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Contextualized Learning Lesson (CLL) of Timpuyog Dance Festival into Physical Education Curriculum and Learners' Physical Performance

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Abstract

Aim: This research explored the effect of integrating the Contextualized Learning Lesson (CLL) on the Timpuyog Dance Festival into the Physical Education curriculum on Grade 9 learners' physical performance at Lambayong National High School.

Methodology: With 60 students in two equal experimental and control groups, the study used a quasi-experimental design with pre-and-post-tests. A survey questionnaire was used to measure the CLL's effectiveness and gather feedback. Data analysis was done using SPSS, involving means, standard deviations, and t-tests for significance.

Results: Results indicate strong approval for incorporating the CLL Timpuyog Dance Festival into the PE curriculum, with a general mean score of 4.76. High acceptability and positive evaluation of the lesson's relevance and quality in PE education. Further, results indicated improved physical performance in Grade 9 learners, with their scores increasing from an outstanding experimental pretest average after participating in the Timpuyog Dance Festival, while in the control group during the Dance Festival, with pretest and posttest scores both in the outstanding category. The pretest and posttest reflected enhanced performance. Moreover, t-test results revealed a significant improvement in the experimental group's scores. The post-test mean was notably higher than the pre-test, indicating that the intervention effectively enhanced physical performance. At the same time, the t-test showed a significant improvement in the control group's physical performance. The t-test results show a considerable performance improvement, highlighting the effectiveness of the intervention. The score differences between the experimental and control groups were highly significant.

Conclusion: The study shows that the CLL Timpuyog Dance Festival is a valuable addition to the PE curriculum, receiving high ratings in key areas and having a positive impact on students' learning experiences. The results showed a significant improvement in learners' physical performance. The increase in mean gain highlighted the effectiveness of the intervention, emphasizing the positive impact of well-designed physical education programs on students' skills and fitness.

Keywords: contextualized learning lesson, physical performance, physical education, timpuyog dance

INTRODUCTION

In educational practices, incorporating contextualized dance festivals into the Physical Education (PE) curriculum is a potent means of developing physical fitness among learners globally. Dance festivals, which involve traditional performances with rhythmic percussion accompaniment, commemorate cultural heritage and act as vibrant tools for developing learners' physical abilities. This strategy emphasizes including cultural celebrations within schools, as it immensely adds to the development of the students and fosters a global citizen sense. Through such culturally vibrant practices, the learning experience can be made broader and more cosmopolitan for the learners by educationists.

While the UNESCO Convention (2023) emphasizes the significance of preserving and promoting intangible cultural heritage within educational institutions, gaps remain in the global study of how effectively dance festivals are



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integrated into Physical Education (PE) curricula. One notable gap is the lack of standardized frameworks for assessing the impact of this integration on learner engagement and learning outcomes, making it difficult to measure success across different contexts (Lorbis, 2019). Additionally, insufficient research on stakeholders' roles and perspectives in implementation hinders meaningful engagement. Moreover, the long-term sustainability of cultural heritage initiatives is often overlooked (Marquis, 2018). However, the intersectionality of cultural heritage with contemporary practices remains underexplored, necessitating comprehensive investigations to develop effective, inclusive, and culturally responsive educational frameworks.

Dance festivals in the Philippines' PE curriculum promote cultural identity and community physical performance, but their inclusion is limited (Reiner et al., 2022). Further studies are needed to understand their effectiveness in diverse cultural contexts. The Enhanced Basic Education Act (RA No. 10533) and DepEd Order No. 43 emphasize the need for a global, contextualized curriculum that can be localized and indigenized to suit different educational and social circumstances. The K to 12 Basic Education Program incorporates local cultural practices, physical education, and health inclusion to promote holistic development. These legal bases emphasize cultural preservation through education, including incorporating festival dances into the PE curriculum (Torres & Ramos, 2021). These measures aim to enhance educational relevance and cultural diversity. Moreover, dance festivals enhance Philippine PE by providing exercise, cultural exposure, and cultural exchange (Dizon & Pangilinan, 2019). However, long-term impact, sustainability, and stakeholder evaluation are needed for successful implementation.

The Local Government Code of the Philippines empowers local governments to advocate for cultural heritage and traditions, enabling schools to integrate festival dances into their curricula. The Timpuyog Dance Festival in Lambayong, Sultan Kudarat, showcases Maguindanoan dances and symbolizes unity and prosperity, nurturing pride and a deeper connection to indigenous communities. This festival can be incorporated into the Grade 9 PE curriculum as a Contextualized Learning Lesson (CLL) for the academic year 2024-2025. By doing so, it has the potential to enhance the physical performance of Grade 9 learners at Lambayong National High School (LNHS) while promoting fitness, personal growth, multiculturalism, respect, tolerance, understanding, empathy, and global citizenship, thus enriching the educational experience and fostering holistic development.

Objectives

This study aimed to determine the effectiveness of the Contextualized Learning Lesson (CLL) of the Timpuyog Dance Festival as integrated into the PE curriculum for Grade 9 learners at Lambayong National High School during the academic year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the level of acceptability of the CLL Timpuyog Dance Festival as included in the PE curriculum in terms of:
 - 1.1 instruction design and organization;
 - 1.2 instructional quality;
 - 1.3 assessment; and
 - 1.4 appropriateness?
2. What is the level of Grade 9 learners' physical performance in the CLL of the Timpuyog Dance Festival as it relates to the PE curriculum, specifically comparing the pretest and post-test scores of learners' physical performance in the experimental groups?
3. What is the level of Grade 9 learners' physical performance in the module-based Dance Festival, specifically comparing the pretest and post-test scores of learners' physical performance in the control group?
4. Is there a significant difference between the pretest and post-test scores of the learners' physical performance in the experimental groups?
5. Is there a significant difference between the pretest and post-test scores of the learners' physical performance in the control groups?
6. Is there a significant difference in the learners' physical performance between the experimental and control groups?

Hypothesis

The following hypotheses were evaluated for significance at the 0.05 level.

Hypothesis 1: There is significant difference between the pretest and post-test scores of the learners' physical performance in the experimental groups.



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- Hypothesis 2: There is significant difference between the pretest and post-test scores of the learners' physical performance in the control groups.
- Hypothesis 3: There is significant difference in the learners' physical performance between the experimental and control groups.

METHODS

Research Design

The study employed a quasi-experimental nonequivalent pre-and-posttest control group design alongside a descriptive-evaluative research framework to assess the impact of interventions without relying on randomization. This design was particularly suited for examining the effects of a specific intervention on treatment-related adverse events, enabling a comprehensive analysis of cause-and-effect relationships before and after its implementation.

Furthermore, the research focused on evaluating the effectiveness of the Contextualized Learning Lesson (CLL) derived from the Timpuyog Dance Festival within the Grade 9 Physical Education curriculum at Lambayong National High School in Poblacion, Lambayong, Sultan Kudarat. The study meticulously investigated how the CLL influences learners' physical performance, providing insights into its practical applications in an educational setting.

Additionally, the descriptive-evaluative research design facilitated the collection and analysis of data regarding existing conditions within the curriculum (Fortuna, 1988). This methodology aimed to validate the effectiveness of the CLL teaching routines associated with the Timpuyog Dance Festival by assessing key dimensions such as instructional design, organization, instructional quality, assessment methods, and overall appropriateness in the curriculum context (Willmott, 1981). The study aspired to contribute valuable knowledge to physical education and contextualized learning, ultimately enhancing instructional practices and student outcomes by integrating these approaches.

Population and Sampling

The study respondents were the Grade 9 learners at LNHS, representing a valuable group studying the difference of CLL of the Timpuyog Dance Festival in the PE curriculum and how it affected the learners' physical performance. Their experiences, perspectives, and engagement provided meaningful insights into the study's objectives, contributing to enhancing educational practices that promote cultural awareness and physical fitness performance among learners. The experimental group used the CLL of the Timpuyog Dance Festival as a lesson in their PE curriculum.

In contrast, the control group followed the standard curriculum prescribed by the DepEd. Learners' physical performance was evaluated through technical skills, performance quality, effort, and participation (Glaser, 2012). Additionally, the research specifically targets the CLL of the Timpuyog Dance Festival within the PE curriculum and evaluates its effects on thirty (30) Grade 9 learners in the experimental group (Section A - Rizal) and thirty (30) learners in the control group (Section B - Bonifacio).

The study assessed physical performance and analyzed student perceptions during the academic year 2024-2025 at Lambayong National High School, Poblacion, Lambayong, Sultan Kudarat (Hunt et al., 1992).

This study involved 30 learners in an experimental group and 30 in a control group. It assessed their performance through pretests and post-tests. The experimental group engaged in a contextualized learning lesson centered on the Timpuyog Dance Festival, incorporating local cultural practices into the curriculum. Purposive sampling was the chosen technique for overall respondent selection, as it allows for identifying individuals based on specific criteria relevant to the study's objectives, such as their enrollment in the appropriate curriculum or their availability for the research. This non-probability sampling method ensures that the sample aligns with the study's requirements, which was crucial for accurately evaluating the impact of the intervention (Creswell, 2014; Etikan et al., 2016; Palinkas et al., 2015). Purposive sampling was particularly effective when the target population was well-defined and accessible within a specific educational setting, enhancing the study's relevance and validity.

Instrument

The quality of the CLL on the Timpuyog Dance Festival for Grade 9 learners during the Academic Year 2024-2025 at LNHS was assessed using a comprehensive evaluation method (Parpala & Lindblom-Ylänne, 2012; Birmingham & Wilkinson, 2003; Silverman, 1973). This evaluation was conducted with input from experts in the field, specifically ten (10) certified master teachers in PE who validated the lesson's content and relevance. Moreover, the CLL was evaluated based on several criteria: instructional design and organization, instructional quality, assessment,

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and overall appropriateness. Data was collected using a adapted survey instrument and a five-point Likert Scale questionnaire to gauge effectiveness and gather feedback (Croasmun & Ostrom, 2011).

In addition, the evaluation of learners' physical performance was comprehensively addressed in three core components: technical skills, performance quality, and effort and participation (Birmingham & Wilkinson, 2003; Silverman, 1973). This multifaceted approach aims to thoroughly assess learners' physical capabilities and dedication to improvement. Specifically, the evaluation measured technical skills, including accuracy, form, and synchronization in executing dance steps. Performance quality was assessed based on energy, expression, and adaptability, while effort and participation were evaluated through attendance, engagement, and attitude. This detailed framework ensures a holistic view of learners' physical fitness and commitment to the PE curriculum.

Data Collection

The research implementation began once the Dean of the Graduate School granted formal permission to conduct the study. A comprehensive researcher's manual was developed to outline the data collection process, ensuring clarity and consistency throughout the procedures (Mack, 2005; Sutton & Austin, 2015; Polkinghorne, 2005).

The process unfolded in several stages. First, the Communication Phase involved the researcher seeking permission from the Division of Sultan Kudarat by submitting a formal request letter, endorsed by the Research Adviser, to the appropriate authorities. This phase emphasized effective coordination and communication to facilitate a smooth approval process.

Second, the Consent Phase involved obtaining approval from the Sultan Kudarat Schools Division Superintendent. Upon receiving approval, the researcher sent a formal request to the principal of Lambayong National High School (LNHS). This request included an information letter along with the questionnaire, clearly outlining the study's objectives and procedures to ensure that all participants were fully informed and could consent willingly.

Third, the Experimentation Phase entailed implementing the Collaborative Learning Model (CLM) with the experimental group, while the control group followed the standard curriculum. Rigorous measures were taken to minimize bias during this phase, ensuring the integrity of the study's findings. The Data Collection Phase utilized questionnaires to evaluate the effectiveness of CLL in teaching Timpuyog Dance Festival routines and assess learners' physical performance, thereby assessing the festival's cultural appreciation. The questionnaires provided quantitative data, which was analyzed to assess the CLL's impact.

Lastly, the Data Retrieval and Consolidation Phase involved the researcher systematically reviewing and checking the completed questionnaires. The data was organized into tables for analysis, and appropriate statistical treatments were applied to interpret the results effectively. This process ensured that the findings contributed meaningful insights into the field of physical education.

Treatment of Data

The data was systematically tallied and analyzed to produce scientifically accurate results. Statistical tools were employed to interpret these results, with the Statistical Package for the Social Sciences (SPSS) being utilized to conduct frequency analyses, calculate standard deviations and means, and perform T-tests (Livingston, 2004; Brown & Green, 2019). All hypotheses were tested at a 0.05 significance level to ensure rigorous analysis (Chan, 1998). For Statement of the Problems (SOPs) number 1 and 2, which focus on evaluating the effectiveness of the CLL on the Timpuyog Dance Festival and the level of physical performance among Grade 9 learners, data was analyzed using percentage, weighted mean, and standard deviation. For SOPs number 3, 4, and 5, which aimed to determine significant differences, t-tests were employed to assess the statistical significance of the findings (Kim, 2015).

Ethical Considerations

This study had several key ethical considerations were addressed throughout the data gathering procedures. Informed consent was a crucial aspect, ensuring that all participants, including students, teachers, and administrators, were fully informed about the nature, objectives, and potential risks of the study. During the Consent Phase, participants were given ample time to read and understand the information letter, and their consent was freely given without pressure. They were also informed of their right to withdraw from the study at any time without penalty, fulfilling an important ethical requirement. Confidentiality and anonymity were also prioritized, with personal information and responses being treated with the utmost care. During the Data Retrieval and Consolidation Phase, identifiable information was either anonymized or securely stored to prevent unauthorized access, and participant

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identifiers were used instead of personal names in the data analysis. Voluntary participation was emphasized, ensuring that no participant was coerced or manipulated into taking part in the study. Students and teachers were made aware of their voluntary involvement, and there were no repercussions for those who chose not to participate. The researcher was also vigilant in minimizing harm to participants, particularly regarding their physical, emotional, or psychological well-being. In the case of the Collaborative Learning Model (CLM), the researcher ensured that all physical activities were safe, appropriate, and non-exploitative, and that no participant was exposed to undue stress or discomfort during the study. Efforts were made to minimize bias during the Experimentation Phase, ensuring that no unfair advantage was given to any group and that results were evaluated impartially. The researcher took great care to maintain transparency and integrity in data handling, ensuring that data was collected, analyzed, and reported honestly and accurately. This included preventing data manipulation or misrepresentation and avoiding selective reporting, sharing both positive and negative findings. Respect for cultural sensitivities was also a priority, particularly given the involvement of cultural elements like the CLL of Timpuyog Dance Festival. The researcher was careful to avoid misrepresenting or exploiting cultural practices, ensuring that cultural sensitivity was maintained throughout the study. Finally, after the study was completed, participants were informed of the results and findings, particularly those that related to their contributions, in keeping with the ethical commitment to share results with participants. As a token of appreciation for their time and effort, participants were given tokens of gratitude. By addressing these ethical considerations, the study ensured the rights, dignity, and welfare of all involved were upheld while contributing valuable knowledge to the field.

RESULTS and DISCUSSION

Acceptability of the Contextualized Learning Lesson (CLL) Timpuyog Dance Festival as Included in the PE Curriculum in terms of Instructional Design and Organization, Instructional Quality, Assessment, and Appropriateness

Table 1

Acceptability of the Contextualized Learning Lesson (CLL) Timpuyog Dance Festival in terms of Instructional Design and Organization, Instructional Quality, Assessment, and Appropriateness

Indicators	Mean	SD	Description
Instructional Design and Organization	4.74	0.35	Outstanding
Instructional Quality	4.80	0.34	Outstanding
Assessment	4.74	0.48	Outstanding
Appropriateness	4.76	0.43	Outstanding
Total Mean	4.76	0.40	Outstanding

4.20 – 5.00	Outstanding
3.40 – 4.19	Very Satisfactory
2.60 – 3.39	Satisfactory
1.80 – 2.59	Fair
1.00 – 1.79	Poor

The findings in Table 1 showed a significant level of acceptability for the inclusion of the CLL Timpuyog Dance Festival in the Physical Education (PE) curriculum. The Instructional Design and Organization, Instructional Quality, Assessment, and Appropriateness Indicators received outstanding ratings, with mean scores of 4.74, 4.80, 4.74, and 4.76, respectively. The results indicate that respondents strongly approve of CLL's inclusion in the PE curriculum. The general mean score of 4.76 also assures a positive evaluation of the relevance and quality of the lesson in PE education.

Moreover, the high support rate for the CLL Timpuyog Dance Festival implies that culturally conscious learning activities can maximize the PE curriculum. The positive response on instructional quality and planning implies that such methods could be extended to other curriculum areas to foster more active and participatory learning. Additionally, the positive evaluation highlights the potential for more active student engagement and performance,



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implying that the same practice can enhance PE curriculum design and teaching approaches. The large approval of the CLL Timpuyog Dance Festival indicates the possibility of incorporating culturally appropriate learning activities into the PE curriculum to support educational achievement.

As Santos and Sarmiento (2023) and Muñoz and Sanchez (2023) noted, incorporating local practices and traditions into instructional content promotes a greater sense of connection to the content and may enhance student participation and retention. This study's favorable reception of instructional design and quality feedback suggests that implementing these contextualized pedagogies may similarly be applied in other disciplines and contribute to an inclusive, culture-sensitive learning community (Bautista & Morales, 2021). Also, as Reyes and Delos Reyes (2022) and Sanchez, et al. (2023) suggested, such pedagogies enhance engagement and result in more effective learning outcomes. Hence, a deeper analysis of contextualized learning in PE can result in more efficient learning strategies that are meaningful and pedagogically powerful.

Level of Grade 9 Learners' Physical Performance in the pretest and post-test scores of learners' physical performance in the experimental groups

Table 2

Level of Grade 9 Learners' Physical Performance in the pretest and post-test scores of learners' physical performance in the experimental groups

	N	Mean	SD	Description
Pretest	30	80.07	0.50	Outstanding
Posttest	30	88.82	0.78	Outstanding

The results in Table 2 compared the pretest and posttest scores of Grade 9 learners' physical performance during the Timpuyog Dance Festival, indicating improved capacity. The learners had an average score of 80.07 in the pretest, which was considered outstanding. They stated that they were already at par with the quality level for performing the skills involved in the physical performance.

Hence, the result showed that the students initially understood the required skills well. Still, the post-test score rose to 88.82, which was still within the outstanding range and once again showed that the learners were performing the skills at a high level. This enhancement indicates that the learners' physical performance ability increased after the intervention, which underscores the efficacy of the program or activities incorporated into the PE curriculum. The consistency in outstanding performance at both the pretest and the posttest further suggests that the learners sustained or even improved their level of meeting the quality standard after participating in the dance activities, reflecting the positive role of the physical education program in developing skill mastery and physical ability (Simons & McConnell, 2021).

Furthermore, the CLL of Timpuyog Dance Festival program improved Grade 9 students' physical performance skills, as evidenced by increased pre-test and post-test scores. The result is consistent with previous research identifying the positive effects of organized physical education activities, such as dance, on students' physical competence and fitness (Miller et al., 2019). The high scores on both tests consistently indicate that students could sustain and enhance their performance, highlighting the long-term advantages of engaging in physically challenging programs (Brown & Jameson, 2020).



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Level of Grade 9 Learners' Physical Performance in the pretest and post-test scores of learners' physical performance in the experimental groups

Table 3

Level of Grade 9 Learners' Physical Performance in the pretest and post-test scores of learners' physical performance in the control groups

	N	Mean	SD	Description
Pretest	30	80.25	0.86	Outstanding
Posttest	30	84.36	0.53	Outstanding

Table 3 presented the comparison between the pretest and posttest scores of the Grade 9 learners' performance in the physical aspect of the module-based Dance Festival in the control groups. The pretest and post-test scores have average values that all belong to the outstanding category but with a subtle increase in post-test scores. The pretest mean was 80.25 with a standard deviation of 0.86, whereas the posttest mean increased to 84.36 with a lesser standard deviation of 0.53. It can be shown that, through the Dance Festival, the learners improved their physical performance, as demonstrated through the increased post-test mean score.

Consequently, this research showed that the Dance Festival positively affected learners' physical performance, which aligns with the overall aims of physical education (PE) curricula to develop physical skills, coordination, and general fitness. Research attests that dance and other physical activities help to improve motor skills, physical fitness, and social interaction, encouraging a holistic method of physical education (Quinlan et al., 2019). The increased performance witnessed in this context implies that similar physically active and culturally meaningful activities might benefit learners, increasing their motivation and interest in PE classes (Garcia, 2020). In addition, the small standard deviation on the post-test indicates that the intervention uniformly impacted participants, and this is very important for the uniform development of physical skills in students since uniformity in training may contribute to improved long-term performance in physical education (Chen & Huang, 2021).

Significant Difference Between the Pretest and Post-test Scores of the Learners' Physical Performance in the Experimental Groups

Table 4

t-Test Results Between the Pretest and Posttest of the Experimental Group

Indicator	N	Mean	SD	t-comp	p-value
Pretest	30	80.07	0.50	-44.93	0.001
Posttest	30	88.82	0.78		

The t-test outcomes in Table 4 indicated a significant difference in the experimental group's pre-test and post-test scores. The t-value is -44.93, and the p-value is 0.001, meaning that the outcome is statistically significant and that the difference in the mean scores of the pretest with a weighted mean of 80.07 and posttest with a weighted mean of 88.82 is not likely to happen by chance. The negative t-value indicates that the post-test scores were considerably higher than the pre-test scores. This enhanced performance suggests that the intervention or program used with the experimental group effectively improved their physical performance skills.

Thus, the significant difference between pretest and posttest scores emphasizes the intervention's beneficial effect on learners' physical performance. The result is consistent with the literature that has shown the effectiveness of systematic physical education programs in enhancing students' physical ability and fitness (Smith et al., 2018). Such interventions improve physical skills and aid in cognitive and emotional growth, promoting the overall development of students (Williams & Thompson, 2017). These results also support the contention that integrating evidence-based physical education programs can substantially improve student performance, as seen in this study.



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(Miller et al., 2020). The findings highlight the need for adopting identical structured programs as part of the curriculum to promote the mastery of skills, physical health, and general student growth.

Significant Difference Between the Pretest and Post-test Scores of the Learners' Physical Performance in the Control Groups

Table 5
t-Test Results Between the Pretest and Posttest of the Control Group

Indicator	N	Mean	SD	t-comp	p-value
Pretest	30	80.25	0.86	-25.57	0.001
Posttest	30	84.36	0.53		

The t-test outcomes in Table 5 indicated that the control group showed a statistically significant increase in physical performance from the pretest to the posttest, with a t-value of -25.57 and a p-value of 0.001. This means that pretest and posttest score differences are extremely significant, and a change is improbable to happen randomly. The mean score in the pretest was 80.25, and the mean score in the posttest was 84.36, showing a significant improvement in the learners' physical performance.

Hence, even though the control group did not receive the same intervention as the experimental group, this improvement could still indicate the effect of other variables, including routine physical activity or the impact of normal physical education procedures. The impressive results indicate a need for further study of what aspects may have led to the improvement and how these factors may be improved in future physical education courses to maximize student performance. It indicates a statistically significant improvement in physical performance in the control group and points toward the positive implications of regular or standard physical education exercises. Even without intervention, the control group registered a significant change, indicating that regular physical education can improve students' physical abilities (Smith et al., 2018).

Moreover, evidence substantiates the notion that frequent engagement in physical activity can lead to incremental physical development, even when no focused interventions are given (Roberts & Wilson, 2017). This observation also enhances the importance of integrating physical education into the curriculum. It significantly contributes to learners' development and well-being, even when no targeted, intensive interventions are provided (Miller et al., 2020). The notable findings indicate that incorporating physical education in formal programs or general activities can promote physical development among students. It is thus imperative to continue to investigate how current programs may be improved to be most effective.

Significant Difference Between the Pretest and Post-test Scores of the Learners' Physical Performance in the Experimental Groups and the Control Groups

Table 6
t-Test Results Between the Mean Gain Performance of the Two Groups

Indicator	N	Mean	SD	t-comp	p-value
Pretest	30	4.11	0.88	-19.32	0.001
Posttest	30	8.75	1.07		

The t-test findings in Table 6 indicated a statistical difference between the mean gain performance of the two groups, with a t-value of -19.32 and a p-value of 0.001. The result implies that the performance improvement from pretest to posttest was not a chance occurrence, and intervention did have a discernible effect on learners' physical performance. The pretest mean gain was 4.11, whereas the posttest mean gain was considerably higher at 8.75, indicating a significant improvement in learners' capabilities.



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Thus, this difference in mean gains highlights the efficiency of the program or intervention in developing skills and physical proficiency. The large and sustained increase in post-test performance emphasizes the utility of targeted physical education interventions. The result implies that specifically designed programs will have a direct and long-lasting effect on students' physical performance. The results bolster the notion that well-designed teaching programs that improve definite physical skills will produce stronger gains in learners' overall physical performance and fitness. The results demonstrate a large statistical difference between the two groups' pretest and posttest mean gains, which shows that the intervention significantly affected learners' physical performance. The result aligns with earlier research, which highlights the effectiveness of individualized physical education programs in enhancing student fitness and skill competence (Davis & Singh, 2019). The performance growth from a pretest mean gain of 4.11 to a posttest mean gain of 8.75 demonstrates the effectiveness of well-designed, intervention-based programs to produce notable, quantifiable improvements in learners' skills (Miller et al., 2020).

Furthermore, the vast disparity between the pretest and posttest mean scores highlights the need to incorporate evidence-based approaches into physical education curricula to enhance physical competence and overall student growth (Thompson & Wells, 2018). These results highlight the need for focused physical education interventions to promote sustained gains in students' physical performance, further supporting the worth of well-structured school programs.

Conclusions

The study shows that the CLL Timpuyog Dance Festival is a valuable addition to the PE curriculum, receiving high ratings in key areas and having a positive impact on students' learning experiences.

The results indicated strong support for incorporating the CLL Timpuyog Dance Festival into the PE curriculum. The outstanding ratings across key indicators—instructional design, organization, quality, assessment, and appropriateness—demonstrate a high level of approval from respondents. With a general mean score of 4.76, the findings confirmed that the CLL of Timpuyog Dance Festival was highly relevant and of high quality for enhancing PE education.

Thus, the study demonstrated a significant improvement in Grade 9 learners' physical performance during the Timpuyog Dance Festival. With an increase in post-test scores, the results highlighted the effectiveness of the program in enhancing learners' physical skills and abilities within the PE curriculum.

In addition, the results showed a slight improvement in learners' physical performance, with an increase in the posttest mean score. The decrease in standard deviation also suggests more consistent performance, highlighting the positive impact of the Dance Festival on enhancing learners' physical abilities.

Hence, the results indicated a statistically significant improvement in the experimental group's physical performance. The substantial increase in post-test scores suggested that the intervention effectively enhanced the learners' physical performance skills.

In the control group also showed a significant improvement in physical performance. The increase in scores suggested that factors beyond the intervention, such as routine physical activity or standard PE procedures, contributed to the improvement. These results highlighted the need for further investigation into the specific factors influencing student performance in physical education.

Furthermore, the results showed a significant improvement in learners' physical performance. The increase in mean gain highlighted the effectiveness of the intervention, emphasizing the positive impact of well-designed physical education programs on students' skills and fitness.

Recommendations

Based on the results of the study, this study recommends that PE teachers are encouraged to integrate CLL Dance Festivals, such as the Timpuyog Dance Festival, into the PE curriculum, as it enhances student engagement, promotes cultural awareness, and fosters physical activity. Next, schools may continue implementing organized, skill-building dance activities to enhance physical abilities and overall fitness. Moreover, PE programs incorporate both formative and summative assessments to track development and provide feedback for improvement. Further, Educators may adapt and customize PE programs to meet the developmental needs of diverse learners, ensuring all students are appropriately challenged and supported in their skill development. Expand the cultural relevance of PE programs by encouraging schools to integrate more cultural elements into the curriculum, promoting inclusivity and strengthening students' connection to their heritage, ultimately enhancing learning outcomes. Further studies may investigate the impact of different PE interventions on student performance and identify factors that contribute to



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improved physical development for more effective future programs. Finally, schools may incorporate regular, structured physical activities throughout the curriculum to maintain and enhance student fitness levels.

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