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## Integrating "Super Skills" in the Teaching of MAPEH in the Selected Secondary Schools in the Division of Parañaque

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### Abstract

**Aim:** This study examined the integration of super skills by secondary school teachers in the teaching of Music, Arts, Physical Education, and Health (MAPEH).

**Methodology:** This study used a descriptive design using a structured survey questionnaire. The study was conducted in District 7 and District 8 in the Division of Parañaque among 91 Junior High School teachers. Data were analyzed using descriptive statistics.

**Results:** The JHS MAPEH teachers observed integrating the four super skills in the teaching of MAPEH to students. These are critical thinking skills ( $\bar{X}=4.07$ ), collaboration skills ( $\bar{X}=4.02$ ), communication skills ( $\bar{X}=4.06$ ), and creativity and innovation skills ( $\bar{X}=4.05$ ).

**Conclusion:** MAPEH teachers have a big part in helping students develop extraordinary abilities including critical thinking skills, collaboration skills, communication skills, and creativity and innovation skills. By employing techniques such as collaborative projects, fitness goal setting, constructive criticism, and group assignments, students can improve essential life skills like teamwork, communication, and cooperation. Gaining these super skills helps students grow holistically and sets them up for success in the classroom and the workplace in the future.

**Keywords:** super skills, critical thinking, collaboration, communication, creativity and innovation

### INTRODUCTION

Teachers' competence plays a crucial role in upholding the highest basic education standards. To adapt to the dynamic shifts in the teaching-learning process, including methodologies, approaches, and strategies, teachers must commit to ongoing self-improvement. Their role extends beyond mere knowledge transfer, encompassing the gradual development of learners' communication, thinking, and problem-solving skills.

The 21st-century education paradigm represents a global shift in educational systems, departing from traditional approaches. Acknowledging the evolving needs and interests of today's learners, 21st-century teaching-learning frameworks respond to the demands of the contemporary world of work and lifestyle. Technological advancements and the information revolution, fueled by the internet and digital platforms, distinguish today's educational landscape from the past decade (Driscoll, n.d.).

The K to 12 Philippine Basic Education Curriculum Framework aims to produce holistically developed Filipino graduates equipped with 21st Century Skills. Among these skills, the Learning and Innovation skills, commonly known as the 4Cs - Communication, Collaboration, Critical Thinking, and Creativity are highlighted in the framework (Cruz, 2017).

The characteristics of today's students are transforming, as they are destined to become future workers, leaders, and citizens. These students require 21st-century learning opportunities to prepare for upcoming challenges. Beyond classroom walls, learning unfolds in a world filled with diverse experiences and information. Students must communicate effectively, collaborate as a team, think critically to make informed decisions, and demonstrate creativity in tackling tasks innovatively. These skills empower learners to succeed in daily tasks and cultivate a mindset of lifelong learning (Jones, n.d.).



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The pertinent questions arise: Are today's educators equipped to teach these essential skills? Do public schools have Learning and Development Programs in place to prepare educators for this task? The Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, emphasizes the initiation of regular professional development programs throughout the school year to ensure the continuous improvement of teacher skills (Republic of the Philippines, 2013).

The world is truly changing in many areas of life, such as technology, industries, occupations, and education. With this change, learners must be prepared for work and life. To succeed and survive in the twenty-first century, learners need to acquire skills and knowledge-driven by global forces, including new technologies, economic issues, migration, competition, and environmental and political challenges (Scott, 2015).

Employers have observed that newly hired graduates lack skills in the workplace (Bialik & Fadel, 2015). Although learners acquire information, they must also learn how to use the information they have to truly gain expertise. Lewin and McNicol (2015) argue that due to the growing impact of globalization and the knowledge society, new skills are essential for success in the workplace. The one-size-fits-all workplace of the 20th century was enjoyed by workers then and fulfilled the needs of a family. However, towards the end of this era, the idea no longer served its purpose because there was a "mismatch" with the needs of the diverse workforce.

The World Economic Reform (2018) reports that nearly 50% of the companies surveyed expect that by 2022, the full-time workforce will be reduced due to automation. Thirty-eight percent of the businesses surveyed expect that new productivity-enhancing roles will be needed, and 25% believe that new jobs will be created due to automation. Companies intend to expand their use of task-specialized contractors and to engage workers in a more flexible manner, such as remote staffing beyond physical offices and decentralization of operations. Employers surveyed expect that by 2022, there will be a significant shift in the skills needed to perform most jobs, brought about by new technologies and the emerging division between workers and machines. The global average skills stability or proportion of current core skills required to perform a job is expected to be about 58%; therefore, a 42% average change in required workforce skills is imminent from 2018 to 2022. At least 54% of employees must undergo reskilling or upskilling. In 2022, analytical thinking, innovation, active learning, and learning strategies continue to grow in importance. Although employees' ability to effectively use new technologies is pertinent, it is not the whole demand. Skills such as creativity, originality, initiative, critical thinking, persuasion, and negotiation are expected to gain more importance. In addition, businesses expect employees to possess skills such as attention to detail, resilience, flexibility, and complex problem-solving. Employers will continue to seek workers with emotional intelligence, leadership, and social influence, as well as service orientation.

The 21st-century teachers should be able to equip students with super skills – critical thinking, collaboration, communication, creativity, and innovation. The integration of these super skills in the teaching of specific subjects such as Music, Arts, Physical Education, and Health needs to be explored.

## Objectives

The study explored the integration of super skills by secondary school teachers in the teaching of MAPEH.

It specifically answered the following questions:

1. To what extent do teachers integrate the following super skills:
  - a. critical thinking;
  - b. collaboration;
  - c. communication; and
  - d. creativity and innovation skills?
2. From the results of the study, what recommendations may be proposed?

## METHODS

### Research Design

This study employed a descriptive research design, which, according to Fox & Bayat, as cited in Dudovskiy (2022), is aimed at shedding light on current issues or problems through a process of data collection that enables a more complete description of the situation. In its popular format, descriptive research is used to describe the characteristics and/or behavior of the sample population. It is an effective method for obtaining information that can be used to develop hypotheses and propose associations. This study specifically described the integration of super skills such as critical thinking skills, collaboration skills, communication skills, and creativity and innovation skills by secondary school teachers in the teaching of MAPEH.



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## Population and Sampling

The population of the study consists of MAPEH teachers in secondary schools within the Division of Parañaque. The sample includes MAPEH teachers from two districts, specifically District 7 and District 8, encompassing a total of 8 public secondary schools. These are Baclaran National High School, PNHS-Parañaque National High School, Tambo National High School, Don Galo National High School, La Huerta National High School, Parañaque National High School, Sto. Niño National High School, Parañaque Science High School. A complete enumeration of MAPEH teachers in the selected schools resulted in a study comprising 91 junior high school teachers.

## Instrument

The primary instrument used in this study was adapted from Ravitz (2014), specifically from the survey titled "Measuring 21st Century Teaching and Learning: West Virginia 21st Century Teaching and Learning Survey [WVDE-CIS-28]." The research instrument encompassed categories such as Super Skills, Self-Direction Skills, Global Connections, Local Connections, and Using Technology as a Tool for Learning. To align with the context of teaching MAPEH to high school students, the survey questionnaire underwent modifications. The validation of the survey questionnaire was conducted by experts in the field of MAPEH.

## Data Collection

The researcher sought approval from the school division Superintendent and coordinated with the Principals of each secondary school. Upon approval, the researcher set a schedule to distribute the survey questionnaire to the respondents. One teacher coordinator was assigned per school and was requested to collect the answered questionnaires from the teacher respondents. After three weeks, the researcher collected the completed questionnaires.

## Treatment of Data

The 5-point Likert scale was utilized for rating the responses in the survey questionnaire. "Extremely observed" was rated 5, "Observed" was rated 4, "Moderately observed" was rated 3, "Slightly observed" was rated 2, and "Not observed" was rated 1. Meanwhile, descriptive statistics, specifically the weighted mean, were employed in the analysis and interpretation of data. The range of mean values and descriptive interpretation are as follows: 4.51-5.00 (Extremely observed), 3.51-4.50 (Observed), 2.51-3.50 (Moderately observed), 1.51-2.50 (Slightly observed), and 1.00-1.50 (Not observed).

## Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study. The researcher assured that the respondents' consent was considered for their inclusion in the study. Furthermore, teachers' participation in the study did not have a bearing on their class performance. Within the scope of the study, the researcher assured that there was negligible or minimal risk in the participation of the respondents in the research study. The respondents were free to skip specific questions if they felt discomfort or inconvenience or if they believed they did not have the proper authority to answer such questions during the interview. Additionally, the respondents were not given incentives or monetary compensation for their participation in the study.

## RESULTS and DISCUSSION

### Integration of super skills in the teaching of MAPEH

**Critical Thinking Skills.** Critical thinking, at its core, involves actively and objectively evaluating information, concepts, or situations to form well-reasoned judgments or conclusions. It goes beyond the passive acceptance of facts and encourages individuals to question assumptions, examine evidence, and consider alternative perspectives before arriving at conclusions. This skill is not limited to any specific field; rather, it is a cognitive ability that transcends disciplines, allowing individuals to make sense of the ever-expanding sea of information (Nji, 2023). Critical thinking is the art of thinking about thinking in an intellectually disciplined manner; it analyzes thinking, assesses thinking, and improves thinking (Paul, 2005). Effective critical thinkers will first analyze why someone thinks the way they do, evaluate quality and reliability, and use that evidence to inform their judgment.



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In the teaching of MAPEH, the role of a MAPEH teacher extends beyond traditional pedagogical limits. In today's 21st-century classroom, teachers must possess a unique set of skills that not only engage and inspire students but also foster holistic development. 85624

As shown in Table 1, critical thinking skills are generally observed by secondary school teachers, as reflected by the average mean of 4.07. This means that secondary school teachers have a notable presence in developing critical thinking skills among their students. Teachers observed effective teaching methods that promote critical thinking skills among high school students. Likewise, the current curriculum is successfully incorporating elements that promote critical thinking among students. Also, leveraging student engagement in classroom activities contributes to the development of critical thinking skills. According to Woollet (2023), critical thinking skills support students in making better decisions about their lives. One of the main roles of a teacher is to help prepare students for their futures. Critical thinking and the inevitable outcome of mastering that skill mean we can trust that our students have everything they need to make informed decisions. This means that when students face challenging situations and adversity, they are equipped with the tools needed to overcome them.

More specifically, MAPEH teachers observed the practice of developing persuasive arguments for the importance of music, arts, and physical education, using evidence from studies and real-world examples to advocate for students' overall well-being ( $\bar{X}=4.57$ ). This suggests that MAPEH teachers are keenly engaged in advocating for the importance of MAPEH in students' holistic development. The teachers are effectively communicating the significance of music, arts, and physical education in the overall well-being of students. They were able to demonstrate the relevance of these subject areas in creating a positive impact on student's health and academic success.

Table 1  
 Integration of critical thinking skills in the teaching of MAPEH

Critical Thinking Skills	Weighted Mean $\bar{X}$	Descriptive Interpretation
1. MAPEH teachers compare information from various sources, including research studies, fitness guidelines, and educational resources, to enhance lesson plans and ensure a well-rounded approach.	3.98	Observed
2. MAPEH teachers conclude by analyzing students' performance data, fitness assessments, and participation records to assess overall physical education and health development.	3.75	Observed
3. MAPEH teachers summarize lessons and create interpretations based on students' understanding of music, arts and health concepts, fitness principles, and sports skills.	4.00	Observed
4. MAPEH teachers analyze different perspectives on incorporating music, arts, and physical activity into the curriculum, weighing the benefits and addressing potential challenges.	4.01	Observed
5. MAPEH teachers develop persuasive arguments for the importance of music arts and physical education, using evidence from studies and real-world examples to advocate for students' overall well-being.	4.57	Observed
6. MAPEH teachers tackle complex problems, such as adapting activities for diverse student abilities, and encourage critical thinking by posing questions about music, arts, fitness, and health.	4.11	Observed
<b>Average Mean</b>	<b>4.07</b>	<b>Observed</b>

Legend:

Mean                      Descriptive Interpretation  
 4.51 – 5.00              *Extremely Observed*



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- 3.51 – 4.50 Observed
- 2.51 – 3.50 Moderately Observed
- 1.51 – 2.50 Slightly Observed
- 1.00 – 1.50 Not Observed

Moreover, MAPEH teachers observed tackling complex problems, such as adapting activities for diverse student abilities, and encouraging critical thinking by posing questions about music, arts, fitness, and health ( $\bar{X}=4.11$ ). MAPEH teachers are also capable of adjusting activities to suit the diverse abilities of their students. The finding implies that the teachers engage students in meaningful discussions and encourage them to think critically about various topics involving music, arts, fitness, and health. These teachers allow students to develop their analytical skills within the context of the MAPEH curriculum. In addition, MAPEH teachers analyzed different perspectives on incorporating music, arts, and physical activity into the curriculum, weighing the benefits, and addressing potential challenges ( $\bar{X}=4.01$ ). MAPEH teachers observed critical examination of various contexts of integrating music, arts, and physical education with the academic curriculum. They look into the advantages and the potential challenges associated with teaching MAPEH. This means that teachers consider the positive aspects and possible difficulties in teaching all subject areas of MAPEH. This approach develops the critical thinking skills of students and enhances their overall learning experience while responding to the challenges that may arise in the process.

MAPEH teachers also observed summarizing lessons and creating interpretations based on students' understanding of music, arts and health concepts, fitness principles, and sports skills ( $\bar{X}=4.00$ ). This implies that MAPEH teachers can summarize lessons and construct interpretations along students' level of knowledge and understanding of music, arts, health concepts, and fitness principles for effective pedagogy. This means that the teachers are keen on understanding the learning capacities of students, making sure that the instructional processes can meet the diverse needs of each student. Summarizing lessons and creating interpretations based on students' understanding not only showcases the expertise of teachers but also shows the commitment to promoting a meaningful and inclusive educational experience in teaching MAPEH.

Furthermore, MAPEH teachers observed comparing information from various sources, including research studies, fitness guidelines, and educational resources, to enhance lesson plans and ensure a well-rounded approach ( $\bar{X}=3.98$ ). This means that teachers actively engage in a comprehensive approach to lesson planning to enhance critical thinking skills among students. These teachers are committed to improving their teaching strategies by comparing information from various sources such as research studies, fitness guidelines, and other educational resources. The teachers aim to develop the critical thinking skills of students and provide them with a balanced educational experience; thus, their perspective in designing lessons is holistic. This strategy ensures evidence-based practices that will later promote conscientious efforts to enhance the quality of MAPEH education.

MAPEH teachers also practiced giving conclusions by analyzing students' performance data, fitness assessments, and participation records to assess overall physical education and health development ( $\bar{X}=3.75$ ). The conclusion drawn by MAPEH teachers through students' performance data gives an implication for the holistic development of physical education and health among students. Teachers can gain insights into the effectiveness of their teaching strategies in enhancing students' critical thinking skills. This assessment provides an avenue for teachers to identify the strengths and weaknesses of students so they can improve their instructional approaches and ensure effective student outcomes. The findings support the statement of Woollet (2023) that critical thinking skills are a crucial skill that helps with communication, improves relationships, allows for creativity, supports mental well-being, and so on. Critical thinking skills are vital for just about every aspect of a student's life.

**Collaboration Skills.** The teaching of MAPEH with an emphasis on promoting the collaboration skills of the students is reflected in Table 2. Results showed that teachers generally observed integrating collaboration skills with their students in teaching MAPEH, evidenced by the average mean of 4.02. This indicates that secondary school teachers prepare students for higher learning, boosting their social skills through collaborative learning. Additionally, enhancing the collaboration skills of students results in academic growth, leading to an increased understanding of the subject matter and enhancing students' problem-solving skills. Developing students' collaboration also prepares them for real-world situations, which is crucial in the professional world. Students engaged in collaborative practices become prepared for future workplaces where teamwork and cooperation are needed. According to the Center for Teaching Innovation (2021), research shows that educational experiences that are active, social, contextual, engaging, and student-owned lead to deeper learning. The benefits of collaborative learning include the development of higher-level thinking, oral communication, self-management, and leadership skills; promotion of student-faculty interaction; an



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increase in student retention, self-esteem, and responsibility; exposure to and an increase in understanding of diverse perspectives; and preparation for real-life social and employment situations.

Specifically, teachers encourage students to partner or form small groups to accomplish MAPEH tasks collaboratively, integrating music, arts, and physical education activities ( $\bar{X}=4.21$ ). By forming groups and integrating music, arts, and physical education activities, students learn to communicate effectively, sharing their opinions with their peers. This strategy promotes a sense of teamwork among students and enables them to develop essential life skills such as cooperation and mutual respect. Collaborative skills in learning MAPEH give students invaluable abilities for future endeavors. According to Ralhan (2019), adopting a collaborative learning approach could help teachers inculcate life skills and critical thinking skills in learners.

MAPEH teachers also instruct students to provide constructive feedback to their peers or assess the MAPEH work of their classmates encompassing music, arts, and physical education components ( $\bar{X}=4.11$ ). This implies that teachers develop collaborative skills among their students by implementing a feedback system. This system will not only cultivate a supportive learning environment but, more importantly, establish open communication among them. When students offer constructive feedback on their peer's work, they develop respect for diverse talents and perspectives, and they also learn to appreciate the strengths of their peers. Ralhan (2019) in Education World emphasized that in a classroom ecosystem, a learner with doubt could first approach their peers before going to teachers. Such an exercise is not to keep teachers away from students' learning process but to nudge learners to resort to their collective wisdom as a community. This would encourage a student to understand and value their neighbors' resourcefulness and give proper credit to them. Teachers could give challenging tasks to students in the classroom and ask students to work as a group. Students could see their tasks and thoughts getting challenged, and thus get an opportunity to think through the loopholes.

Table 2  
Integration of collaboration skills in the teaching of MAPEH

Collaboration Skills	Weighted Mean $\bar{X}$	Descriptive Interpretation
1. Encourage students to partner or form small groups to accomplish MAPEH tasks collaboratively, integrating music, arts, and physical education activities.	4.21	Observed
2. Guide students in setting fitness goals and devising a plan as a team to enhance their physical well-being within the broader context of MAPEH.	4.10	Observed
3. Facilitate the creation of joint MAPEH projects, combining efforts from each student to achieve a common goal encompassing music, arts, and physical education.	3.87	Observed
4. Instruct students to present their group MAPEH activities to the class, promoting teamwork and shared achievements across music, arts, and physical education.	3.91	Observed
5. Coach students on working together to incorporate feedback on group exercises or fitness projects within the MAPEH framework.	3.94	Observed
6. Instruct students to provide constructive feedback to their peers or assess the MAPEH work of their classmates encompassing music, arts, and physical education components.	4.11	Observed
<b>Average Mean</b>	<b>4.02</b>	<b>Observed</b>

Legend:

Mean	Descriptive Interpretation
4.51 – 5.00	Extremely Observed
3.51 – 4.50	Observed
2.51 – 3.50	Moderately Observed
1.51 – 2.50	Slightly Observed



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1.00 – 1.50 Not Observed

In addition, MAPEH teachers guide students in setting fitness goals and devising a plan as a team to enhance their physical well-being within the broader context of MAPEH ( $\bar{X}=4.10$ ). This collaborative approach used by the teacher not only enhances the understanding of the students on the significance of maintaining a healthy lifestyle but also promotes a sense of shared responsibility among them. Collaborative activities enable students to actively listen and interact with their peers. Likewise, the students would feel valued since their opinions or ideas on the subject matter are being considered.

Moreover, MAPEH teachers observed coaching students on working together to incorporate feedback on group exercises or fitness projects within the MAPEH framework ( $\bar{X}=3.94$ ). This implies that teachers foster a sense of shared responsibility and teamwork among students while working collaboratively to understand MAPEH concepts. This practice instills the importance of cooperation in achieving common goals, all essential in the 21st century.

MAPEH teachers also observed instructing their students to present their group MAPEH activities to the class, promoting teamwork and shared achievements across music, arts, and physical education ( $\bar{X}=3.91$ ). This collaborative task promotes effective communication as the students coordinate with their groupmates and will further cultivate understanding among them. This approach will enhance the interpersonal skills of the students and develop in them a sense of teamwork which is necessary in the real professional world.

Lastly, MAPEH teachers facilitate the creation of joint MAPEH projects, combining efforts from each student to achieve a common goal encompassing music, arts, and physical education ( $\bar{X}=3.87$ ). This approach nurtures the collaborative skills of students because they can contribute their unique perspectives towards a common goal. As they convey ideas, students develop their communication skills and interpersonal skills. Collaborative works promote teamwork and enhance the adaptability of the students.

At its best, collaboration in the classroom can help students think more deeply and creatively about a subject and develop more empathy for others' perspectives. At its worst, group tasks can deteriorate into awkward silences, arguments, or frustration for the one child who ends up doing everyone else's work (Sparks, 2017).

**Communication Skills.** The teacher respondents were also assessed in terms of their communication skills. Table 3 details the teachers' communication skills within the context of teaching MAPEH classes to high school students. Overall, the respondents' communication skills in teaching MAPEH are highly observed, as evidenced by the average mean of 4.06, indicating strong performance across various aspects of communication within the teaching context. Results reveal that respondents observe writing lesson plans using visual aids like charts and graphs to ensure students better understand MAPEH classes ( $\bar{X}=4.14$ ). The respondents also manifest that their listening and speaking abilities are observed when they skillfully handle questions in front of an audience, showcasing a deep understanding of the subject matter ( $\bar{X}=4.13$ ); and when they appropriately choose methods to present work to ensure a dynamic and engaging learning experience for high school students in MAPEH classes ( $\bar{X}=4.10$ ); and when they prepare and deliver clear presentations about MAPEH concepts to both teachers and peers ( $\bar{X}=4.30$ ). Respondent's reading and writing abilities are also observed, as evidenced by their strategy in incorporating media beyond traditional papers, opting for methods such as posters, videos, or blogs to engage high school students in MAPEH lessons ( $\bar{X}=3.90$ ). This means that the observance of communication skills benefits their students – they create a more engaging learning environment, and they help them gain a deeper understanding of the subject matter.

Table 3  
 Integration of communication skills in the teaching of MAPEH

Communication Skills	Weighted Mean $\bar{X}$	Descriptive Interpretation
1. Plans lessons using visual aids like charts and graphs for better understanding during MAPEH classes, integrating music, arts, and physical education components.	4.14	Observed
2. Incorporates media beyond traditional papers, opting for methods such as posters, videos, or blogs to engage high school students in MAPEH lessons encompassing music, arts, and physical education.	3.90	Observed



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3. Demonstrates effective oral communication skills by preparing and delivering clear presentations about MAPEH concepts to both teachers and peers, addressing music, arts, and physical education aspects.	4.04	Observed
4. Skillfully handles questions in front of an audience, showcasing a deep understanding of the subject matter in high school MAPEH, encompassing music, arts, and physical education.	4.13	Observed
5. Chooses appropriate methods to present work, ensuring a dynamic and engaging learning experience for high school students in MAPEH classes, incorporating music, arts, and physical education elements	4.10	Observed
<b>Average Mean</b>	<b>4.06</b>	Observed

Legend:

Mean	Descriptive Interpretation
4.51 – 5.00	Extremely Observed
3.51 – 4.50	Observed
2.51 – 3.50	Moderately Observed
1.51 – 2.50	Slightly Observed
1.00 – 1.50	Not Observed

In effective teaching, a teacher must excel in listening, speaking, reading, and writing abilities. A teacher with strong communication skills simplifies concepts and enhances understanding for their students. According to Sng Bee (2012), effective communication skills are important for a teacher in the transmission of education, classroom management, and interaction with students in the class. Teachers must teach students with different thinking approaches. To teach following the ability and capability of the students, a teacher needs to adopt communication skills that motivate students toward their learning process.

**Creativity and Innovation Skills.** In an educational setting, creativity is essential for effective teaching and learning. Teachers need to be creative in their approach to capture and maintain students' attention, fostering motivation in the classroom. As indicated in Table 4, the respondents' creativity, and innovation skills in teaching MAPEH are observed with an average mean of 4.05. This suggests a strong performance and effectiveness in integrating creative approaches into the teaching process.

The results reveal that respondents are indeed creative and innovative. They demonstrate creativity and practical application by creating unique physical activities or games tailored for high school students within the context of MAPEH ( $\bar{X}=4.31$ ). Their responses also showcase their ability to think creatively and solve problems effectively ( $\bar{X}=4.20$ ). The adaptability and willingness of respondents to explore different methods are also observed ( $\bar{X}=4.00$ ). Additionally, the results indicate that respondents exhibit their ability to map out concepts that incorporate fun and fitness into daily MAPEH classes, integrating music, arts, and physical education elements ( $\bar{X}=3.99$ ). Respondents actively innovate ways to enhance the engagement of high school students in MAPEH, encompassing music, arts, and physical education ( $\bar{X}=3.76$ ).

Innovative teaching strategies stem from a growth mindset, where teachers identify areas for improvement. Teachers invest time in researching and developing better strategies to teach students. They create something new or adapt existing methods to establish a culture of innovation and creativity in the classroom, inspiring students to do the same (Thompson, 2023).



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Table 4  
 Integration of communication skills in the teaching of MAPEH

Creativity and Innovation Skills	Weighted Mean $\bar{X}$	Descriptive Interpretation
1. Map out concepts for incorporating fun and fitness in daily MAPEH classes, integrating music, arts, and physical education elements.	3.99	Observed
2. Brainstorm ways to make high school MAPEH more engaging for students, encompassing music, arts, and physical education.	3.76	Observed
3. Experiment with various teaching approaches to enhance student participation in MAPEH classes, covering music, arts, and physical education components.	4.00	Observed
4. Devise innovative solutions to address challenges in MAPEH class dynamics, considering music, arts, and physical education aspects.	4.20	Observed
5. Create a unique physical activity or game for high school students within the context of MAPEH, combining music, arts, and physical education elements.	4.31	Observed
<b>Average Mean</b>	<b>4.05</b>	Observed

Legend:

Mean	Descriptive Interpretation
4.51 – 5.00	<i>Extremely Observed</i>
3.51 – 4.50	<i>Observed</i>
2.51 – 3.50	<i>Moderately Observed</i>
1.51 – 2.50	<i>Slightly Observed</i>
1.00 – 1.50	<i>Not Observed</i>

### Conclusions

MAPEH teachers have a big part in helping students develop extraordinary abilities including critical thinking skills, collaboration skills, communication skills, and creativity and innovation skills. By employing techniques such as collaborative projects, fitness goal setting, constructive criticism, and group assignments, students can improve essential life skills like teamwork, communication, and cooperation. Gaining these super skills helps students grow holistically and sets them up for success in the classroom and the workplace in the future.

### Recommendations

The study emphasizes how critical thinking, collaboration, communication, creativity, and innovation are all areas in which MAPEH teachers should consistently focus their lessons. Educators are urged to investigate engaging and useful exercises designed to enhance these super skills/abilities. Additionally, it is advised that educators pursue professional development training in cutting-edge teaching techniques, as this will ultimately help students acquire exceptional abilities.

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