

Attitudes, Teaching Styles, and Performance of Music, Arts, Physical Education, and Health Teachers

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Abstract

This study examined the predictors of attitudes, teaching styles, and performance among MAPEH teachers in selected public secondary schools in Northern Nueva Vizcaya, Philippines. Anchored on Ajzen's Theory of Planned Behavior and Grasha's Teaching Styles Theory, the study investigated how demographic, professional, and contextual variables influence teachers' instructional attitudes, teaching styles, and performance. A descriptive-correlational research design was employed involving 55 MAPEH teachers from selected large and mega-large public secondary schools. Total enumeration sampling was utilized. Data were gathered using an adapted and expert-validated questionnaire consisting of measures on teachers' attitudes and teaching styles, while teaching performance was assessed through the 2024–2025 Individual Performance Commitment and Review Form (IPCRF). Reliability testing revealed excellent internal consistency for both the Attitude Toward Teaching Scale and the Teaching Style Scale. Descriptive statistics, Pearson-r correlation, and regression analysis were used in analyzing the data. Findings revealed that respondents demonstrated very high attitudes toward the teaching profession, students and learning, and instruction and innovation. Teachers also exhibited very high use of formal authority, personal model, facilitator, and delegator teaching styles. Most respondents achieved Outstanding teaching performance ratings. Significant positive relationships were found between teachers' attitudes and teaching styles, indicating that positive professional attitudes contribute to adaptive and learner-centered instructional approaches. However, no significant relationships were identified between attitudes and teaching performance or between teaching styles and teaching performance. Regression analysis further showed that age significantly predicted teaching styles and teaching performance, while most demographic and contextual variables did not significantly predict attitudes, teaching styles, or performance. The study concluded that MAPEH teachers possessed strong professional competence, positive instructional dispositions, and effective teaching practices despite limited measurable differences in performance outcomes. The study recommends continuous professional development, mentoring programs, workload management, instructional innovation, and further review of the IPCRF system to better reflect instructional effectiveness. This study supports Sustainable Development Goal (SDG) 4 on Quality Education by promoting teacher competence and instructional effectiveness, as well as SDG 3 on Good Health and Well-Being through quality MAPEH instruction that promotes learners' physical and emotional wellness. The study contributes to educational and institutional sustainability by supporting evidence-based teacher development programs, instructional improvement, and responsive educational policies that strengthen long-term teaching quality and learner development.

Keywords: Attitudes Toward Teaching, Instructional Innovation, MAPEH Teachers, Professional Development, Teacher Performance, Teaching Styles, Total Enumeration Sampling, Very High Attitudes, Very High Teaching Styles, Workplace Effectiveness

1. Introduction

The teaching of Music, Arts, Physical Education, and Health (MAPEH) is essential in promoting learners' holistic development through creativity, physical wellness, emotional expression, and health awareness. As part of the Philippine K to 12 Curriculum, MAPEH supports the broader goals of quality education and sustainable development by fostering well-rounded and capable learners (DepEd, 2016). Globally, teacher quality remains one of the strongest school-related factors influencing student achievement and educational outcomes (OECD, 2019). In response, the Philippine education system implemented reforms such as the Philippine Professional Standards for Teachers (PPST) and the Results-Based Performance Management System (RPMS) to strengthen teacher competence, instructional effectiveness, and professional development (DepEd Order No. 42, s. 2017; DepEd Order No. 11, s. 2020). Despite the importance of MAPEH, challenges related to instructional delivery, teacher preparedness, teaching styles, and resource limitations continue to affect instructional quality and student engagement (Gaeta & Ofrin, 2024). Effective MAPEH instruction depends largely on teachers' attitudes, teaching styles, and professional performance, which influence classroom interaction, learner

participation, and educational outcomes (Darling-Hammond et al., 2017; Grasha, 1996; Stronge, 2018). This study examined the predictors of attitudes, teaching styles, and performance among MAPEH teachers in selected public secondary schools in Northern Nueva Vizcaya to provide evidence-based insights for teacher development, instructional improvement, and educational policy enhancement.

1.1 Background of the Study on the Attitudes, Teaching Styles, and Performance of MAPEH Teachers

Education is a major driver of sustainable development, with Sustainable Development Goal 4 (SDG 4) emphasizing inclusive and quality education supported by competent and motivated teachers (United Nations, 2015). Teacher quality significantly influences student outcomes and educational effectiveness worldwide (OECD, 2019). In the Philippines, reforms such as the PPST and RPMS were introduced to strengthen teacher competencies, professional growth, and instructional quality across subject areas, including MAPEH (DepEd, 2016). MAPEH plays a significant role in promoting students' creativity, physical fitness, emotional development, and health consciousness. Effective instruction in MAPEH requires teachers to balance theoretical understanding with practical and experiential learning approaches (Clavido & Macalisang, 2024). However, challenges involving instructional delivery, teacher competency, and limited resources continue to affect classroom engagement and learning outcomes (Gaella & Ofirin, 2024). International studies emphasize that positive teacher attitudes, learner-centered pedagogies, and continuous professional development improve instructional effectiveness and classroom engagement (Darling-Hammond, Hyler, & Gardner, 2017). Teacher self-efficacy and professional beliefs are likewise associated with innovation and improved teaching practices (Cai, Wang, Bi, & Tang, 2022). In MAPEH, teacher attitudes influence enthusiasm, openness to instructional innovation, and student-centered learning, while negative attitudes may contribute to reduced motivation and burnout (Xie & Derakhshan, 2021). Teaching style also affects instructional quality and learner participation. Grasha (1996) identified teaching styles such as formal authority, personal model, facilitator, and delegator, each shaping classroom interaction differently. Student-centered approaches, particularly facilitator and delegator styles, are more effective in encouraging collaboration, creativity, and active learning in MAPEH settings. Teacher performance further depends on pedagogical competence, classroom management, assessment practices, and professional development engagement (Stronge, 2018). Given these concerns, investigating the predictors of MAPEH teachers' attitudes, teaching styles, and performance is necessary to improve instructional quality, strengthen teacher education, and support student learning outcomes.

1.2 Themes and Insights from Related Literature on MAPEH Teachers' Attitudes, Teaching Styles, and Performance

Related literature highlights the interconnected nature of teacher attitudes, teaching styles, and instructional performance in MAPEH education. Teachers' attitudes influence motivation, classroom behavior, instructional creativity, and student engagement (Ajzen, 1991; Zhao & Yang, 2023). Positive attitudes encourage student-centered teaching and effective classroom interaction, while confidence, preparedness, and institutional support further strengthen instructional practices (Mardiani & Prasasti, 2023). Studies revealed that adaptive teaching methods combined with positive teacher attitudes significantly improve student learning outcomes (Hafbi et al., 2024). Teacher attitudes toward inclusion and innovation are also essential in promoting equitable and engaging learning environments. However, disparities in training among MAPEH teachers, particularly in music and arts, affect instructional quality and teaching confidence (Samosir et al., 2022). Educational attainment, teaching experience, and professional development opportunities likewise contribute to teacher motivation, creativity, and instructional effectiveness. Teaching styles represent consistent instructional behaviors used in classroom management and learner interaction (Abdar & Shafaei, 2022). Grasha's (1996) framework identified formal authority, personal model, facilitator, and delegator teaching styles. Learner-centered styles such as facilitator and delegator are particularly effective in MAPEH because they support creativity, participation, and experiential learning (Cheng & Tsui, 2020). Resource availability and professional development also influence teachers' ability to implement interactive and student-centered approaches (Chen et al., 2022; Moè et al., 2022). Teacher performance encompasses instructional competence, classroom management, assessment practices, and professional growth (Ardika et al., 2023). Subject specialization and strong academic preparation improve instructional quality and student engagement (Permatasari & Sujarwati, 2023; Safithri Armin, 2023). Institutional support, mentoring, collaborative practices, and access to facilities further contribute to better teacher performance (Cole & Chan, 2022; Toh, R.Q.E., Koh, K.K., Lua, J.K. et al. 2022). Continuous professional development and reflective teaching practices also sustain instructional excellence and improve learning outcomes (Darling-Hammond, 2000; Sanchez, 2018). Overall, literature demonstrates that attitudes influence teacher motivation, teaching styles shape classroom interaction, and performance reflects the integration of instructional competence, pedagogical approaches, and professional development.

1.3 Local, National, and Global Context of MAPEH Teachers' Instructional Effectiveness

Globally, quality education remains a central development agenda, with teacher competence identified as a major determinant of educational success (United Nations, 2015; OECD, 2019). International research emphasizes the importance of learner-centered pedagogies, professional development, and teacher self-efficacy in improving student outcomes (Darling-Hammond et al., 2017; Cai, Wang, Bi, & Tang, 2022). Nationally, the Philippine education system has strengthened teacher standards through the implementation of the PPST and RPMS frameworks, which promote

accountability, instructional quality, and professional growth (DepEd Order No. 42, s. 2017; DepEd Order No. 11, s. 2020). MAPEH instruction under the K to 12 Curriculum aims to develop learners holistically through arts, health, and physical education (DepEd, 2016). However, studies reveal persistent challenges involving inadequate specialization, resource limitations, and disparities in instructional preparation among MAPEH teachers (Samosir et al., 2022). Locally, public secondary schools in Northern Nueva Vizcaya face contextual challenges associated with large and mega large school settings, including class size, teaching preparation, and resource accessibility. These conditions may influence teachers' instructional attitudes, teaching approaches, and overall performance. The present study responds to these concerns by examining the predictors affecting MAPEH teachers in the specified locale.

1.4 Theoretical and Conceptual Basis of the Predictors of MAPEH Teachers' Attitudes, Teaching Styles, and Performance

This study is anchored on Ajzen's Theory of Planned Behavior (1991) and Grasha's Teaching Styles Theory (1996). The Theory of Planned Behavior explains that behavior is influenced by attitudes, subjective norms, and perceived behavioral control. In the context of MAPEH education, teachers' attitudes toward teaching, institutional support, and confidence in delivering instruction influence classroom practices and professional performance. The theory provides a framework for understanding how variables such as age, educational attainment, teaching experience, and professional training shape teachers' instructional attitudes and behaviors. Teachers with positive attitudes and strong perceived competence are more likely to adopt effective teaching strategies and demonstrate higher professional performance. Grasha's Teaching Styles Theory categorizes instructional approaches into formal authority, personal model, facilitator, delegator, and expert styles (Grasha, 1996). In MAPEH, learner-centered approaches such as facilitator and delegator styles are particularly appropriate because they promote active participation, collaboration, and experiential learning. The conceptual framework of the study identified teachers' profile variables, including age, sex, educational attainment, years of teaching experience, and training hours, as well as school profile variables such as class size, type of school, and teaching preparation, as predictors of teachers' attitudes, teaching styles, and performance measured through the 2024–2025 IPCRF. These frameworks collectively explain how demographic, professional, and contextual factors influence instructional effectiveness among MAPEH teachers.

1.5 Research Gaps and Rationale on the Predictors of MAPEH Teachers' Attitudes, Teaching Styles, and Performance

Existing studies have examined teacher attitudes, teaching styles, and instructional performance separately; however, comprehensive investigations exploring their combined relationships among MAPEH teachers remain limited. While literature highlights the effects of pedagogical approaches, teacher motivation, and professional competence on educational outcomes, few studies specifically focus on MAPEH educators whose instructional responsibilities involve diverse and interdisciplinary subject areas. Limited research also exists regarding how demographic characteristics, school-related factors, professional development, and institutional support collectively influence the attitudes, teaching styles, and performance of MAPEH teachers. Additionally, there is insufficient empirical evidence examining these relationships within large and mega large public secondary schools in Northern Nueva Vizcaya. This study addressed these gaps by determining the predictors of attitudes, teaching styles, and performance among MAPEH teachers. The findings aimed to provide evidence-based recommendations for improving teacher development programs, instructional practices, and policy implementation in MAPEH education.

1.6 Alignment of the Study on MAPEH Teachers with Relevant Sustainable Development Goals (SDGs)

This study aligns primarily with SDG 4 – Quality Education, which promotes inclusive, equitable, and quality education supported by competent and effective teachers (United Nations, 2015). By examining the predictors of MAPEH teachers' attitudes, teaching styles, and performance, the study contributes to improving instructional quality, teacher competence, and learner engagement. The study also relates to SDG 3 – Good Health and Well-Being because MAPEH education promotes physical fitness, health awareness, emotional wellness, and healthy lifestyles among students. Effective MAPEH instruction supports learners' physical and mental well-being through quality health and physical education programs. Additionally, the study supports SDG 8 – Decent Work and Economic Growth through professional development and teacher capacity-building initiatives that strengthen educational quality and workforce competence in the teaching profession.

1.7 Importance of the Study on MAPEH Teachers to Multidisciplinary Sustainability

The study contributes to educational sustainability by strengthening instructional quality, teacher effectiveness, and continuous professional development among MAPEH educators. Improved teaching practices support long-term educational development and learner achievement. It also contributes to socio-economic sustainability by enhancing teacher competence and supporting educational reforms that improve workforce readiness and professional growth within the education sector. Through quality MAPEH instruction, the study promotes community sustainability by encouraging physical wellness, creativity, collaboration, and health consciousness among learners. Furthermore, the study supports institutional and policy sustainability by providing evidence-based insights that may guide the Department of Education,

school administrators, and teacher training institutions in designing responsive teacher development programs and instructional policies for MAPEH education.

2. Material and methods

2.1 Research Design

This study utilized a descriptive correlational research design. The design was appropriate because it described the demographic and professional characteristics of MAPEH teachers, as well as their attitudes, teaching styles, and performance levels, while also examining the relationships among these variables. The correlational aspect of the design enabled the study to analyze how demographic factors, teacher attitudes, teaching styles, and performance interact and influence one another. Through this approach, the study identified significant associations and predictors relevant to educational practices and policy development.

2.2 Locale of the Study

The study was conducted in selected large and mega-large public secondary schools in the northern part of Nueva Vizcaya, Philippines. These schools included Nueva Vizcaya General Comprehensive High School, Solano High School, Bintawan National High School, Uddiawan National High School, Bagabag National High School, and Diadi National High School. The schools were purposively selected because they represented typical rural public schools where teachers from diverse demographic and school backgrounds teach MAPEH subjects. These schools provided a meaningful context for examining how personal and contextual factors contribute to the instructional practices and professional outcomes of MAPEH teachers. The locale enabled the study to generate insights that may support targeted interventions, policy development, and continuous professional development programs for effective MAPEH instruction in public secondary schools.

2.3 Respondents of the Study

The respondents of the study were MAPEH teachers from the selected public secondary schools in Northern Nueva Vizcaya. A total of 55 teachers participated in the study. All respondents had at least one year of teaching experience and were graduates of MAPEH or related degree programs such as Bachelor of Secondary Education major in MAPEH (BSEd-MAPEH) and Bachelor of Physical Education (BPEd). The respondents were selected because they were directly involved in teaching MAPEH subjects and possessed the qualifications relevant to the objectives of the study.

2.4 Sample and Sampling Procedure

The study employed total enumeration sampling. This method was used because the population of qualified MAPEH teachers in the selected schools was manageable and directly aligned with the objectives of the study. By including all qualified respondents, the study ensured complete coverage of the target population, minimized sampling error, and increased the reliability and accuracy of the findings. This sampling procedure also provided a more comprehensive understanding of the attitudes, teaching styles, and performance of MAPEH teachers in the identified schools.

2.5 Research Instrument

The study utilized an adapted questionnaire validated by five experts in education and measurement to ensure content accuracy, clarity, and relevance. A pilot test involving MAPEH teachers from the southern part of Nueva Vizcaya was conducted to determine reliability using Cronbach's Alpha. The Attitude Toward Teaching scale obtained a reliability coefficient of 0.968, while the Teaching Style scale obtained 0.922, indicating excellent reliability. Feedback from the pilot testing improved the wording of items and instructions. The questionnaire consisted of four parts. The first part gathered demographic and professional information such as age, gender, years of teaching experience, educational attainment, and training or seminar participation related to MAPEH. The second part measured teachers' attitudes using adapted items from the Teacher Attitude Inventory (TAI) developed by John J. Smock (1955). The adapted instrument included 15 items focusing on attitude toward the teaching profession, attitude toward students and learning, and attitude toward instruction and innovation. Responses were measured using a 4-point Likert scale ranging from Strongly Disagree to Strongly Agree. The third part examined teaching styles using a contextualized version of Grasha's Teaching Styles Theory (1996). The instrument assessed formal authority, personal model, facilitator, and delegator teaching styles using a 4-point scale ranging from Very Low to Very High. The fourth part evaluated teacher performance using the 2024–2025 Individual Performance Commitment and Review Form (IPCRF) based on Department of Education standards. Ethical considerations such as informed consent and confidentiality were strictly observed during data collection.

2.6 Data Gathering Procedure

The data gathering process began with planning and preparation to ensure ethical and systematic implementation. Formal letters requesting permission to conduct the study were submitted to the Department of Education through the Schools Division Office, district supervisors, and participating school principals. The letters explained the objectives, significance, and procedures of the study. After securing approval, the researcher coordinated with school representatives to schedule the administration of questionnaires while minimizing disruptions to instructional activities. The questionnaires were

personally administered, and clear instructions were provided to ensure accurate and complete responses. After data collection, the responses were reviewed for completeness and consistency. The collected data were encoded, organized, and prepared for statistical analysis. Confidentiality and anonymity of the respondents were strictly maintained, and only the researcher and authorized personnel had access to the data.

2.7 Data Analysis Techniques

The study employed descriptive and inferential statistical techniques to analyze the collected data. Statistical software such as SPSS was used to ensure accuracy and reliability of computations. Descriptive statistics including frequency, percentage, mean, and standard deviation were utilized to summarize respondents' demographic profiles, attitudes, teaching styles, and performance levels. Mean scores were interpreted to determine the levels of teachers' attitudes, teaching styles, and performance. Attitudes were categorized from very negative to very positive, while teaching styles ranged from very low to very high usage. Teacher performance was interpreted using the performance standards indicated in the 2024–2025 IPCRF, ranging from poor to outstanding. Inferential statistics were applied to examine the relationships among attitudes, teaching styles, and performance. Pearson-r correlation analysis determined the strength and direction of relationships among the variables. Regression analysis was also conducted to identify the predictors that significantly influenced the attitudes, teaching styles, and performance of MAPEH teachers. A significance level of $\alpha = 0.05$ was used in testing the hypotheses. The statistical analyses provided evidence-based insights regarding the factors influencing MAPEH teachers' instructional effectiveness. The findings were intended to guide professional development initiatives, instructional improvement programs, and policy formulation aimed at enhancing MAPEH education.

3. Results and Discussion

3.1 Profile and Instructional Characteristics of MAPEH Teachers

3.1.1 Demographic Profile of MAPEH Teachers

Most respondents were aged 30–39 years, followed by teachers aged 20–29 and 40–49 years, while only a few were aged 50 years and above. Female teachers comprised the majority of the respondents. Most teachers held bachelor's degrees, while a considerable number had master's degrees and only one had a doctorate degree. In terms of teaching experience, most respondents had more than 10 years of service, while the majority had attended 16 hours or more of relevant training. These findings align with studies indicating that Filipino teachers are predominantly young to middle-aged and female (Magtoto & Oropa, 2025; Bacus et al., 2024). The high number of teachers with graduate studies reflects the growing pursuit of professional advancement among educators (Alba & Gamozo, 2024). Extensive teaching experience and professional training suggest that respondents possessed substantial instructional exposure and professional competence, strengthening the credibility of their responses and supporting effective classroom practices.

3.1.2 School Profile of the Respondents

Most respondents handled classes with 40 or more learners and were assigned in mega-large schools. The majority managed one to two teaching preparations, while fewer teachers handled multiple preparations. The findings reflect the realities of public-school settings in the Philippines where large class sizes are common (Lumbre et al., 2023; Bacus et al., 2024). Large enrollments and heavy instructional demands may affect classroom management, individualized instruction, and teacher workload. However, the limited number of teaching preparations may have helped respondents maintain instructional organization and teaching quality despite the challenges associated with large classes.

3.2 Attitudes of MAPEH Teachers

3.2.1 Attitude Toward the Teaching Profession

The respondents demonstrated a very high attitude toward the teaching profession. Teachers strongly agreed that teaching is rewarding, socially meaningful, and a personal calling. They also expressed pride in being educators and remained enthusiastic despite professional challenges. These results support studies emphasizing teachers' dedication, intrinsic motivation, and commitment to service (Alemu, 2024; Magtoto & Oropa, 2025). Strong professional attitudes indicate high professional identity and resilience, which are associated with teacher retention, job satisfaction, and instructional effectiveness. Positive dispositions toward the profession also suggest strong adaptability despite demanding school conditions.

3.2.2 Attitude Toward Students and Learning

Teachers exhibited a very high attitude toward students and learning. Respondents believed that all learners could succeed, enjoyed helping students develop MAPEH-related skills, and considered motivating learners part of their professional responsibility. They also demonstrated patience, respect, and support toward students regardless of ability level. These findings reflect learner-centered teaching practices and strong professional care. Similar studies found that teachers who value student development demonstrate higher self-efficacy, creativity, and commitment to learning (Gamaza et al., 2025; Magtoto & Oropa, 2025). Positive attitudes toward students contribute to supportive classroom environments that encourage engagement, confidence, and academic growth.

3.2.3 Attitude Toward Instruction and Innovation

The respondents also demonstrated a very high attitude toward instruction and innovation. Teachers expressed willingness to use new teaching strategies, integrate technology, and pursue continuous professional development. They likewise believed that creative and varied instructional approaches improve learning. The findings indicate that teachers were adaptable and improvement-oriented. Previous studies similarly found that teachers value innovation, lifelong learning, and technology integration in education (Araromi & Salman, 2020; Yoshida et al., 2024; Nueva, 2019; Alba & Gamozo, 2024; Gamuza et al., 2025). Openness to instructional innovation enhances classroom engagement, teaching quality, and professional growth.

3.2.4 Overall Attitudes Toward Teaching

Overall, respondents demonstrated a very high attitude toward teaching across all dimensions, including the teaching profession, students and learning, and instruction and innovation. Responses were highly consistent, indicating strong professional commitment and openness to instructional development. These consistently positive attitudes reflect a workforce that is learner-centered, motivated, and innovation-oriented. Such qualities are linked to effective teaching, professional competence, and improved learning outcomes. The findings also reinforce the reliability of respondents' perspectives throughout the study.

3.3 Teaching Styles of MAPEH Teachers

3.3.1 Formal Authority Teaching Style

Respondents demonstrated a very high use of the formal authority teaching style. Teachers emphasized discipline, structured learning, classroom control, and adherence to routines and rules during instruction. Studies similarly report that formal authority is widely practiced among teachers, especially in large classroom settings (Lumbre et al., 2023; Aldajah et al., 2014; Ahmed et al., 2021). In MAPEH, maintaining structure and discipline is important for classroom management and learner safety, particularly in physical education and activity-based lessons.

3.3.2 Personal Model Teaching Style

The respondents also demonstrated a very high use of the personal model teaching style. Teachers regularly modeled expected behaviors, demonstrated proper techniques, participated actively in tasks, and provided examples to inspire students. These findings are consistent with studies describing the personal model approach as highly practiced among teachers (Aldajah, 2014; Shaari et al., 2013; Ghanizadeh & Jahedizadeh, 2016). Anchored on Bandura's Social Learning Theory, this style is highly relevant in MAPEH because learners develop skills through observation, imitation, and guided practice (Sim & Mohd Matore, 2022; Kahveci, 2023).

3.3.3 Facilitator Teaching Style

Teachers demonstrated a very high use of the facilitator teaching style. Respondents encouraged students to explore multiple solutions, set personal goals, engage in reflective learning, and assess their own progress. The findings support literature emphasizing the value of learner-centered and inquiry-based teaching approaches in MAPEH education (Yoshida et al., 2024; Ghanizadeh & Jahedizadeh, 2016; Sim & Mohd Matore, 2022). Facilitative teaching promotes autonomy, critical thinking, and active participation, all of which contribute to effective and meaningful learning experiences.

3.3.4 Delegator Teaching Style

The respondents likewise demonstrated a very high use of the delegator teaching style. Teachers promoted collaboration, peer instruction, learner leadership, and shared responsibilities during classroom activities. The results align with studies identifying delegator style as a key component of student-centered learning (Saifullizam et al., 2024; Ariola et al., 2025; Gumaod et al., 2022). This approach supports cooperative learning, learner independence, and participatory instruction, which are essential in MAPEH activities requiring teamwork and collaborative engagement.

3.3.5 Overall Teaching Styles of MAPEH Teachers

Overall, respondents demonstrated a very high level of competency across all teaching styles. The personal model and facilitator styles obtained the highest means, while delegator style obtained the lowest, though still described as very high. The findings suggest that teachers effectively combine structure, modeling, facilitation, and learner autonomy in instruction. This balanced use of teaching styles reflects adaptive teaching practices that address diverse learner needs and improve classroom engagement and instructional effectiveness.

3.4 Teaching Performance of MAPEH Teachers

3.4.1 Level of Teaching Performance

Most respondents obtained Outstanding ratings in the 2024–2025 IPCRF, while the remaining teachers achieved Very Satisfactory ratings. A large proportion of teachers attained ratings within the higher Outstanding range. These findings align with studies reporting high teaching performance among public-school teachers in the Philippines (Ariola et al., 2025). The high performance ratings may be associated with the respondents' strong professional attitudes, learner-centered

practices, and varied teaching styles, which collectively contribute to effective instruction and quality educational outcomes.

3.5 Relationship Between Variables

3.5.1 Relationship Between Attitudes and Teaching Styles

The results revealed significant positive relationships between teachers' attitudes and teaching styles. Attitude toward the teaching profession was positively associated with formal authority, delegator, and overall teaching style. Attitude toward students and learning significantly correlated with personal model, facilitator, delegator, and overall teaching styles. Attitude toward instruction and innovation showed low to moderate positive relationships with all teaching styles, particularly facilitator and overall teaching style. These findings support studies emphasizing that teacher attitudes influence instructional approaches and classroom behavior (Alemu, 2024; Ahmed et al., 2021; Aldajah et al., 2014; Ghanizadeh & Jahedizadeh, 2016). Teachers who value innovation and learner-centered instruction are more likely to employ facilitative and collaborative teaching approaches. Positive professional attitudes therefore contribute to more adaptive and effective instructional practices.

3.5.2 Relationship Between Attitudes and Teaching Performance

The study found no significant relationship between attitudes toward teaching and teaching performance. All Pearson *r* values were very low, and all *p*-values exceeded the 0.05 level of significance. The findings align with studies indicating that work attitudes and organizational commitment do not always directly influence job performance (Magtoltol & Oropa, 2025). The consistently high IPCRF ratings among respondents may have contributed to a ceiling effect, limiting the variability needed to detect significant relationships. Although positive attitudes support motivation and engagement, actual performance may depend more on contextual and practical teaching factors.

3.5.3 Relationship Between Teaching Styles and Teaching Performance

Results indicated no significant relationship between teaching styles and teaching performance. None of the teaching styles showed significant correlations with IPCRF ratings. These findings partially contradict previous studies suggesting that facilitator and delegator styles improve teaching effectiveness and learner engagement (Lumbre, 2023; Ghanizadeh & Jahedizadeh, 2016; Sim & Mohd Matore, 2022). However, the results support research indicating that teaching competencies and styles do not always directly predict formal performance ratings (Hassanodin & Arazo, 2024). Teaching effectiveness may therefore result from broader contextual and institutional factors beyond instructional style alone.

3.6 Predictors of Attitudes, Teaching Styles, and Performance

3.6.1 Predictors of Attitudes Toward Teaching

Regression analysis revealed that demographic and contextual variables such as sex, educational attainment, teaching experience, training, type of school, class size, and teaching preparation did not significantly predict attitudes toward teaching. Only the constant remained significant, indicating consistently high attitudes regardless of profile characteristics. The findings support studies reporting that demographic variables often do not significantly influence teacher attitudes (Alemu, 2024; Batuigas, 2022; Magtoltol & Oropa, 2025). Positive professional attitudes may instead be shaped more strongly by intrinsic motivation, professional identity, and personal commitment than by demographic or contextual factors.

3.6.2 Predictors of Teaching Styles

The analysis showed that teachers aged 40–49 years demonstrated significantly lower levels of the measured teaching styles compared to younger teachers aged 20–29 years. Other demographic and contextual variables did not significantly predict teaching styles. These findings suggest that age may influence teaching practices and willingness to adopt varied instructional approaches. Studies indicate that younger teachers tend to demonstrate higher motivation and openness to innovative teaching methods, while older teachers may rely more on traditional practices (Ariola et al., 2025; Yoshida et al., 2024; Sim & Mohd Matore, 2022). However, other studies report positive effects of experience and professional development on teaching practices (Gamuza et al., 2025; Batuigas et al., 2022).

3.6.3 Predictors of Teaching Performance

The regression analysis showed that teachers aged 40–49 years and 50 years and above tended to demonstrate lower teaching performance compared to teachers aged 20–29 years. Other demographic and contextual variables did not significantly predict performance. These findings support studies identifying age as a significant predictor of teaching performance (Alba & Gamozo, 2024; Gamuza et al., 2025). The lower performance among older teachers may be associated with workload pressures, burnout, or institutional challenges. However, the lack of significant effects from educational attainment, training, and experience contradicts previous studies suggesting that professional development and advanced education improve teaching performance (Batuigas et al., 2022). Overall, teaching performance remained consistently high regardless of most demographic and contextual factors.

4. Conclusion & Recommendations

The study concluded that MAPEH teachers demonstrated highly positive attitudes toward the teaching profession, learners, and instructional innovation, reflecting professionalism, commitment, and reflective teaching practices. Respondents consistently exhibited high competence across various teaching styles and generally achieved outstanding teaching performance based on IPCRF ratings. Positive attitudes significantly influenced the adoption of diverse and effective teaching styles, particularly learner-centered and innovative approaches. However, attitudes and teaching styles did not significantly influence teaching performance, suggesting that performance ratings may depend more on administrative and contextual factors than on instructional dispositions alone. Furthermore, demographic variables generally did not predict teachers' attitudes, although age was found to influence teaching style application, particularly among mid-career teachers. Overall, the findings indicated that MAPEH teachers possessed strong professional competence and positive instructional dispositions despite limited measurable differences in performance outcomes.

Teachers are encouraged to sustain positive professional attitudes through continuous reflection, professional development, and the use of research-based and technology-supported teaching strategies. Mid-career teachers may benefit from mentoring, wellness support, and workload management programs to maintain effective instructional practices. Students are encouraged to actively participate in MAPEH activities and collaborate positively with peers and teachers. School administrators and teacher training institutions may strengthen professional development programs, classroom pedagogy, and instructional innovation while ensuring balanced workloads and adequate learning resources. The Department of Education may further review the IPCRF system to ensure that performance ratings accurately reflect instructional effectiveness and classroom practices. Future researchers may conduct similar studies in other contexts and explore additional factors such as burnout, motivation, leadership, and school climate to further explain teaching effectiveness and performance.

The study was limited to 55 MAPEH teachers from selected large and mega-large public secondary schools in the northern part of Nueva Vizcaya, which may affect the generalizability of the findings to other educational settings. The study focused only on selected demographic and contextual variables and did not include factors such as motivation, burnout, school climate, leadership style, and resource availability. In addition, the use of a descriptive-correlational design limited the ability to establish causal relationships among attitudes, teaching styles, and performance. The reliance on IPCRF ratings as the primary measure of teaching performance may also not fully capture actual classroom effectiveness and instructional quality.

Compliance with ethical standards

The study strictly observed ethical considerations throughout the research process. Formal permission to conduct the study was obtained from the Department of Education through the Schools Division Office, district supervisors, and participating school principals. The objectives, significance, and procedures of the study were clearly explained prior to data collection. Confidentiality and anonymity of the respondents were maintained, and access to the collected data was limited only to the researchers and authorized personnel. Informed consent was also secured from all participants during the administration of the questionnaires.

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