



Localized Dance-Based Instruction in Enhancing Physical Education and Health Classes Among Grade 8 Students at San Agustin Integrated School

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Publication Date: July 7, 2026

DOI: 10.5281/zenodo.21244567

Abstract

This action research aimed to determine the effectiveness of localized dance-based instructions in enhancing Physical Education and Health classes for Grade 8 students at San Agustin Integrated School, Batangas City. Specifically, it described student performance in terms of physical fitness, health-related fitness, and participation rates; evaluated the effectiveness of the strategy relative to cultural awareness, active learning, physiological response, and personal safety; and identified the implementation challenges experienced by teachers and students to serve as a basis for proposed intervention activities.

To achieve these objectives, a descriptive quantitative research method was employed. Forty-two (42) Grade 8 students participated in the study through a researcher-made survey questionnaire. Data were organized and analyzed using frequency, percentage, ranking, and weighted mean.

The findings revealed that localized dance-based instructions are highly effective in fostering active class participation and reducing performance avoidance by connecting lessons to the students' heritage. Students reported significant improvements in cardiovascular stamina and physical coordination, noting that localized routines served as an effective and enjoyable substitute for standard exercises. The approach successfully instilled a strong sense of pride and cultural awareness, although students still required teacher guidance to understand the specific symbolic meanings of traditional gestures. However, implementation was moderately hampered by logistical hurdles, including cramped practice spaces, poor ventilation, and insufficient time to master intricate routines.

Based on these results, it was concluded that localized dance-based instructions effectively bridge the gap between cultural identity and physical competence while driving positive physiological responses. To sustain these improvements, the study proposed the "GALAW BATANGUEÑO" intervention module, a 16-page digital-aided instructional resource incorporating localized dance tutorials, safety protocols, and fitness assessments.

Keywords: *Localized Instruction; Dance-Based Learning; Physical Education; Health-Related Fitness; Cultural Awareness; Student Participation; MAPEH; Instructional Intervention (GALAW BATANGUEÑO)*



I. INTRODUCTION

Education plays a vital role in developing students holistically by enhancing their knowledge, skills, physical wellness, and cultural awareness. In the Philippines, this goal is reflected in the MAPEH curriculum under the K-to-12 Basic Education Program, particularly in Physical Education and Health, which aim to promote physical fitness, health consciousness, and active learning. However, students often struggle to connect physical activities, such as dance, with their personal health and wellness because these lessons are commonly taught separately and lack cultural relevance. Traditional dance activities are sometimes viewed as difficult or unrelated to students' daily lives, resulting in low participation and limited engagement.

To address these challenges, localized and culturally relevant instructional strategies have been recognized as effective approaches in improving student motivation, participation, and learning outcomes. Studies show that integrating local traditions and dance practices into Physical Education can enhance students' physical fitness, movement skills, cultural appreciation, and understanding of health concepts. Guided by constructivist learning theory and supported by policies on contextualization and localization, localized dance-based instruction allows students to relate lessons to their own experiences and community culture.

At San Agustin Integrated School, Grade 8 students were observed to have difficulties in rhythm, coordination, movement accuracy, and understanding the health benefits of physical activities. These issues highlight the need for more engaging and meaningful instructional approaches. Thus, this study aims to determine the effectiveness of localized dance-based instruction in improving students' physical fitness, participation, active learning, and health awareness while also identifying the challenges encountered during its implementation. The study hopes to contribute to the development of innovative and culturally responsive teaching strategies in MAPEH that promote both physical wellness and the preservation of local heritage.

II. METHODS

Research Design

This study aimed to determine the effectiveness of localized dance-based instruction in improving the performance and participation of Grade 8 students in Physical Education and Health classes. To accomplish this, the researcher used a descriptive quantitative research design, which focuses on systematically describing the characteristics, behaviors, and perceptions of a specific group. This method was appropriate because it enabled the researcher to measure students' physical fitness, health-related fitness, and engagement levels while evaluating the effectiveness of the localized instructional strategy without manipulating variables. Statistical tools such as frequencies and weighted means were used to accurately analyze and present the educational situation at San Agustin Integrated School.

Respondents of the Study

The respondents of this study were the Grade 8 students of San Agustin Integrated School, Batangas City, who participated in the localized dance-based instruction during the fourth



grading period of the academic year 2025–2026. The participants consisted of 42 students, composed of 26 males and 16 females. The researcher employed total enumeration by including all Grade 8 learners in the study to ensure complete representation of the class population.

Data Gathering Instruments

The study used a researcher-made survey questionnaire as the main instrument for data gathering. The questionnaire was designed based on the variables stated in the Statement of the Problem. It consisted of three parts: Part I assessed students' performance in Physical Education and Health in terms of physical fitness, health-related fitness, and class participation; Part II evaluated the effectiveness of localized dance-based instruction in relation to cultural relevance, active learning, physiological response, fitness development, and personal safety; and Part III identified the challenges encountered by teachers and students during the implementation of the strategy. To ensure the reliability and validity of the data gathered, the researcher followed systematic procedures, including the construction, validation, administration, retrieval, and scoring of the survey questionnaire.

Data Gathering Procedure

The researcher secured permission from the school principal of San Agustin Integrated School through a letter of consent before conducting the study and distributing the survey questionnaires. Parent consent forms were also provided to the Grade 8 participants for approval by their parents or guardians. After obtaining all necessary permissions, the researcher personally administered the survey questionnaires to the respondents. Ethical considerations, particularly the confidentiality and privacy of the participants' information, were strictly observed in accordance with Republic Act No. 10173 or the Data Privacy Act. All collected data were kept confidential and used solely for research purposes to improve the teaching and learning process.

Statistical Treatment of Data

The data gathered in the study were organized, analyzed, and interpreted using descriptive statistical methods such as frequency, percentage, ranking, and weighted mean. These statistical tools were used to better understand the influence of localized dance-based instruction on the participation and performance skills of Grade 8 students in Physical Education and Health classes. Frequency and percentage were utilized to determine and describe the distribution of respondents' answers, while ranking identified the most significant factors based on their weighted means. The weighted mean served as the basis for interpreting the effectiveness, importance, and challenges of the localized dance-based instruction.

III. RESULTS

1. Performance in Physical Education and Health Classes

The study emphasized that localized dance-based instruction is an effective strategy in improving the physical fitness, health-related fitness, and participation of Grade 8 students in Physical Education classes. By integrating culturally familiar dance routines, students became more engaged, motivated, and confident in performing physical activities. Researchers



highlighted that localized movements help reduce hesitation, improve coordination, and strengthen neuromuscular skills because students can easily relate to the activities culturally and socially.

In Physical Fitness, the findings showed that students developed better coordination, body control, agility, and responsiveness to musical and verbal cues, with a composite mean of 3.26 (Agree). Students performed best in coordinating arm and leg movements during dance routines, while jumps, leaps, and balance remained the weakest areas, indicating the need for more conditioning activities to improve muscular power and stability.

For Health-Related Fitness, the composite mean of 3.28 (Agree) revealed that localized dance improved stamina, flexibility, and joint mobility. Students reported feeling more energetic and physically prepared during activities. However, repetitive bending, squatting, and maintaining posture caused early muscle fatigue, showing that lower-body endurance and core strength still require improvement.

In terms of Class Participation and Engagement, the study obtained a composite mean of 3.29 (Agree), proving that localized dance promotes cooperation, active participation, and enthusiasm in PE classes. Students willingly collaborated during group performances and actively joined final assessments. However, leadership, independent practice, and volunteering to demonstrate remained lower-ranked indicators due to confidence-related challenges.

Overall, the study concluded that localized dance-based instruction successfully connects culture with physical education, making learning more engaging, meaningful, and effective. Despite its positive impact, further interventions are still needed to strengthen muscular endurance, balance, confidence, and leadership skills among students.

2. Effectiveness of Localized Dance-Based Instructions

The study evaluated the effectiveness of localized dance-based instruction in Grade 8 Physical Education and Health classes by integrating Batangueño culture, local festivals, and Verdenian traditions into PE lessons. The strategy was assessed through four major areas: cultural relevance and awareness, active learning through movement, physiological response and fitness development, and personal safety and injury prevention. Overall, the findings showed that localized instruction was highly effective in making PE classes more meaningful, engaging, physically beneficial, and culturally responsive.

In terms of cultural relevance and awareness, students strongly agreed that localized dance strengthened their pride in representing their community and deepened their appreciation for Batangueño heritage through local music. Students also recognized the importance of preserving cultural identity by passing traditional dances to younger generations. However, lower scores revealed that students still needed more guidance in understanding the symbolic meanings behind specific hand and body gestures. Despite this, the findings confirmed that localized dance successfully transformed PE into a meaningful cultural experience that connected students to their history and traditions.

For active learning through movement, the students agreed that localized dance kept them physically active, attentive, and more engaged compared to traditional lecture-based instruction.



The activities helped students better understand rhythm, counting, and practical PE concepts through actual movement and hands-on participation. Interactive routines also made MAPEH more enjoyable and encouraged continuous participation. However, students showed slightly lower confidence in discovering new movement styles because traditional dances often follow strict choreography. Overall, the strategy effectively promoted experiential and movement-based learning.

Regarding physiological response and fitness development, students agreed that localized dance served as an enjoyable and effective substitute for standard gym exercises. The routines improved stamina, cardiovascular endurance, breathing capacity, and overall physical activity, as shown by increased sweating and sustained movement during performances. Students also experienced flexibility and endurance improvements through repetitive dance movements. However, lower-ranked indicators revealed that leg muscle strengthening and post-session energy recovery still required improvement due to the physically demanding nature of traditional dances. Nevertheless, the results confirmed that localized dance-based instruction successfully contributed to students' physical fitness and health development.

In terms of personal safety and injury prevention, students strongly agreed that teachers consistently conducted proper warm-ups and encouraged the use of appropriate footwear to avoid injuries. Students also became more aware of safe spacing during group formations, which helped prevent accidents during performances. However, lower-ranked indicators showed that cool-down exercises, posture correction, and mastery of proper body mechanics still needed more emphasis. Even with these limitations, the findings demonstrated that the program maintained a generally safe learning environment while allowing students to actively participate in culturally rooted physical activities.

Overall, the study concluded that localized dance-based instruction is an effective teaching strategy that improves cultural awareness, active participation, physical fitness, and student engagement while maintaining student safety. Although some areas such as symbolic understanding, muscular endurance, and recovery practices still require further enhancement, the localized approach successfully bridged cultural identity with physical education, making learning more meaningful, interactive, and relevant to students' lived experiences.

3. Challenges Encountered

The findings revealed that Grade 8 students experienced several challenges in the implementation of localized dance-based instruction, with a composite mean of 3.13 interpreted as "Agree." This indicates that although the strategy was effective and engaging, its implementation was moderately affected by practical and environmental limitations.

The most significant challenge was the limited practice space, which restricted students' ability to perform movements safely and effectively. Insufficient time for PE classes also made it difficult for students to master complex dance routines. Additionally, poor ventilation and uncomfortable practice areas affected students' endurance and performance during activities.

Other challenges included the lack of authentic props or costumes, difficulty in synchronizing movements with groupmates, unfamiliarity with some dance steps, poor audio equipment, and limited instructional materials. Despite these concerns, students still showed



interest and appreciation for localized dance activities, indicating that the challenges were mainly logistical rather than instructional.

Overall, the findings suggest that improving school facilities, equipment, instructional resources, and time allocation is essential to maximize the effectiveness of localized dance-based instruction in Physical Education and Health classes.

4. Proposed Enhancement Activities

The researcher developed the instructional framework entitled “GALAW BATANGUEÑO: A Localized Dance-Based Intervention Activities” to address the weaknesses identified in students’ performance and the logistical challenges encountered during the implementation of localized dance-based instruction. The intervention focused on improving students’ physical fitness, muscular endurance, leadership skills, cultural understanding, creativity, physiological recovery, safety practices, and adaptability in limited practice spaces.

The proposed activities included targeted exercises such as plyometric drills to improve jumps and leaps, endurance circuits for muscle strength, peer-led demonstrations to build confidence and leadership, and interactive workshops to deepen students’ understanding of the symbolic meanings of traditional dance movements. Additional activities also encouraged creative movement exploration, proper pacing and hydration, cool-down routines to prevent muscle soreness, and station-based practice to maximize limited spaces safely and effectively.

Overall, the intervention framework aimed to provide structured and culturally responsive activities that enhance students’ physical performance, cultural literacy, participation, and safety while addressing the practical limitations present in the school environment.

IV. DISCUSSION

The study highlights the importance of integrating localized instructional materials, particularly dance-based activities, in Physical Education and Health classes to improve both physical fitness and student engagement. Since PE is performance-based, culturally relevant dance routines help bridge theoretical health concepts with practical physical application. Researchers such as Ramos (2020) and Santos (2021) emphasized that localized movements enhance engagement, reduce hesitation, and strengthen neuromuscular coordination because students are more familiar and comfortable with culturally rooted activities.

In terms of Physical Fitness, the findings revealed a composite mean of 3.26 (Agree), indicating that localized dance instruction effectively improves coordination, body control, agility, and movement synchronization among Grade 8 students. The highest-rated indicator showed that students can easily coordinate arm and leg movements during complex routines, proving that familiar cultural movements lessen cognitive difficulty and improve motor performance. Students also recognized improvements in overall body control and responsiveness to verbal and musical cues. However, lower-ranked indicators such as balance, agility during rapid transitions, and explosive jumps revealed that students still struggle with dynamic balance and muscular power. These findings suggest that while localized dance enhances coordination



and rhythm, more conditioning activities are needed to strengthen endurance and explosive movement skills.

For Health-Related Fitness, the composite mean of 3.28 (Agree) confirmed that localized dance routines positively contribute to students' physiological well-being. Students reported significant improvements in stamina, flexibility, and joint mobility due to regular participation in dance activities. The highest-rated indicator showed increased stamina, demonstrating that culturally engaging activities motivate students to sustain physical effort for longer periods. Students also became more flexible and physically prepared through dynamic dance movements and warm-ups. Despite these positive outcomes, lower-ranked indicators revealed challenges in cardiovascular recovery, core stability, and lower-body muscular endurance. Students experienced early muscle fatigue during repetitive squatting and bending movements, indicating the need for more targeted endurance and strengthening exercises.

Regarding Class Participation and Engagement Rates, the study obtained a composite mean of 3.29 (Agree), showing that localized dance instruction significantly improves active participation and student involvement in PE classes. Students strongly agreed that they willingly cooperate with classmates during rehearsals, highlighting the strong sense of community and collaboration developed through culturally familiar activities. Learners also eagerly participated in final performances and consistently prepared themselves by wearing proper PE attire. However, students were less confident in volunteering to lead demonstrations, practicing independently outside class hours, and contributing creative choreography ideas. These findings indicate that while localized dance successfully reduces performance avoidance and increases participation, confidence-building and leadership development still require further support.

Overall, the study concluded that localized dance-based instruction is an effective pedagogical strategy for improving physical fitness, health-related fitness, and classroom engagement among Grade 8 students. By connecting physical activity with students' cultural identity, the approach creates a more engaging, meaningful, and motivating learning environment. Nevertheless, the findings also suggest the need for targeted interventions focusing on muscular endurance, core strength, explosive power, confidence-building, and leadership skills to fully maximize the benefits of culturally responsive Physical Education.

Conclusion

The study concluded that students demonstrated strong enthusiasm, cooperation, and engagement in localized dance activities, particularly in group performances. However, challenges remained in terms of explosive leg power, muscular endurance, and confidence in taking leadership or solo roles. The program was also effective in promoting cultural pride and maintaining safety through proper warm-ups, but students still struggled to fully understand the symbolic meanings of traditional gestures and often neglected proper cool-down exercises.

Furthermore, the study found that the main challenges were logistical rather than instructional, including limited practice space, poor ventilation, and insufficient time for mastering routines. Despite these limitations, students remained highly interested and engaged, showing the strong cultural relevance of the program. Overall, localized dance-based instruction proved to be a powerful teaching strategy, but its full effectiveness requires a more holistic



intervention that strengthens student confidence, cultural understanding, physical conditioning, and safety practices.

Recommendations

In the light of the finding and conclusions of the study, the following recommendations were offered.

1. MAPEH teachers may continue to adopt and diversify localized materials that honor local culture while maintaining rigorous physical movement.
2. School administrators may explore ways to provide wider, well-ventilated practice areas and consider scheduling longer, uninterrupted PE periods to allow for proper warm-ups, skill mastery, and essential cool-down phases.
3. The proposed "digital-aided dance guide" may be developed and presented to learning resource evaluators for potential adoption to support students' independent practice.
4. Professional development sessions, such as Learning Action Cells (LAC), may be conducted to train teachers in localized biomechanics and advanced injury prevention tactics specifically for dynamic dance routines.
5. Schools may leverage community resources by inviting local folk practitioners to demonstrate safe, authentic techniques, ensuring the preservation of local heritage.
6. Further studies are encouraged to explore the long-term physiological impact of localized instructions across different grade levels and other vocational subject areas.

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