of physical resources such as libraries, textbooks, adequacy of classrooms, and spacious playing grounds affected the academic performance of students.

Challenges Encountered in the Developmental Tasks in MAPEH

Several challenges in the attainment of the developmental tasks emerged based on the responses of the intermediate pupils.

Music Challenges and the Need for Active Learning

Music education plays a crucial role in developing students' musical competence, encompassing the ability to perceive, remember, and discriminate sounds (Swaminathan & Schellenberg, 2018). However, the study reveals challenges faced by intermediate pupils in music class. As reflected in Table 3, the intermediate pupils need to actively commit to the

course of study while also taking proactive steps to ensure that their issues or worries are acknowledged, and all issues are immediately resolved. However, due to the complex topics for intermediate grades, priorities were focused not just on the performances themselves but also on the content.

Table 3.

Challenges Encountered in Music

Challenges	Percentage
1. Music Content Overload and Difficulty	**50%**
"Determining the different kinds of notes and time signatures" (S109);	
"...determining the keynote signature of specific music, and classifying different musical instruments whether it was (an) idiophone, membranophone, and the like. The same was true with determining the various compositions of various composers for different periods" (S105);	
"...the difficulty in understanding the different components that are associated with music. As well as the memorization of the different historical Events in Music, Musical periods" (S73);	
"...familiarizing with different music or instruments of the different country such as Asian music and instruments, etc." (S74) and "...still confused in naming instruments" (S89);	
"I have difficulty identifying the different bodies of music, as well as the different music ensembles" (S1)	
2. Performance Anxiety and Lack of Confidence	**33%**
"The problems/challenges that I encountered was the lack of confidence because of many performance tasks like singing etc.", and "...I don't have a great voice. That's why it's a challenge for me." (S21);	
"I am not confident in my voice when it comes to singing that's why I am very shy to sing in our Music subject." (S87);	
"I have a lack of confidence in showing my talent and I'm afraid to show it to my classmate... it's hard for me to do the task that teacher gives us." (S17);	
"I am shy to be judged in the practicum of singing (S67);	
"(We) lack of instrument/s to use when asked to bring" (S28)	
3. Other Music challenges	17%

These challenges could be linked to an overly cognitive teaching approach, focusing on memorization and theory without enough active participation from students. Furthermore, MAPEH teachers face challenges in managing a packed curriculum due to the emphasis on standardized testing and mandatory achievement in fundamental areas like reading and numeracy. This limited focus restricts their capacity to incorporate other valuable aspects of music education. Additionally, not all teachers handling specialized fields, such as music, have a high level of knowledge or interest in the subject. This can lead to music teachers relying on a few familiar instructional approaches in their curriculum, despite the well-documented benefits of musical participation in schools.

Jugert & Titzmann (2020) emphasize the importance of introducing a variety of engaging strategies for teaching music. This aligns perfectly with the need to move away from a purely cognitive approach and incorporate more active learning methods. The developmental tasks in most basic education schools often involve learning to play instruments, sing in small

choirs, and learn about the elements of musical sound and the history of music (Blazar & Kraft, 2017). These activities provide a natural foundation for incorporating active learning strategies.

Arts Education Challenges and the Need for Creative Application

The assessment of arts requires a qualitative approach (Danvers, 2006), and students were usually given criteria and feedback to revise their work in a formative assessment. However, as gleaned from Table 4, intermediate students find developmental tasks in arts more complicated, involving memorization of facts rather than applying what they have learned. Some find the assigned tasks and processes challenging, and their innate skills in drawing and painting are not present.

Table 4.

Challenges Encountered in Arts

Challenges	Percentage
1. Overemphasis on Memorization and Complex Tasks	**69%**
"If I may recall, I think the challenge that I struggled the most in this subject is memorizing the significant figures and/or historical events that had contributed to Arts in different periods" (S57);	
"Making the project (is challenging) because not all people are good at making art and the memorization of the lesson" (S58);	
"I'm not good at coloring and mixing colors. I find it quite difficult in sketching and making posters too" (S53);	
"The art techniques for some tasks are way complicated" (S95);	
"I occasionally ran out of ideas and couldn't complete the task" (S121).	
2. Limited Art Materials	**26%**
"I am good at drawing but I have no many coloring materials". "...having good materials can help me to boost my knowledge and confidence in doing arts, but due to lack of financial capability, I cannot buy good materials. Having good materials can produce good output" (S108);	
"Considering art materials getting easily emptied, there should be enough to buy. A lot of my classmates ask once in a while" (S91)	
"I have problems with art materials but some of my classmates would share us their things if we have no materials to use" (S54)	
3. Other Art challenges	5%

Despite these challenges, students find learning art fun and beneficial to their social and emotional well-being. Innovative programs with a significant emphasis on drawing, painting, playing music (Shaw, 2019), and other artistic pursuits are encouraged to fully engage students with creative ideas and help them benefit academically and emotionally (Davenport, 2022; Núñez et al., 2019).

The study found intermediate pupils lacked adequate materials for arts education, which affected their confidence and quality of output. They also faced challenges in sharing

materials and carrying them to school. Art education involves more than just tangible arts and can include practical domains like commercial graphics and home furnishings (Shaw, 2019). Recycled materials can also be used in art education, and technology and computer education can be integrated into the art curriculum (Mansour et al., 2018). Machumu and Zhu (2017) added that with these active pedagogical approaches, the learners' skills were expected to be activated and become effective in solving problems, thinking creatively, gaining aesthetic value, self-evaluating, and self-recognition in order to keep up the innovations of the age.

PE Challenges and the Need for Inclusive and Engaging Experiences

Intermediate students face challenges in Physical Education due to health issues, body size, and lack of physical skills (Sam, 2018). Interventions such as varying tasks, evaluating difficulty, and careful planning can address these issues. Developmental tasks in Physical Education were different some activities necessitate agility, strength, and stamina (Abd Al-Azim, 2017). And some require strategic cognitive skills and mastering the instructions (Kaya & Acar, 2019). Furthermore, these challenges could have been addressed when interventions were made such as varying tasks, evaluating the difficulty of tasks, and careful planning.

Table 5.

Challenges Encountered in Physical Education

Challenges	Percentage
1. Individual Differences (Present Body Condition)	**45%**
"I am not a sporty person and I have asthma so every time when we have an activity or task I am included" (S17);	
"It's quite difficult for me to be in the heat during P.E. subjects because I'm no longer able to tolerate it for an extended period of time. Additionally, I used to be a thin person, which made it difficult for me to execute the positions and dances assigned by our teacher" (S96);	
"One problem I've encountered is probably my weight and body size, it became a barrier that limits things I can do, or made some activities harder to accomplish" (S6);	
"I can easily get tired and because I lack height sometimes it is hard to participate properly in sports" (S117).	
2. Group Dynamics	**36%**
"In school when there's a group performance we can only practice after class and sometimes we're not complete and I can't dance myself" (S42);	
"Because I am their leader, one of the most difficult challenges I faced was teaching my groupmates about our performance task" (S49);	
"I don't dance without friends" (S126).	
3. Other Physical Education challenges	19%

A structured sequence of learning experiences was meant to promote the growth of student development in these areas. This allows intermediate pupils to be trained in athletics, physical activity, and collaborative work with the goal of better readying them for the higher levels.

Some students experience pressure to perform well in group performances and struggle with cooperation and optimizing practice time. Others encounter problems with how instructions are delivered and the availability of resources for their performance tasks. Despite these challenges, physical education is important for fostering intellectual progress through physical exercises and exploration, with the curriculum constantly improving to include a wider range of activities. The physical education curriculum has expanded to include a wider range of activities, such as outdoor recreation and environmental ecology awareness (Floresca, 2019). Introducing physical activities at an early age helps develop good activity habits for adulthood (Raj, 2018). Despite the pressures of various responsibilities, physical tasks in this developmental age are the most effective means of providing lifelong participation in physical activity and sports for pupils of all backgrounds. Students are encouraged to explore and manage community assets to participate in activities they are passionate about.

Health Education Challenges and the Need for Relevance

Intermediate students face challenges in health education, including memorizing concepts that are not applicable in real-world situations, difficulty understanding diseases, and absorbing information. Health education aims to educate people about health and promote health in their environments (de Vries et al., 2018). Approaches based on successful strategies were found to be effective in promoting health among intermediate pupils. These approaches include one-on-one conversations with community health personnel and educators, as well as activity-based discussions and real-life scenario exercises (Mayo & Tooey, 2019). Furthermore, de Vries et al. (2018) suggested that health behavior may be promoted at three levels: the micro or personal level, and the meso or organizational level. Thus, community participation is an essential tool for promoting optimal health. Health promotion goes beyond health education.

Health education aims to help people maintain well-being through learning activities that expand knowledge and alter pupil's mindsets. Health educators should be experienced in developing innovative strategies to make learning more visible (Low et al, 2020). School health programs should involve students, staff, and parents to promote a healthy environment and partnerships (Mayo & Tooey, 2019). Thompson (2014) emphasized that health literacy and experiential activities should be the focus of health education, including lessons on bullying, self-esteem, stress, and anger management.

Table 6.

Challenges Encountered in Health Education

Challenges	Percentage
1. Difficulty Grasping Complex Topics	**63%**
"Difficulties in getting the information about diseases" (S53);	
"I find it hard to name diseases when the symptoms are given" (S97);	
"The challenges that I encountered in Health is determining the types of communicable and non-communicable diseases and the difference of its types with connection to its cause and effect. Also, I was challenged on the part when we were about to apply the different types of bandages and the proper way to use them" (S105);	
"The challenge that I had faced was absorbing all the information about this subject" (S20).	
2. Unengaging Activities	**26%**
"As for this subject, the challenge that I often encountered is the Physical tests, particularly in determining the body mass index of each student in my school. I always identified as underweight because of my weight. This made me feel anxious because a lot of my classmates then think that I am malnourished even though I eat a balanced and healthy meal" (S57);	
"Not enough teaching of first aid and general healthcare. I recall being taught how to bandage up wounds and demonstrating such but there isn't really any other explanation on things like what to do with a dirty wound or animal bites in times where things like hydrogen peroxide or bandages aren't on the ready" (S70);	
"The challenges in Health are how we need to learn how to compute our BMI, exercises, and food and drugs that are not supposed to be taken" (S10)	
3. Other Health Education challenges	11%

Proposed Instructional Design in MAPEH

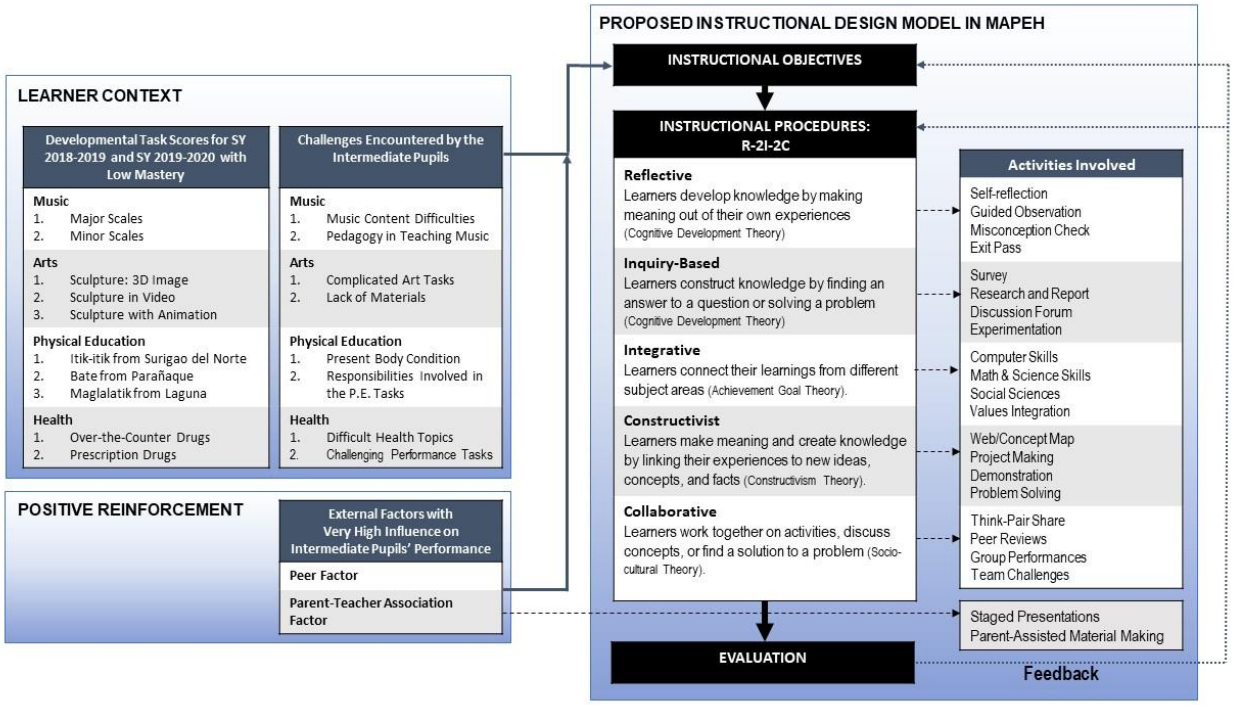
The proposed instructional design in the MAPEH Course is based on theoretical frameworks to achieve developmental tasks during the late childhood stage. The design is a compendium of lesson plans for MAPEH teachers and instructors, anchored on the Department of Education's K-12 MAPEH Curriculum. It combines differentiated instruction and performance-based assessments through the Reflective, Inquiry-Based, Integrative, Constructivist, and Collaborative (R-2I-2C) Pedagogical Approaches to teach academic and life skills. The R-2I-2C approach serves as the guide for teachers in handling each developmental task.

The Reflective approach guides learners to develop knowledge from their own experiences, while the Inquiry-Based approach encourages problem-solving. The Integrative approach develops learners' competence and motivation by connecting their learning from different subjects. The Constructivist approach aids learners in making meaning and creating knowledge by linking their experiences to new ideas. The Collaborative approach encourages learners to work together to find solutions. The Instructional Design Model addresses challenges to learning by considering the learners' context and identifying competencies. The

proposed design is a cycle where feedback is used to improve learners' physical, vocational, and social skills, as well as their personal independence and awareness of self and society.

Figure 1.

Proposed Instructional Design Model in the MAPEH Course



Evaluation of the Proposed Instructional Design

The Proposed Instructional Design titled "Developmental Tasks in MAPEH: Integrating the R-2I-2C Pedagogical Approaches" underwent validity testing. The compendium of Lesson Plans was evaluated using the Lesson Plan Analysis Protocol (LPAP).

Validators found the output to be an excellent instructional design for teaching MAPEH to intermediate pupils by integrating the R-2I-2C pedagogical approaches and positive reinforcements. The key unit competence was well-written, and the instructional objectives were well-set. The content of the instructional phases was outlined, but not thoroughly described, and the output contained cross-cutting issues and general competencies, but lacked clarification on how they would be handled. Validators suggest the need to assess the context and learned competencies. Time management and lesson planning were identified as crucial for effective implementation.

Table 7.

Evaluation of the Proposed Instructional Design

Groups		Items	Total	Average	Percentage
Preliminaries					
A	Key unit competence	Written and how it is written	10	2.0	100.00 %
B	Title of the lesson	Format of the title	10	5.8	96.67 %
		Time-bound	19		
		Syllabus connected	10		
C	Instructional objective	Written and how it is written	10	4.0	100.00 %
		Number of IO components	10		
D	Special Education Needs	Written and description	10	4.0	100.00 %
		Addressed and the place where it is addressed	10		
E	Lesson description (DTLA)	Written and how it is written	9	2.0	100.00 %
Body of the Content					
F	Lesson stages	Introduction	10	9.8	98.00 %
		Development	9		
		Conclusion	10		
		Components of the development section	10		
		Components of the conclusion section	10		
G	Lesson approaches	TR in Introduction	10	20.0	100.00 %
		TR in Development	10		
		TR in Conclusion	10		
		FA in Introduction	10		
		FA in Development	10		
		FA in Conclusion	10		
		ALT in Introduction	10		
		ALT in Development	10		
		ALT in Conclusion	10		
		If visualized, was the ALT used with purpose?	10		
Accessories					
H	Generic competencies and Cross-cutting issues	GCs	10	4.0	100.00 %
		CCIs	10		
I	Lesson evaluation	TSE	10	2.0	100.00 %
GENERAL AVERAGE/PERCENTAGE				53.6	99.26 %

Conclusion

This study investigated the achievement of intermediate pupils in MAPEH developmental tasks and the factors influencing their performance. The findings suggest that while students are progressing towards "Moving Towards Mastery" in all MAPEH areas, additional support is needed to reach "Closely Approximating Mastery" and "Mastered" levels. As highlighted by the literature, social interaction plays a crucial role in development (Vygotsky, 1978; Lee, 2021). This study confirms this, demonstrating that the "Peer Factor"

and "Parent-Teachers Association Factor" significantly influence student performance. The "Family Factor" also plays a role, albeit to a lesser extent.

The identified challenges faced by intermediate pupils in MAPEH, such as music content and pedagogy, complex arts tasks, limited resources, physical limitations, and demanding health topics, align with the developmental stage described by Jugert & Titzmann (2020). These challenges highlight the need for instructional design that caters to the specific needs and capabilities of intermediate learners.

The validated Instructional Design incorporating R-2I-2C Pedagogical Approaches offers a promising solution. This finding aligns with the literature emphasizing the importance of collaborative learning (Lee, 2021; Machumu & Zhu, 2017) and problem-solving activities (Mahoney, 2016; Guthrie & McCracken, 2010) for knowledge construction. Further research can explore how this instructional design can be implemented to maximize student engagement and achievement in MAPEH.

In light of the conclusions made, monitoring of intermediate pupils' level of achievement in the developmental tasks was recommended to continue the progress in the success of developmental tasks. Furthermore, an instructional design integrating the inclusion of factors with Very High Influence, particularly Peers and PTA support were important considerations to address the challenges faced by the students in the MAPEH course. Also, support from the school, parents, and student services was important to consider in managing and sustaining successful performance in developmental tasks. The school's Physical Environment must be utilized fully to optimize the benefit of students and for successful performances.

Moreover, Special Programs and Intervention Programs for Music, Arts, Physical Education, and Health were recommended to strengthen the capabilities of learners who excel in their respective fields and to those who failed to succeed in their performance tasks respectively. A validated Instructional Design (ID) for the MAPEH subject that would support the stagnating and minimal increases in the intermediate pupils' level of achievement in the teaching and learning process was highly needed.

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