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## **Efficacy of MAPEH Subject in Developing Students Social, Emotional and Kinesthetic Intelligences**

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### **ABSTRACT**

*It was the purpose of the study to look into the influence of MAPEH to the social and emotional intelligences of Sibugon Integrated High School students in Lopez Jaena, Misamis Occidental during the school year 2024-2025. The quantitative method utilizing correlation research design will be used in the study. The quantitative design involved descriptive-correlational data analysis. Adapted questionnaires were employed in the collection of data. The data were analyzed and interpreted using the weighted arithmetic mean, and Spearman rho correlation for the statistical tests of inference.*

*The participants considered MAPEH as very effective. The participants have an average level of social and emotional intelligences; and very high level of kinesthetic intelligence. There was a significant relationship between the efficacy of MAPEH and the social, emotional, and kinesthetic intelligences of the students.*

*Participants highly value MAPEH as a valuable tool for fostering various intelligences and skills in students. They have moderate social skills, emotional management, and strong aptitude for physical coordination, movement, and hands-on learning. Effective MAPEH instruction enhances social skills, emotional understanding, and motor skills development. It is a valuable addition to educational curricula for developing well-rounded individuals.*

*Teachers can incorporate activities like group performances, collaborative projects, and peer feedback sessions to promote interaction and emotional expression. Schools should prioritize music education programs for holistic child development, recognizing its effectiveness in enhancing overall intelligence. Further research is needed to tailor music education to support emotional and social growth.*

**KEYWORDS:** *Efficacy, Music Arts, Physical Education and Health, Social, Emotional, Kinesthetic, Intelligences*

### **INTRODUCTION**

High school Music, Arts, Physical Education and Health (MAPEH) instruction is essential for developing kids' social and emotional intelligence. The incorporation of music into academic curricula creates an atmosphere in which children can learn critical abilities including empathy, self-expression, communication, and teamwork. Teamwork and camaraderie are fostered in students through musical activities such as ensemble work and group performances, which teach them to collaborate towards a common objective. Additionally, music education gives children a forum to communicate and explore their feelings, which promotes a greater sense of self-awareness and emotional control. Through musical

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engagement, high school kids might cultivate a profound comprehension of both themselves and others, ultimately augmenting their general social and emotional welfare.

Many educators embrace social and emotional learning (SEL) for teaching coping skills (Petillo & Rizzuto) [1]. MAPEH is a crucial component of education that fosters holistic development in students. This interdisciplinary subject promotes creativity, physical fitness, and overall well-being. Recent trends in education have highlighted the importance of MAPEH in cultivating well-rounded individuals and addressing a mental health issues among students. Music and arts education within MAPEH enhance cognitive functions such as memory, language skills, creativity, and academic performance in subjects like math and language arts (de Guzman & Luzadas) [2]. MAPEH teachers are uniquely positioned to help students become more socially and emotionally competent while simultaneously developing the skills outlined in the general music curriculum. Many general music program activities reinforce and help students understand the concepts of self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. Activities such as improvisation, ensemble playing and singing, and defining emotions with music can be used to develop social and emotional learning skills in the general music classroom (Varner et al.) [3]. Developing emotional skills is one of the challenges that concern teachers and researchers in education, since these skills promote well-being and enhance cognitive performance (Munoz & Mas) [4]. Music is an excellent tool with which to express emotions and for this reason music education should play a role in individuals' emotional development. The results from the selected studies show that music has multiple benefits for the development of certain aspects of emotional skills and positive implications for education.

The examination of related literature and studies conducted by the researcher revealed that there are quite a lot of researches pertaining to social and emotional intelligence but very few on the impact of music education teaching on the students' social and emotional intelligences. These researches analyzed their data using quantitative research design either descriptive-correlation or descriptive-comparative. However, very few of these studies used pure qualitative research design in analyzing the gathered data. Specifically, the researcher found no quantitative-qualitative research or mixed method was conducted on the research locale where the study on the impact of MAPEH teaching on the students' social and emotional intelligences were investigated.

It is then the intention of the current researcher to undertake this quantitative-qualitative study on the impact of music education teaching on the students' social and emotional intelligences.

It was the purpose of the study to look into the efficacy of MAPEH influence of music education to the social, emotional and kinesthetic intelligences of Sibugon Integrated High School students in Lopez Jaena, Misamis Occidental during the school year 2024-2025.

Specifically, the study endeavors to answer the following questions:

1. What is the efficacy of the participants on MAPEH subject?
2. What is the level of the participants' social intelligences?
3. What is the level of the participants' emotional intelligences?
4. What is the level of the participants' kinesthetic intelligences?
5. Is there a significant relationship between the efficacy of the participants in MAPEH subject and their level of social intelligence?

6. Is there a significant relationship between the efficacy of the participants in MAPEH subject and their level of emotional intelligence?
7. Is there a significant relationship between the efficacy of the participants in MAPEH subject and their level of kinesthetic intelligence?

## RESULTS AND DISCUSSIONS

### Efficacy of the Participants on MAPEH

Table 1 shows the efficacy of MAPEH as perceived by the students. The overall mean of 4.42 suggests that most of the students perceived very high level of efficacy of MAPEH. Among the perceptions, it appeared that the highest mean of 4.60 is attributed to the statement, “Equips students to be creative”. The students claimed that MAPEH encourage them to become creative. MAPEH fosters creativity, allowing students to express themselves artistically, which is viewed as essential for personal growth.

MAPEH encourages students to explore different avenues of expression. Engagement with music allows students to interpret and communicate emotions uniquely through sound (Echoes of Creativity: Nurturing Imagination Through MAPEH) [5]. By learning to play an instrument or sing, they translate their feelings and stories into musical compositions, creating a dynamic platform for self-expression (Quality MAPEH Nurtures Creativity in Youth) [6]. This process of artistic expression not only enhances their creativity but also empowers students to articulate their thoughts in ways that words may fail to capture.

Another noteworthy perception pointed to the statement that MAPEH advances achievement with a mean of 4.60. The students feel that participation in music leads to improved academic performance, possibly due to cognitive boosts experienced from music training. Research indicates that MAPEH enhances cognitive abilities critical for academic success. For instance, a study found that students involved in music programs had higher GPAs and better performances in subjects like math and reading compared to their peers who did not participate in MAPEH (Brown et al.) [7]. Music training fosters skills such as discipline, focus, and memory, which are essential for learning. Furthermore, cognitive flexibility is another aspect bolstered by MAPEH; studies suggest that students who engage in MAPEH develop better concentration and flexible thinking, which are valuable in academic settings.

Students believe that MAPEH enhances their abilities in reading and language arts. MAPEH has been observed to play a significant role in enhancing students' abilities in reading and language arts. Research indicates that engaging in music training correlates positively with improvements in literacy-related language skills, such as phonological awareness and vocabulary growth (Korbey) [8]. This correlation arises from the shared cognitive processes involved in both music and language learning, thereby providing learners with essential skills that facilitate reading comprehension and overall language proficiency (Gordon et al.) [9].

Table 1

#### *Perceptions of the Efficacy of MAPEH*

Statements	Means	Interpretation
1. Enhances fine motor skills	4.52	Very Effective
2. Prepares the brain for achievement	4.21	Very Effective
3. Fosters superior working memory	4.30	Very Effective

4. Cultivates better thinking skills	4.10	Effective
5. Improves recall and retention of verbal information	4.45	Very Effective
6. Advances achievement	4.60	Very Effective
7. Boosts reading and language arts skills	4.55	Very Effective
8. Improves performance or scores	4.31	Very Effective
9. Sharpens student attentiveness	4.50	Very Effective
10. Strengthens perseverance	4.24	Very Effective
11. Equips students to be creative	4.60	Very Effective
12. Supports better study habits and self-esteem	4.42	Very Effective
Overall Mean	4.40	Very Effective

#### Participants' Social, Emotional and Kinesthetic Intelligences

Table 2 reflects the social, emotional and kinesthetic intelligences of the students. The table shows an overall mean of 3.34 which was described as average level of social intelligence. This indicates that the students possess a moderate ability to understand and manage interpersonal relationships and social situations effectively. The students demonstrate strengths in understanding emotions and social cues but may face challenges in interpersonal relationships and communication. The contrast between high and low means highlights a potential gap between perceived social skills and actual social interactions.

Uncertainty in social situations is common among students with average or poor social intelligence. This uncertainty stems from their inability to read social cues accurately and their lack of confidence in navigating unfamiliar environments (Mejis et al.) [10]. When faced with new peers or social settings, they may become anxious or overwhelmed, unsure of how to present themselves or respond appropriately. This anxiety can inhibit their ability to engage smoothly in conversations, making it difficult to establish rapport or find common ground with others.

Research has shown that social intelligence encompasses skills that enable individuals to understand social dynamics and adapt their behavior accordingly (Mejis et al.) [10]. Thus, students lacking these skills may feel lost and unsure of how to interact, leading to self-doubt and additional social withdrawal. Their apprehension stems from a fear of misjudging social signals or making social faux pas, which can reinforce a cycle of avoidance in social situations.

Students with average social intelligence often struggle to connect with their peers effectively. This difficulty can arise from a lack of essential social skills, such as understanding social cues, empathizing with others, or engaging in cooperative behaviors. Such individuals may find it challenging to initiate conversations and maintain friendships. They may also have trouble interpreting the emotions and intentions of those around them, leading to misunderstandings and conflicts. Consequently, their ability to form and sustain meaningful relationships is compromised, resulting in feelings of isolation or loneliness. Moreover, students with low social intelligence may exhibit negative behaviors, such as aggression or exclusion, as they may not recognize the impact of their actions on others. These adverse behavior patterns can further alienate them from their peers, exacerbating their difficulties in social interaction (Mejis et al.) [10].

In terms of emotional intelligence, the overall mean of 2.97 suggests that most of the students have an average level. This implies that most of them have an average level of emotional awareness and regulation. Gratitude fosters a culture of empathy and understanding, which enhances social interactions and strengthens interpersonal relationships (Guest) [11]. By expressing appreciation, individuals not only acknowledge the contributions of others but also reinforce communication and mutual respect within their environments (Szcześniak et al.) [12]. This positive feedback loop promotes a supportive community, which is beneficial in both personal and professional domains.

This could also mean that most of the participants have an average level of flexibility, and adaptability. By exhibiting flexibility, they not only foster innovation but also create an environment conducive to collaborative growth (Ung) [13]. Embracing change is often an indicator of emotional maturity, signifying a heightened awareness of both personal and collective needs in a constantly evolving world.

In the same table, it can be noted that the level of kinesthetic intelligence of the students were very high. This is shown in the overall mean of 4.42. The students have very high level of intelligence in terms of engaging in various physical activities emphasizing the importance of interactive experiences, thereby making education more engaging and impactful for kinesthetic learners.

Active lifestyles often involve routine participation in sports, dancing, or other physical pursuits that promote movement. This lifestyle not only enhances physical fitness but also contributes to cognitive functions, as physical activity is associated with improved concentration and learning capabilities (Major) [14]. Additionally, students who prioritize an active lifestyle may benefit from increased energy levels and mood enhancement, which are crucial for effective learning environments.

The statement "I enjoy outdoor games and sports" with a weighted mean of 4.70 illustrates the inclination of students with high kinesthetic intelligence to engage in physical activities that require coordination and teamwork. Participation in outdoor games often fosters social skills, discipline, and a sense of competition, contributing to personal and academic growth (Everything You Need to Know About Bodily-Kinesthetic Intelligence) [15]. Such students find joy and motivation in sports, which not only serve as an outlet for physical expression but also enhance their problem-solving skills and ability to think on their feet.

Table 2

*Social, Emotional and Kinesthetic Intelligences of the Students*

		Intelligences	Overall Means	Interpretation
Social			3.34	Average
Emotional			2.97	Average
Kinesthetic			4.42	Very High
Grand Mean			3.58	High
5	4.21 – 5.00	Strongly Agree (SA)	Very High (VH)	
4	3.41 – 4.20	Agree (A)	High (H)	
3	2.61 – 3.40	Fairly Agree (FA)	Average (A)	
2	1.81 – 2.60	Disagree (D)	Poor (P)	
1	1.00 – 1.80	Strongly Disagree (SD)	Very Poor (VP)	

Tests for Significant Relationship Between the MAPEH Efficacy of the Participants and Their Level of Social, Emotional and Kinesthetic Intelligences

Table 3

*Tests for Significant Relationship Between the MAPEH Efficacy of the Participants and Their Level of Social Intelligences*

Variables	Spearman Rho correlation values	p-value	Decisions
Music Efficacy and:			
Social Intelligence	0.65	0.001	Significant
Emotional Intelligence	0.72	0.0005	Significant
Kinesthetic Intelligence	0.50	0.02	Significant

Ho: There is no significant relationship between the MAPEH efficacy of the participants and their social, emotional and kinesthetic intelligence.

The correlation coefficient of 0.65 indicates a strong positive relationship between MAPEH efficacy and social intelligence. This suggests that higher levels of music efficacy are associated with improved social intelligence in individuals. The p-value of 0.001 signifies that this result is highly statistically significant, implying there is only a 0.1% probability of observing such a correlation due to random chance. This strong evidence allows researchers to confidently assert that fostering music efficacy can enhance social intelligence, which may involve skills such as empathy, emotional understanding, and interpersonal communication.

For emotional intelligence, the correlation coefficient is even higher at 0.72, indicating a moderately strong to strong positive relationship with MAPEH efficacy. This suggests that individuals who demonstrate greater efficacy in music tend to have enhanced emotional intelligence, which encompasses the abilities to recognize, understand, and manage emotions effectively. The p-value of 0.0005 reinforces the statistical significance of this finding, showing a less than 0.05% chance of this result occurring randomly. Consequently, this data emphasizes the potential of MAPEH and activities in promoting emotional awareness and regulation, which are critical components of emotional intelligence.

The correlation coefficient between MAPEH efficacy and kinesthetic intelligence is 0.50, indicating a moderate positive relationship. This suggests that those with higher music efficacy may also possess greater kinesthetic intelligence, which involves the ability to use one's body effectively for self-expression or physical tasks. The p-value of 0.02 points to statistical significance, reinforcing the idea that the connection between these two variables is meaningful and not due to chance. This connection could imply that engaging in musical activities, which often require physical movements and coordination, may enhance individuals' kinesthetic abilities.

## CONCLUSIONS AND RECOMMENDATIONS

MAPEH is perceived as highly effective by participants, indicating its potential as a valuable tool for fostering various intelligences and skills in students. The positive reception suggests that music programs can be an integral part of educational curricula aimed at developing a well-rounded individual. The participants possess a moderate ability to understand and

navigate social situations and a balanced capacity to interact effectively with others. The participants have a typical ability to recognize, understand, and manage their own emotion as well as those of others. The participants have a strong aptitude for physical coordination, movement, and hands-on learning excelling in activities which require bodily awareness. The effective MAPEH instruction positively influences students' ability to interact and communicate well with others, enhancing their social skills. A well-delivered MAPEH program contributes to students' capacity to understand and manage their emotions effectively. When MAPEH is taught effectively, it enhances students' physical coordination and bodily-kinesthetic abilities, supporting their overall motor skills development.

Students to cultivate their knowledge and insights on vital life skills, build emotional intelligence and resilience, cultivate a respect for different culture and strengthen their sense of self-worth and interpersonal relationships. To address the average levels of social and emotional intelligence observed among participants, it is advisable that teachers may incorporate activities in MAPEH that specifically target these competencies. Strategies may include group performances, collaborative projects, and peer feedback sessions to promote interaction and emotional expression. Policymakers and educators to consider music as a vital component of curricula aimed at holistic child development, potentially leading to enhanced interpersonal skills, emotional capabilities, and physical coordination in students. Schools and educational institutions may prioritize and invest in MAPEH programs, recognizing its effectiveness in enhancing students' overall intelligence. Implementing comprehensive music curricula could lead to improved engagement and learning outcomes across various subjects. Further research should be conducted to explore the specific ways in which music instruction influences social and emotional development. This could lead to a more tailored approach in MAPEH that not only enhances kinesthetic skills but also effectively supports the emotional and social growth of students.

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