

Promoting Life-Long Fitness in Physical Education 10

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ABSTRACT

In many proponents of physical education like sports and exercise today, a well-known maxim expressed in Latin “*Mens sana in corpore sano*” and usually translated as “a sound mind in a sound body” is used by many of the physical educators all over the world. The intended meaning of the maxim in physical education is that a healthy body can support a healthy mind so it encourages everybody to strive to keep the body in good condition. It is one way or another motivation of the physical educator for a regular participation in physical activity which give positive effects of health and well-being. In turn it will positively influence the quality of life and society as a whole. A sound mind in a sound body shows how powerful an altruistic attitude can lead to the path of overcoming adversity and staying healthy throughout life.

INTRODUCTION

Rationale

In many proponents of physical education like sports and exercise today, a well-known maxim expressed in Latin “***Mens sana in corpore sano***” and usually translated as “a sound mind in a sound body” is used by many of the physical educators all over the world. The intended meaning of the maxim in physical education is that a healthy body can support a healthy mind so it encourages everybody to strive to keep the body in good condition. It is one way or another motivation of the physical educator for a regular participation in physical activity which give positive effects of health and well-being. In turn it will positively influence the quality of life and society as a whole. A sound mind in a sound body shows how powerful an altruistic attitude can lead to the path of overcoming adversity and staying healthy throughout life.

And throughout the world, physical education plays an integral part of the school. It is an essential subject area for learning. It helps students become competent movers, which in turn, builds self-confidence and lays a foundation for participation in lifetime physical activity. It helps students learn about their abilities, aptitudes, limitations, and potential. It provides opportunities for students to develop creativity, positive attitudes toward physical activity, assume more personal and social responsibility, and meet performance obligations as individuals and in groups. And students, who attended physical education and are physically fit, score higher on their state standardized tests, provide less discipline problems, and attend school more often than their less fit peers (NASPE, 2002). In Physical Education students develop their skills for leisure and activities conducive for healthful living, contributing to their physical, social and mental health.

School physical education also plays an equally significant role in the teaching and promotion of lifelong fitness and even to related health behaviors to children and adolescents. It greatly influenced physical activity in those who are in their adulthood as it serves as an effective intervention against inactivity in the later life. At the same time, it has targeted the lifelong fitness of every individual which also can help them attain and literally shape their future health. For students actively engages in physical activity in physical education in school improves their well-being and quality of life. Student participation in physical education helps improve cognitive function, which in turn, promotes learning in other academic course areas (Ratey, 2002; Ratey& Hagerman, 2008).

A vital component of a holistic education is a physical education. More specifically, school-based physical activities such as participation in physical education, free-time physical activities, and school sport, positively influence concentration, memory, classroom behavior, and intellectual performance in addition to providing young people opportunities in meeting current physical activity guidelines (Trudeau & Sheppard, 2008).

In Canduman National High School, the primary goal of the teachers is to improve the academic performance of the student. The researcher being a physical education teacher believes that through high-quality physical education instruction, students learn to become more confident, self-controlled and have the ability to bounce back from adversity. It is more likely to increase physical activity opportunities during the school day as being physically active means a lot of things. To engage in dance and fitness exercises will make them mentally alert, as well as it will help them to perform well in their academe. It will significantly contribute to students' well-being and ultimately improves their academic performance.

Meanwhile, there are many studies that linked physical exercises with the human brain and most of the research focused on children or older adults. Research shows that cardiovascular fitness was linked with overall intelligence, among which it has linked with scores on tests of logical, verbal, technical and visual spatial capabilities and even socioeconomic status and educational attainment later in life, although the same did not hold true for muscle strength and brainpower. So on the other hand, there are studies that refuted the maxim. Not at all that they strongly agree to the idea that a sound mind lies in a sound body. Thus, even if, the ability of the person to do such task has been deprived and is not capable of doing so, does not actually entail the loss of perception ability. It is in this two opposing ideas that makes the researcher to do a research as to what is true to the situation within. This study purposely want to look on to which is highly regarded in the classroom situation if a sound mind is in a sound body. The proposed instructional guide will help the researcher identify the relationship of a sound mind and sound body.

THEORETICAL BACKGROUND

In areas of sports and recreation, *mens sana in corpore sano* is frequently use to promote to the learners and sports enthusiast s that in a healthy mind lies a healthy body. Ultimately, the engagement of physical activities will contribute greater sense of connectedness in a real word situation.

This study is anchored on the **Mens Sana En Corpore sanoTheory**. *Mens sana in corpore sano* is a Latin phrase, usually translated as "a sound mind in a sound body" or "a healthy mind in a healthy body". This theory is notably known from the 1st century AD Roman poet and satirist Juvenal in his famous phrase from the Tenth Satire which has nothing to do with health. "The vanity of human wishes" "*Mens sana in corpora sano*" is taken out of context, and the whole sentence is "*Orandum est ut sit mens sana in corpora sano*" which means "You should pray for a sound mind in a sound body". It is important to note that he was not writing about health, recreation or sport at all.

The theoretical framework of the study is shown on the next page.

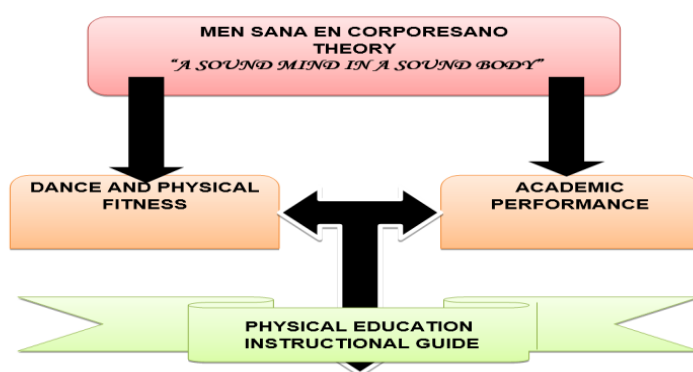


Figure 1

THEORETICAL FRAMEWORK

In the western world, the phrase is widely used in sporting and educational contexts to express the theory that physical exercise is an important or essential part of mental and psychological well-being. It was in modern era, “Mens sana in corpore sano” was extracted from its context by the Englishman John Hulley, entrepreneur who encouraged public participation in physical education to improve health and well-being. It was used as a motto of his Liverpool Athletic Club. After John Hulley, Pierre de Coubertin, long-time president of the Olympic Committee, in place of the above mentioned sets “Mens fervida in corpora lacertoso” which means “Fighting spirit in muscular body”. Last of the men from modern era who used this maxim was Avery Brundage, also a long-time president of the Olympic Committee and after that it has found application in recreation, sport, physical activity related to health, commercials, supplements for exercise implying that only a healthy body can support a healthy mind and therefore we should strive to keep our bodies in top condition.

This however, long before Hulley, Coubertin and Brundage, even before the Juvenal time there were also discussions on the mind and body dualism. Socrates students Xenophon and Plato had different opinions. Xenophon believed that it was unfair to exalt physical strength above the noble mind and Plato: “Youth should be trained in both gymnastics and literary artistic matters, because exclusive attention to physical prowess may make a man become brutish, like an animal, but exclusive attention to the mind may make him brittle and soft. The body and mind should be cultivated together”. Plato's student Aristotle was the first to view physical and intellectual training as enemies in constant confrontation, he wrote: “Intellect and the body must not be worked hard in the same time since the two kinds of exercise naturally counteract one another, exertion of the body being an impediment to the intellect, and exertion to the intellect an impediment to the body.” First time in new era, highly respected second century AD medical doctor Galen wrote: “All natural blessings are either mental or physical.

These words can be explained by the large difference between the Greek and Roman athletes at that time. After Galen, St. Augustine wrote: “God commands the spirit (mind) and the spirit commands to the body, ie. Body movement is an expression of the spiritual movement. After ancient period the most famous philosophical work of René Descartes is the *Meditations on First Philosophy* (1641). In the Sixth Meditation, Descartes calls the mind a thing that thinks and not an extended thing. He defines the body as an extended thing and not a thing that thinks. This well-known version of dualism is credited to Rene Descartes, 17th century philosopher who claimed that “human beings consisted of two quite different substances which could not exist in unity”. According to him “mind was an extended, an immaterial but thinking substance and body was an extended, material and unthinking substance”. For Descartes the man as a thinking matter can exist without a body. After Descartes, many philosophers defined this dualism:

Jean – Jacques Rousseau: “Relationship of man to man is mediated by the relationship of man to nature and our body as the immediate nature”.

Johann Friedrich Guts Muths: “The highest spiritual development without building the body only represents half a man” “The only real and ultimate goal of gymnastics is harmony between mind and body”.

Friedrich Schiller: “Gymnastic exercises admittedly getting the athletes, but beauty- only with free and conforming exercise of all parts of the body”.

Friedrich Wilhelm Nietzsche: “The body is not integral part of the man and the fundamental possibility of experiencing the fullness its human, but is a tool for achieving the non-human goals”. (Zeljko Banicevic, April 2013)

Many see the brain as unrelated or unconnected to the body. We view it as a remote commander that mysteriously directs the body. However, those who subscribe to these beliefs fail to see that exercise has a profound effect on cognitive abilities. Physical activity creates an environment in which the brain is ready, willing and able to learn. Physical and intellectual learning experiences were essential and inseparable parts of education. Greeks believed in a sound mind in a sound body and the concept of “arête” or a quest for excellence (Siedentop, 2003). Brain based research also supports more physical education and physical activity in schools since they promote cognitive development. Dr. John Ratey (2002), Harvard Medical School professor of

psychiatry, tells us that physical activity optimizes alertness, attention, motivation and mental health. When students learn complex motor patterns complex synaptic connections are formed in the brain improving the brain's ability to process new information. The brain responds to motor development like muscles do, growing with it and withering without (Ratey & Hagerman, 2008).

Physical activity and physical fitness have been shown to have positive effects on cognition and concentration. Physical activity is consistently related to higher levels of self-esteem and lower levels of anxiety and stress each of which has been associated with enhanced academic performance. Student attention is likely to be greater in an active rather than a sedentary student. This may facilitate favorable interaction between classroom learning and student cognition.

Studies have shown a significant positive relationship between physical education time and classroom grades. Scoring within the healthy fitness zone on all five components health related physical fitness test battery is positively correlated with passing scores in math and English language arts. Physical fitness may enhance student concentration and classroom behavior, which in turn, contributes to achievement (e.g., standardized test scores and grades). Regular exercise can alleviate stress, anxiety and depression and boost self-esteem. (Chomitz et al, 2009).

Dance and Physical Fitness. In this computer age and sedentary lifestyles, it's easy to forget that we were born to move. The human capacity to think, plan and learn is rooted in the parts of the brain that govern movement. Physical activity cues the building blocks of learning in the brain. Physical activity also affects mood, anxiety, and attention, guards against stress and reverses some of the effects of aging in the brain. Regular physical activity is the single most important tool you have to optimize your brain function (Ratey, 2008, p. 245). Exercise helps the brain become more fit. The more we move and stress our body, the better our circulation is and the more fit our brain becomes (Ratey, 2002, p. 359). Exercise produces stronger, healthier and happier brains. The product of regular physical activity is physical fitness. Physical fitness also promotes academic achievement in the form of high scores on standardized tests.

Dance and physical fitness has been a part of the curriculum in the Philippine Education. In the early years the curriculum was focused on sports-dominated PE curriculum aimed at athletic achievement and less focused on dance as cultural and physical activity. It focuses on the creation and making of dances as well as participating in dances made by others. Essentially, the K to 12 curriculum proposed in 2011 seeks to develop 21st century skills among its learners. These include the cognitive skills of critical thinking, problem-solving and creative thinking; the social or interpersonal skills of communication, collaboration, leadership and cross-cultural skills; self-management skills of self-monitoring and self-direction, as well as task or project management skills, and personal characteristics which are part of ethics, civic responsibility and accountability.

Fitness and movement education content is the core of the K to 12 PE Curriculum. It includes value, knowledge, skills and experiences in physical activity participation in order to achieve and maintain health-related fitness (HRF), as well as to optimize health. In particular, it hopes to instill an understanding of why HRF is important so that the learner can translate HRF knowledge into action. Thus, self-management is an important skill. In addition, this curriculum recognizes the view that fitness and healthy physical activity behaviors must take the family and other environmental settings (e.g. school, community and larger society) into consideration. This curricular orientation is a paradigm shift from the previous sports-dominated PE curriculum aimed at athletic achievement. "Move to learn" is the context of physical activity as the means for learning, while "Learn to move" embodies the learning of skills, and techniques and the acquisition of understanding that are requisites to participation in a variety of physical activities that include exercise, games, sports, dance and recreation. (The Curricular Philosophy of the K to 12 PE Curriculum- LM in PE for Grade 10)

Academic Performance. The academic performance plays an important role in producing a quality and productive students. Academic achievement is one of the major factors to be considered in having a brighter future and greater opportunities, in one way or another, could be an edge of a particular students performing well in academics compared to those who are not. Thus, students have to put the greatest effort in their study to obtain

good grades and to prepare themselves for future opportunities in their career. The factors affecting a student's academic performance arise from several reasons. Thinking skills primarily affect student's learning faculties if they do not learn what they need to learn.

The researcher being a Physical Education teacher felt the desire to determine the relationship of a physically active students being exposed in the series of physical activities like dance and physical fitness exercise to becoming mentally alert towards the improvement of academic performance. More importantly, this study will help teachers and students to be effective in attaining and achieving lifelong health. In this regard, the researcher decides to conduct this study as a basis of the proposed Physical Education Instructional Guide which will give significant contribution in teaching physical education in school. This will provide concrete learning experience to the learners amidst of the pressing demands of attaining good quality education.

The Problem

Statement of the Problem

This study assessed the Physical Education 10 Instruction in Canduman National High School during the School Year 2015-2016 as basis for a proposed Instructional Guide.

Specifically, this sought answers to the following sub-problems:

1. What is the profile of the respondents in terms of;
 - 1.1 age and gender,
 - 1.2 average grade in the previous academic year,
 - 1.3 exposures to dance and physical fitness?
2. To what extent do the respondents perform in;
 - 2.1 dance,
 - 2.2 physical fitness features as to;
 - 2.2.1 health,
 - 2.2.2 skills?
3. What is the academic performance of the respondents in the core subjects?
4. Is there a significant correlation between the extent of performance in the aforementioned Physical Education components and the academic performance in the core subjects?
5. Based on the findings, what Instructional Guide can be proposed?

Null Hypothesis

The null hypotheses were tested at 0.05 level of significance, two tailed test in the course of the study.

H₀₁: There is no significant correlation between the extent of performance in the Physical Education dance component and the academic performance in the core subjects.

H₀₂: There is no significant correlation between the extent of performance in the Physical Education physical fitness component as to health and the academic performance in the core subjects.

H₀₃: There is no significant correlation between the extent of performance in the Physical Education physical fitness component as to skills and the academic performance in the core subjects.

Significance of the Study

This study may be invaluable to the following:

The PE supervisor. The findings of this study can be useful in implementing appropriate teaching guide in PE classes that will improve students' academic performance

The School Principal. This may be a recommendation for monitoring of both teachers and students factor for the cognitive aspect on teaching and learning process in PE classes.

The PE Teachers. The findings presented in this study will provide information that can be used by Physical Education teachers that could strengthen the cognitive aspect and improve the student's academic performance.

The Students. Students will be benefited on this study as they will improve their academic performance and will be able to obtain an experience of attaining lifelong fitness.

The Future Researchers. This study will affect students in a variety of ways. This will be useful in determining future studies the relation of being physically active to being mentally alert.

RESEARCH METHODOLOGY

This study were employing a descriptive method of research in determining the significant correlation between the extent of performance in Physical Education components as to dance and physical fitness on health and skills and the academic performance in the core subjects of respondents.

Flow of the Study

The flow of the study includes input, process, and output. The inputs were the profile of the respondents as to age and gender, average grade of the previous academic year, and the exposures to dance and physical fitness. Inputs also included the extent that the respondents perform in Physical Education components as to dance and physical fitness on health and skills as well as the respondents' academic performance in the core subjects. Included also is the significant correlation between the extent of performance in the aforementioned PE components and the academic performance in the core subjects.

The process involved data processing as to collection, tabulation and statistical treatment as well as presentation, analysis and interpretation of data

The output of is the proposed Physical Education Instructional Guide. The flow of the study is shown on the next page.

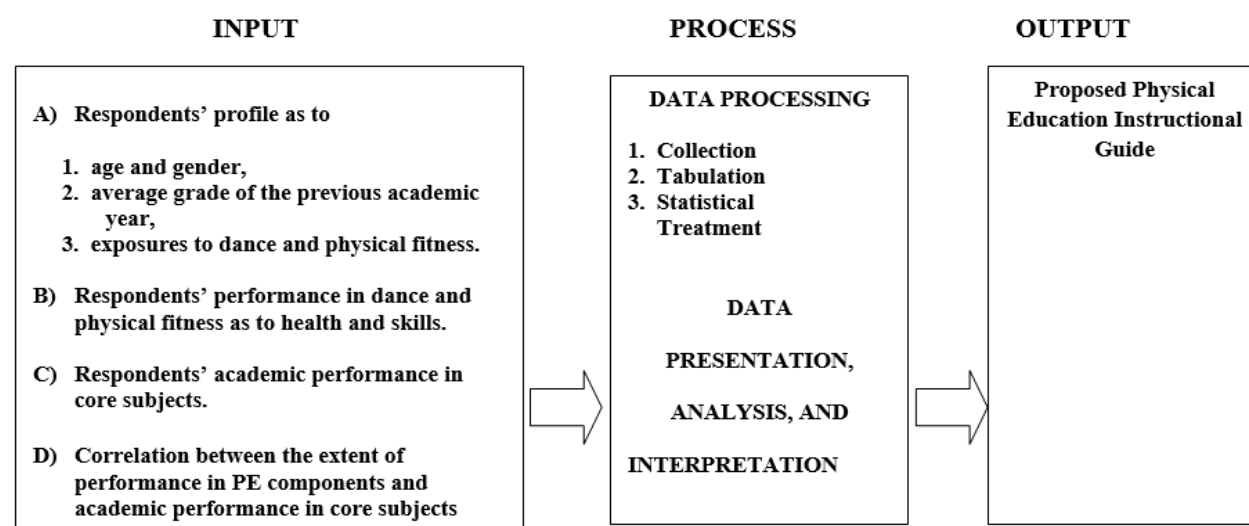


Figure 2 Flow of the Study

Environment

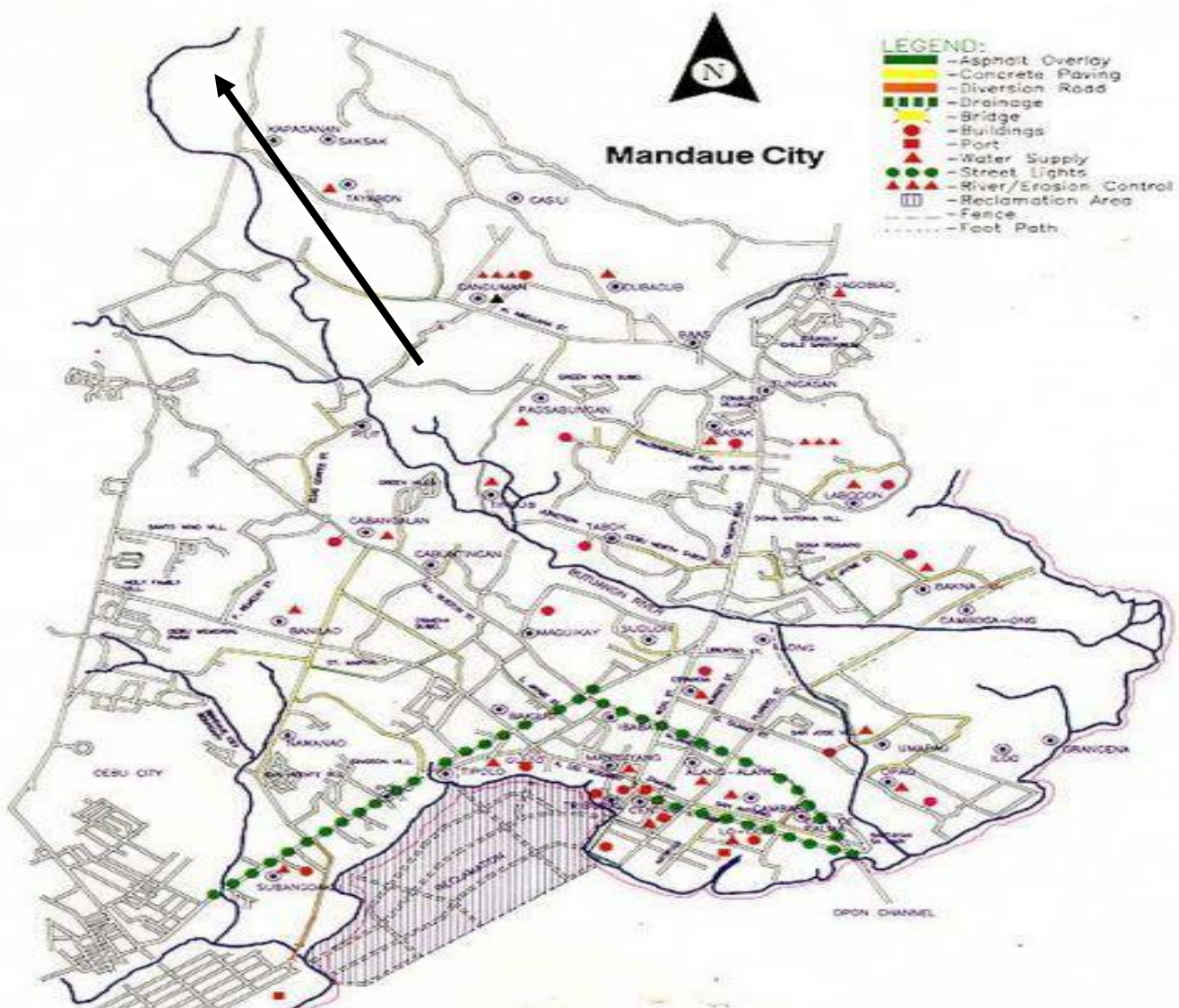
This descriptive study was confined at the Canduman National High School, Mandaue City Division. The school is located at H. Abellana St. Barangay Canduman, Mandaue City, in the northwestern part of the most progressive and one of the busiest Cities of the Province of Cebu. Canduman National High School is a public high school operated within the existing law and under the supervision of the Department of Education (DepEd) Mandaue City Division. The school has an approximate population of two thousand fifty nine (2,059) students, seventy three (73) faculty members and is headed by a school principal 1, Mrs. Rosita T. Nacorda.

The map of the locale of the study as shown on the next page.

Respondents

The respondents of the study were the Grade 10 students enrolled in Physical Education 10 who was under with the researcher in their Physical Education classes. There were 8 sections in Grade 10 and the respondents were selected by purposive sampling thus the section Courteous and section Piety who have the same number in each section were taken as respondents. The distribution of the respondents is shown in Table 1.

The Table 1 is shown on page 20.



CANDUMAN NATIONAL HIGH SCHOOL

Figure 3 .The Locale of the Study

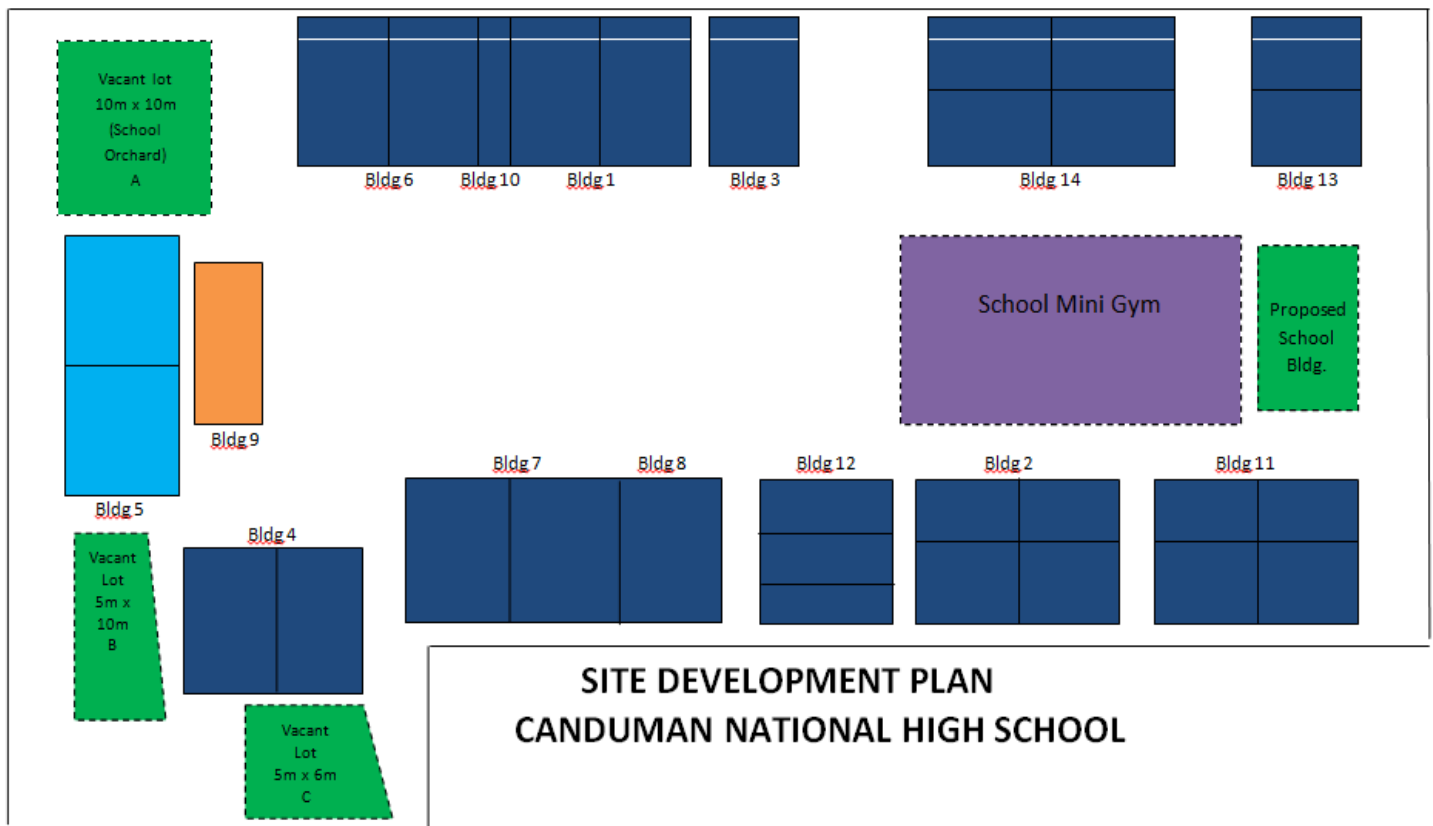
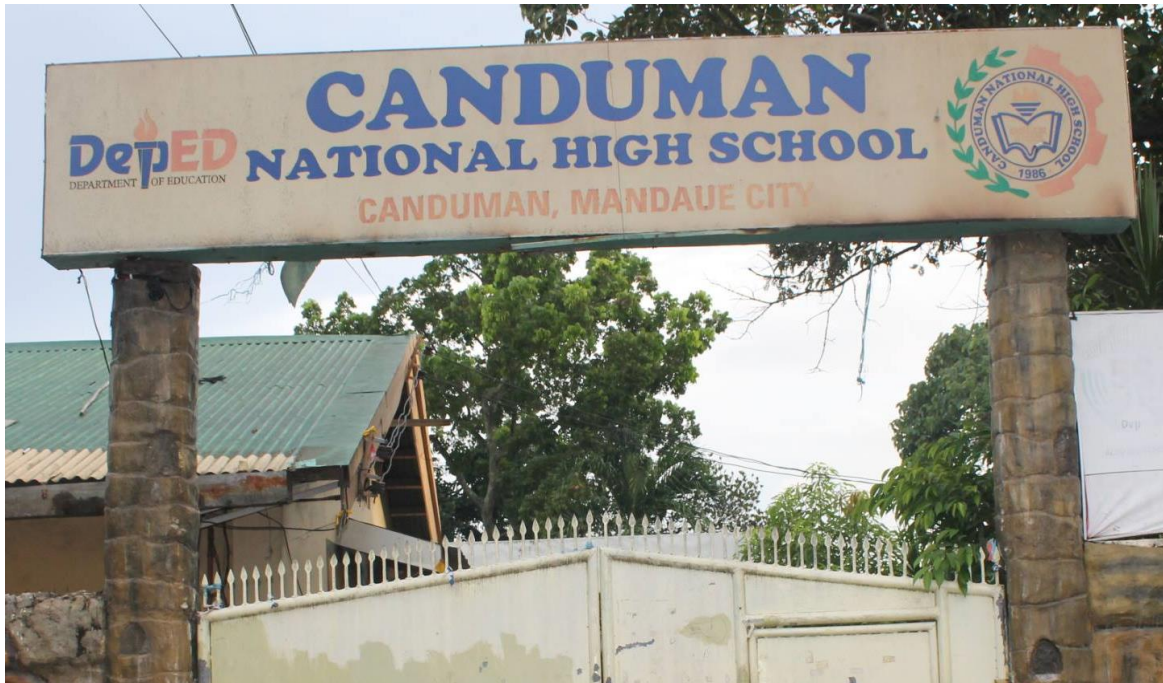


Table 1 Distribution of Respondents

Respondents	Sample size, n	Percentage, %
Section Courteous	35	50.00
Section Piety	35	50.00
Total	70	100.00

Instruments

The instruments of the study were adopted from the rubrics designed by the Department of Education for Physical Education curriculum and the adapted departmental examinations prepared by core subjects' advisers for Grade 10 students. Using the rubrics for PE curriculum, the researcher personally conducted to determine the extent of the respondents' performance in dance and physical fitness as to health and skills, and administered the examination during the third periodical examination schedule to determine the respondents' academic performance in the core subjects. Rubrics used in determining the performance of the students in physical education are attached together with the output of the study.

Data Gathering Procedure

The researcher asked permission from the school principal that a descriptive study will be conducted in the campus. As the permission granted, the researcher started collecting data from the performance of the respondents. The collected data were tabulated, and were treated statistically by the aid of statistical software.

Treatment of Data

The following were employed as the treatments of data by the aid of statistical software:

1. For the profile of the respondents as to age and gender, average grade in the previous academic year as well as exposures to dance and physical fitness, simple percentage was used.
2. For the extent on how the respondents perform in Physical Education components and their academic performance in core subjects, simple percentage was used.

Hypothetical Mean Range

Mean Range	Category	Verbal Description
90–100	Outstanding (O)	Excellent Performance
85–89	Very Satisfactory (VS)	Performance is Very Well
80–84	Satisfactory (S)	Average Performance
75–79	Fairly Satisfactory (FS)	Less Average Performance
Below 75	Poor (P)	Poor Performance

3. For the correlation between the extent of performance in Physical Education components and academic performance in core subjects, Pearson's Product Moment of Correlation was used.
4. For the significance, student's t-test was used.

Definition Of Terms

The following terms were used in the study.

Academic Performance. This refers to the grades gained by the students when it comes to course areas that are considered as academic which includes cognitive abilities such as attention, memory verbal comprehension and information processing

Dance. This entails about creative bodily movement or a series of movement that is perform to music. It is a performance art categorized and described by its choreography, by its historical period and place of origin.

Health Related Fitness. This involves exercise activities that learners do in order to try to improve the overall health status and this is divided into several components which form like cardiovascular endurance, muscular strength, muscular endurance, flexibility and the body composition.

Lifelong Fitness. This is continuing and lasting the will of staying strong and healthy for a long period of time and to be committed on attaining a healthy body even at the later stage in life.

Physical Activity. This refers to any bodily movement that works one's muscles and requires more energy than resting that can be essential in improving the health of a person.

Physical Fitness. It is a general state of health and well-being. The ability to carry out tasks without undue fatigue and the quality of being suitable and capable of doing a task in connection of bodily movement and be able to cope during emergency situations

Promote. It is to actively encourage or support the cause and aim; to popularize by means of publicity.

Skill Related Fitness. This enhances one's performance in athletic or sports events particularly in the categories of agility, balance, coordination, power, reaction time and speed.

Teaching/ Instructional Guide. This refers to the very important information about a particular subject that will help teachers on how to do a particular flow of the lesson in teaching.

Third and Fourth Grading Period. A length of time which the process of monitoring and evaluating the quality and performance of a student in school takes place.

Presentation, Data Analysis And Interpretation

This chapter presents the data gathered from performance of the respondents. The presentations of data are divided into four parts. By the aid of statistical software, data were analyzed and the findings were interpreted.

The first part of the presentation of data is the profile of the respondents as to age and gender, average grade of the previous school year, and the exposures to dance and physical fitness. The second part is the extent on how the respondents perform in Physical Education components as to dance and physical fitness as to health and skills. The third part is the academic performance of the respondents in the core subjects in Grade 10, and the fourth part of data presentation is the significant correlation between the extent of performance in the aforementioned Physical Education components and the academic performance in the core subjects.

Profile Of The Respondents

This part of the chapter presents the profile of the respondents as to age and gender, average grades in the previous academic year, and exposures to dance and physical fitness.

Age and Gender

The ranges of age as well as the gender of the respondents are shown in Table 2.

Table 2. Respondents' Age and Gender n = 70

AGE AND GENDER						
Age Range	Gender				TOTAL	
	Male		Female			
	f	%	f	%	f	%
Less than 16	4	5.71	8	11.43	12	17.14
16 to 17	26	37.14	27	38.57	53	75.71
Above 17	5	7.15	0	0.00	5	7.15
TOTAL	35	50.00	35	50.00	70	100.00

Table 2 shows that 75 percent of the respondents were between 16 to 17 years old, 17 percent were below 16 years old, while seven 7 percent were above 17 years old. This implies that Grade 10 students are middle adolescents. Male and female respondents are equal in numbers at fifty percent in each gender. This implies that students in the classroom especially in public schools, male and female number are statistically equal.

Average Grade in the previous Academic Year

The average grades of the respondents in the previous academic year are shown in Table 3.

Table 3. Respondents' Average Grade in the previous Academic Year n = 70

Average Grade in the Previous Academic Year		
Grade 9 Core Subjects	Average Grade	Description
Filipino 9	83.68	Satisfactory
English 9	82.10	Satisfactory
Math 9	80.48	Satisfactory
Science 9	83.02	Satisfactory
Araling Panlipunan 9	83.01	Satisfactory
Mean Grade	82.46	Satisfactory

As shown in Table 3, respondents' grades in the previous academic year were satisfactory in all the core subjects. The main grade in the core subjects were 82.46 verbally described as Satisfactory. This implies that respondents are within fulfilling expectations in their academic performance.

Exposures to Dance and Physical Fitness

The respondents' exposures to dance and physical fitness is shown in Table 4.

Table 4 shows that 79 percent of the respondents enjoyed dancing while 21 percent does not. Hip-hop dance is the most preferred dance while ballet dance is the least preferred. Eighty-nine percent of the respondents enjoyed in physical fitness while 11 percent does not. Coordination game is the most preferred while awareness game is the least preferred. Data shows that respondents were exposed in both dance and physical fitness. This implies that respondents drawn deep emotions in dance and physical fitness.

Table 4. Respondents' Exposures to Dance and Physical Fitness n = 70

Exposure to Dance and Physical Fitness					
DANCE			PHYSICAL FITNESS		
Enjoy in Dancing	f	%	Enjoy in Physical Fitness	f	%
Yes	55	78.57	Yes	62	88.57
No	15	21.43	No	8	11.43
Preferred Dancing	f	Rank	Preferred Physical Fitness	f	Rank
Hip-hop Dance	33	1 st	Coordination	48	1 st
Cheer Dance	17	2 nd	Fitness	45	2.5 th
Modern Dance	15	3 rd	Memory	45	2.5 th
Street Dance	9	4 th	Teamwork	42	4 th
Break Dance	6	5 th	Concentration	40	5 th
Folk Dance	5	6 th	Work Under Pressure	33	6 th
Jazz Dance	4	7 th	Musicality	31	7 th
Ballet Dance	2	8 th	Awareness	22	8 th

Extent As To Respondents' Performance In Two Components In Physical Education 10

This part of the chapter presents the extent on how the respondents perform in the two components of Physical Education as to Dance Component and Physical Fitness Component on Health-related and Skills-related.

Dance

The dance component in Physical Education 10 includes Hip hop dance, Street Dance, Cheerdance, and Contemporary dance.

The extent of how the respondents perform in the dance component of Physical Education 10 is shown in Table 5.

Table 5 Respondents' Performance in Dance Component in Physical Education 10 n = 70

RESPONDENTS' PERFORMANCE IN DANCE COMPONENT IN PHYSICAL EDUCATION 10		
Dance	Mean	Description
Hip hop	89.29	Very Satisfactory
Street Dance	86.42	Very Satisfactory
Cheerdance	88.16	Very Satisfactory
Contemporary	81.05	Satisfactory
Mean Performance	86.23	Very Satisfactory

Table 5 shows that three (3) dances namely; the hip hop dance, street dance, and cheerdance the respondents performed very satisfactory while contemporary dance where the respondents had satisfactory performance. The mean performance of the respondents in the dance component in PE 10 is 86.23 verbally described as very satisfactory. This implies that respondents are having positive qualities in dancing.

Physical Fitness

The physical fitness component in Physical Education 10 is divided into two related components; the Health-Related and Skills-Related. The health-related component includes cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition. The Skills-related component includes agility, balance, coordination, power, reaction time, and speed.

Health-Related. The extent of how the respondents perform in health-related component of physical fitness, one of the components in Physical Education 10 is shown in Table 6.

Table 6 Respondents' Performance in Health-Related Component of Physical Fitness Component in PE 10 n = 70

RESPONDENTS' PERFORMANCE IN HEALTH-RELATED COMPONENT OF PHYSICAL FITNESS COMPONENT IN PE 10		
Health-Related Component	Mean	Description
Cardiovascular Endurance	83.37	Satisfactory
Muscular Endurance	83.50	Satisfactory
Muscular Strength	82.64	Satisfactory
Flexibility	88.15	Very Satisfactory
Body Composition	87.49	Very Satisfactory
Mean Performance	85.03	Very Satisfactory

As shown in Table 6, cardiovascular endurance, muscular endurance, and muscular strength the respondents had satisfactory performance while flexibility, and body composition the respondents had very satisfactory performance. The mean performance of the respondents in health-related component of physical fitness

component in Physical Education 10 is 85.03 which are verbally described as very satisfactory. This implies that respondents are physically fit and healthy.

Skills-Related. The extent of how the respondents perform in skills-related component of physical fitness, one of the components of Physical Education 10 is shown in Table 7.

**Table 7 Respondents' Performance in Skills-Related Component of Physical Fitness Component in PE 10
n = 70**

RESPONDENTS' PERFORMANCE IN SKILLS-RELATED COMPONENT OF PHYSICAL FITNESS COMPONENT IN PE 10		
Skills-Related Component	Mean	Description
Agility	81.57	Satisfactory
Balance	83.21	Satisfactory
Coordination	82.59	Satisfactory
Power	88.23	Very Satisfactory
Reaction Time	87.19	Very Satisfactory
Speed	88.35	Very Satisfactory
Mean Performance	85.19	Very Satisfactory

Table 7 shows that power, reaction time, and speed the respondents perform very satisfactory while agility, balance, and coordination respondents perform satisfactory. The mean performance is 85.19 which are verbally described as very satisfactory. This implies that the respondents are so skillful in physical activities.

Academic Performance Of The Respondents In The Core Subjects

A Sound Body in a Sound Mind. This part of the chapter presents the academic performance of the respondents in the core subjects namely: Filipino 10, English 10, Math 10, Science 10, and Araling Panlipunan 10. The academic performance of the respondents is measured to determine if physically sound body produces critical sound mind.

Academic Performance in the Core Subjects. The respondents' academic performance in the core subjects is shown in Table 8.

Table 8 Respondents' Academic Performance in the Core Subjects

ACADEMIC PERFORMANCE IN GRADE 10 CORE SUBJECTS		
Grade 10 Core Subjects	Mean	Description
Filipino 10	86.83	Very Satisfactory
English 10	85.83	Very Satisfactory
Math 10	79.67	Fairly Satisfactorily
Science 10	85.33	Very Satisfactory
Araling Panlipunan 10	85.50	Very Satisfactory
Mean Performance	84.63	Satisfactory

As shown in Table 8, the respondents performed fairly satisfactory in Math 10 but the rest of the subjects in Grade 10 core subjects they performed very satisfactory. The Mean performance of the respondents is satisfactory. This implies that the respondents have a potential to be develop academically.

SIGNIFICANT CORRELATION BETWEEN THE EXTENT OF PERFORMANCE IN PHYSICAL EDUCATION COMPONENTS AND ACADEMIC PERFORMANCE IN THE CORE SUBJECTS

This part of the chapter presents the significant correlation between the extent of respondents' performance in Physical Education components and the respondents' academic performance in the core subjects.

Extent of Performance in Dance Component and the Academic Performance in the Core Subjects. The significant correlation between the extent of performance in the dance component of Physical Education and the academic performance in the core subjects is shown in Table 9.

As shown in Table 9, the coefficient of Pearson is 0.310579 which is moderately less correlated. The student t-test computed value is greater compared to critical value of the test thus established reason to reject the null hypothesis.

Table 9 Significant Correlation between the Extents of Performance in Dance Component and the Academic Performance in the Core Subjects

Performance	Pearsonr	Level of Significance ∞	Students' T-test		Decision	Remarks
			Computed value	Critical value		
Dance vs Core Subjects	0.310579	0.05	2.694 > 1.9955		Reject Ho ₁	There is significance Correlation

There is significant correlation between dance component of physical education and the academic performance in the core subjects of the respondents. This implies that physical activity shown to have positive effects on cognitive aspects in the student learning. This finding is supported in a 2008 article in Scientific American magazine, a Columbia University neuroscientist posited that synchronizing music and movement—dance, essentially—constitutes a “pleasure double play.” Music stimulates the brain’s reward centers, while dance activates its sensory and motor circuits. A study of Ratey 2008 also showed that regular physical activity like dancing is one of the most important tool to optimize brain function.

Extent of Performance in Physical Fitness Component and the Academic Performance in the Core Subjects. The significant correlation between the extent of performance in the physical fitness component of Physical Education as to health-related and skills-related and the academic performance in the core subjects is shown in Table 10.

As shown in Table 10, the coefficient of Pearson between physical fitness as to health against academic performance is 0.067839 having a negligible correlation. The computed t-value is less than the critical t-value thus hypothesis is accepted.

Table 10 Significant Correlation between the Extent of Performance in Physical Fitness Component and the Academic Performance in the Core Subjects

Performance	Pearson r	Level of Significance ∞	Students' T-test		Decision	Remarks
			Computed value	Critical value		
Physical Fitness as to Health Vs Core Subjects	0.067839	0.05	0.5607 < 1.9955		Accept Ho ₂	There is No significance Correlation
Physical Fitness as to Skills Vs Core Subjects	0.066271	0.05	0.54768 < 1.9955		Accept Ho ₃	There is No significance Correlation

There is no significant correlation between physical fitness as to health and academic performance of the respondents. This implies that healthy body does not necessarily produced healthy mind.

Table 10 also shows that the coefficient of Pearson between physical fitness as to skills and academic performance is 0.066271 having a negligible relationship. The computed t-value is less than the critical value thus hypothesis is accepted. There is no significant correlation between physical fitness as to health and

academic performance of the respondents. This implies that healthy body does not necessarily develop healthy mind. But in contrast to these findings, is the Journal of School Health by Virginia R. Chomitz which showed a statistically significant relationship between fitness and academic achievement, an increasing opportunities for physical activity during Physical Education and even beyond school time supports academic performance.

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary of the entire study which includes the statement of the problem, findings, conclusions, and recommendation.

Summary

This study assesses the Physical Education 10 Instruction in Canduman National High School during the School Year 2015-2016 as basis for a proposed Instructional Guide.

Specifically, this will answer the following: the profile of the respondents in terms of age and gender, average grade in the previous academic year, exposures to dance and physical fitness, the level of extent do the respondents perform in dance and physical fitness features as to health and skills related fitness, the academic performance of the respondents in the core subjects, the significant correlation between the extent of performance in the aforementioned Physical Education components and the academic performance in the core subjects and the Instructional Guide that can be proposed.

The descriptive method of research were employed in determining the significant correlation between the extent of performance in Physical Education components as to dance and physical fitness on health and skills and the academic performance in the core subjects of selected Grade 10 students at Canduman National High School, Mandaue City Division. There were 8 sections in Grade 10 and the section Courteous and section Piety who have the same number in each section were taken as respondents. The Grade 10 respondents were under the researcher in their PE classes. Pearson's Product Moment of Correlation analysis was used to determine the correlation of the variables.

Findings

Based on the data gathered, the following significant findings are hereby presented:

Of the 70 student respondents, it showed that majority are in the range of 16 to 17 years old, with equal number of males and females. As to the academic performance of the respondents in the previous year, all are within satisfactorily level in all the core subjects with the men of 82.46. And as of the exposure to dance and physical fitness, respondents were exposed to both in which hip-hop dance is the most preferred and coordination for fitness.

Of the 70 respondents, 21 of the respondents or 30 percent have an outstanding performance in dance component in physical education. While 36 of the respondents or 51 percent have very satisfactory performance in health features of physical fitness with a mean of 85.03 verbally described as very satisfactory and 32 or 46 percent performed satisfactory in skills features with a mean of 85.19 also verbally described as very satisfactory. This implied that the respondents are physically fit and skillful in physical activities.

Of the 70 respondents, their academic performances are fairly satisfactorily in Math 10 and very satisfactorily for the rest of the subject in the core subjects with the mean of 84.63 verbally described as satisfactorily.

Dance in physical education shown to have a positive effect on cognitive aspects in the students learning. Yet, skill and health physical fitness does not show significant correlation to academic performance.

Based on the findings, it is concluded that there is a significant relationship between dance in physical education and academic performance of the respondents.

Conclusion

Based in the findings of the study, the following conclusions are drawn:

Dance keeps in touch with the body, as it helps connect with the mind, emotions, and spirit. The practice of dance is an investment of oneself that can reduce stress, improves mental well-being, and gives an outlet for self-expression. Dance program is paving a bigger role in learning. There has been a lot of study that proves dancing drives academic achievement of the learners. Dance being part of the curriculum in the Philippines' physical education subject plays an equally important role in the life of the student in school. It gives impact to learning, as it will affect learner's ability to be more confident and active in school and even in community activities. Engagement in dance aspire them to be more productive and to aim in earning higher grades. Most importantly, it can sustain fitness if engages until the later stage in life. These conclude the relative degree of dance in Physical Education physical activity improving the academic performance of the learner.

Recommendation

The proposed instructional guide in Physical Education 10 was further enhanced to suit students' interest and to holistically develop the learner. The proposed instructional guide in Physical Education 10 targeted the improvement of the learner towards academic performance and promotion of life-long fitness covered by the study, so it is hereby recommended to be carried out by the administrations, school heads and physical education teachers for the learners to obtain brighter future and greater opportunities especially when being active will still be part of one's life even at the later stage in their life.

Output Of the Study

Proposed Instructional Guide In Physical Education 10 Output of The Study

Rhea flor Remedio Ylanan

Instructional Guide In Physical Education 10

Rationale

There is much to enjoy in life so maximize your enjoyment by staying fit and healthy. It is a basic need to maintain our health to let all other things fall into place and will happen the way they should. The rudiments of keeping your body fit through physical fitness and dance are just bonus points. As you make dancing a habit, you will find out that, as time goes on, you tend to be more sociable, and more confident yet disciplined, more beautiful inside and out, and find yourself an essential organ working in a system. Just like any other endeavor for that reason, dancing and fitness develops a sense of lifelong health.

This instructional guide is designed for the Grade 10 class for promoting Lifelong Fitness in Physical Education. Topics for instruction are based on the Learner's Material that was collaboratively developed and reviewed by educators from public and private schools, colleges, and/or universities. The researcher had adapted some activities on the book to make it suitable to a specific learning environment.

The researcher had conducted the research study with utmost consideration of adapting the activities found on the book to suit a specific and attainable learning despite of the many challenges that the physical education teachers are facing. At the same time this research study assesses students' physical education performances in improving academic performance and promoting lifelong fitness.

Objectives

The main objective of the proposed instructional guide is to improve the instruction in physical education in the Grade 10 level for improving academic performance and for the promotion of lifelong health.

Areas of Concern

The instructional guide deals with the different programs of physical education like the physical fitness components features health related and skill related as well as the kinds of dances as active recreation for young one's in school like hip hop dance, street dance, cheer dance and contemporary dance.

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Physical Fitness HEALTH RELATED *Cardiovascular Endurance *Flexibility SKILL RELATED *Agility *Coordination	Define physical fitness versus physical activity; Determine cardiovascular endurance, flexibility, agility and coordination; Monitor one's progress towards the fitness goal.	Peer Teaching/ Guided Demonstration Procedures: Learners will know their fitness levels in terms of cardiovascular endurance, agility, and coordination. 1. Pair up the learners. 2. Distribute Physical Fitness Record. Ask learners to attach this on their activity notebook.	Students/ PE Teachers	P500	School Funds	2-4 days	Maintain and/or improve fitness level scores. Obtain the benefits of engaging physical fitness. 90 % of the class had undergone the battery of test of the following fitness components: *3-minute step test *Sit and Reach	With this activity, the learner was able to assess one's fitness level. Knowing one's fitness level helps learners to maintain or improves fitness goals.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
(con't.)		3. Discuss each of the physical fitness test protocols and how to fill out the fitness record. 4. Perform the tests alternately and record each other's scores. 5. Record scores in the Physical Fitness Record.					*Illinois Agility Run Test *Hand-Eye coordination Test	Performing the task with peers, develop the learners camaraderie and social skills.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Physical Fitness HEALTH RELATED *Body Composition (BMI) *Muscular Strength *Muscular Endurance	Define physical fitness versus physical activity; Determine muscular strength and endurance and body mass index; Monitor one's progress towards the fitness goal.	Peer Teaching/ Guided Demonstration Procedures: Learners will know their fitness levels in terms of BMI, muscle strength and endurance. 1. Pair up the learners. 2. Distribute Physical Fitness Record. Ask learners to attach this on their activity notebook.	Students/ PE Teachers	P500	School Funds	2-3 days	Maintain and/or improve fitness level scores. Obtain the benefits of engaging physical fitness. Had undergone the battery of test of the following fitness components: *weight, height and waist circumference *Push Up *Curl up	With this activity, the learner was able to assess one's fitness level. Knowing one's fitness level helps learners to maintain or improves fitness goals.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Physical Fitness HEALTH RELATED *Body Composition (BMI) *Muscular Strength *Muscular Endurance	Define physical fitness versus physical activity; Determine muscular strength and endurance and body mass index; Monitor one's progress towards the fitness goal.	Peer Teaching/ Guided Demonstration -continuation Procedures: 3. Discuss each of the physical fitness test protocols and how to fill out the fitness record. 4. Perform the tests alternately and record each other's scores. 5. Record scores in the Physical Fitness Record.	Students/ PE Teachers	P500	School Funds	2-3 days	Maintain and/or improve fitness level scores. Obtain the benefits of engaging physical fitness. Had undergone the battery of test of the following fitness components: *weight, height and waist circumference *Push Up *Curl up	Performing the task with peers, develop the learners camaraderie and social skills	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
Physical Fitness SKILL RELATED *Balance *Power *Speed *Reaction Time	Define physical fitness versus physical activity; Determine balance, power, speed and reaction time; Monitor one's progress towards the fitness goal.	Peer Teaching/ Guided Demonstration	Students/ PE Teachers	P500	School Funds	2-3 days	Maintain and/or improve fitness level scores. Obtain the benefits of engaging physical fitness. Had undergone the battery of test of the following fitness components: *Stork Balance Stand Test *Standing Long Jump *40-50m sprint *Ruler Test		

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
DANCE Active Recreation *Hip Hop	Identify the basic hip hop dance steps; Execute the basic dance steps; Express the sense of purpose and belongingness by active participation that deal with dance and physical fitness.	Teacher Demonstration/ Computer Aided Instruction/ Peer Tutoring	Adminis- trators/ PE Teachers/ Students/	P1,000	School Cultural Funds	2-5 days	Organized a dance group for the dance presentation and a dance showcase promoting healthy lifestyle. 90 % of the class had learned the origin of the basic hip hop dance and executed the dance with mastery and attitude.	Engage in moderate to vigorous physical activities for at least 60 minutes a day, in and out of school;	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
DANCE Active Recreation *Street Dance	Execute some of the street dance styles. Perform a street dance showdown demonstration to show the camaraderie of the group. Develop a sense of pride in being Filipino	Teacher Demonstration/ Computer Aided Instruction/ Peer Tutoring	Adminis- trators/ PE Teachers/ Students/	P2,000	School Cultural Funds	2-5 days	95% create a simple dance routine (2-3 minutes) applying common styles in street dance.	Express a sense of purpose and belongingness by participating in community services and programs that deal with physical fitness; and •Recognize the needs of others and how to help in meaningful ways.	

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
DANCE Active Recreation *Cheer dance	Conduct a cheerdance festival; Promote cheerdancing as a means to dance a fit and healthy lifestyle;	Teacher Demonstration/ Technology Aided Instruction / Peer Tutoring / Group Collaboration	Adminis- trators/ PE Teachers/ Students	P2,000	School Cultural Funds	1 week	Multimedia programs were excellently employed. Increased awareness of the whole locality with benefits of cheerdancing to fitness and wellbeing. Benefits of cheerdance, effects of physical inactivity and campaign strategies are 90 % evident. All members collaborated with the group	Engage in moderate to vigorous physical activities for at least 60 minutes a day, in and out of school; Assess your physical activities, exercise, and eating habits; Determine risk factors related to lifestyle diseases (obesity, diabetes, heart disease);	
	Perform a cheerdance routine with mastery and synchrony, completeness of the routine, difficulty (intensity level); and								
	Maintain a healthy and fit lifestyle through cheerdancing.								

Areas of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Actual Accomplishment	Remarks
DANCE	Identify and Execute the fundamental steps of ballet dance;	Teacher Demonstration/	Administrators/					Expresses a sense of purpose and belongingness by participating in physical activity related community services and programs; and	
Active Recreation	Create a storyline of a contemporary dance performance;	Computer Aided Instruction/	PE Teachers/	P1,500	School Cultural Funds	2-5 days	80% of the learners present a whole concept of a contemporary dance.	Recognizes the health needs of others in real life and in meaningful ways.	
*Contemporary Dance	Expresses clearly the elementd involves in dancing.	Peer Tutoring	Students						

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APPENDICES

Appendix A

LETTER TO THE PRINCIPAL

ROSITA T. NACORDA

Principal

Canduman National High School

Canduman, Mandaue City

Ma'am:

The undersigned is currently writing her master's thesis **"PROMOTING LIFELONG FITNESS IN PHYSICAL EDUCATION 10."**

The purpose of this study is to assess the Physical Education 10 instruction in relation to the maxim having a sound mind is having a sound body.

In view of this, the researcher is seeking for approval to conduct the study at Canduman National High School. This includes the gathering of grades of my respondents from the previous up to the current grading period from advisers. Their grades will serve as data of the study; the mean grades will be tabulated and will be treated statistically by the aid of statistical software.

Thank you for your favorable action.

Respectfully yours,

RHEAFLO R. YLANAN

Researcher

Approved:

ROSITA T. NACORDA

Principal

Appendix B

LETTER TO THE SUBJECTS' ADVISER

Maam:

The undersigned is currently writing a thesis **"PROMOTING LIFELONG FITNESS IN PHYSICAL EDUCATION 10."**

In view of this, the researcher was given an approval by the principal to conduct the study at Canduman National High School. This includes the gathering of grades of my respondents in their previous up to the current grading period. Their grades will serve as data of the study; the mean grades will be tabulated and will be treated statistically by the aid of statistical software.

Thank you for your favorable action.

Respectfully yours,

RHEAFLO R. YLANAN

Researcher

Approved:

ROSITA T. NACORDA

Principal

Appendix C

RAW DATA, 1ST, 2ND AND 3RD GRADING SUBJECTS' GPA

	MALE	1ST GRADING- GPA						2ND GRADING- GPA						3RD GRADING- GPA					
		FIL	ENG	MATH	SCI	AP	AVE	FIL	ENG	MATH	SCI	AP	AVE	FIL	ENG	MATH	SCI	AP	AVE
1	ABENDAN, Zaidy Jr.	72	73	73	73	77	74.4	78	73	75	76	80	76.4	84	73	75	75	80	77.8
2	ARELLANO, Mark Anthony	75	76	73	73	80	75.8	75	76	75	73	75	74.8	75	76	77	84	76	77.6
3	BUCTOLAN, Prince Garic	79	79	73	73	75	76.6	79	76	70	73	77	73	77	80	75	76	79	77.4
4	GAYO, Justine	79	87	89	83	84	84.4	90	84	91	80	83	85.6	91	88	81	77	82	83.8
5	KUMIGHOD, Emilio	82	79	89	80	84	82.8	81	81	89	86	82	83.8	84	86	91	80	81	84.4
6	LOGARTA, Jhon Dexter	81	82	82	81	84	82	88	82	79	81	86	83.2	82	78	76	81	82	79.8
7	MENDOZA, Ian Raye	82	87	85	78	88	84	88	88	79	78	83	83.2	93	90	76	76	81	83.6
8	MONTECALVO, Paulito Jr.	73	73	75	75	75	74.2	73	71	70	78	77	73.8	75	76	75	75	75	75.2
9	OGDOC, Khann	80	83	84	87	87	84.2	84	87	81	81	77	82	86	87	89	78	81	84.2
10	OPURA, Jeffrel	78	77	76	70	78	75.8	79	76	70	73	77	73	75	73	75	77	84	76.8
11	ORDINARIA, Jordan Kent	73	81	78	84	79	79	79	76	70	73	77	75	75	73	75	77	84	76.8
12	SA SUMAN, Homer	75	80	80	79	81	79	83	79	75	80	80	79.8	93	87	80	81	80	84.2
13	SEGARRA, Roel John	83	87	88	83	85	85.2	84	85	77	75	84	81	81	78	82	75	80	79.2
14	VILLAMOR, Leemark	74	73	75	76	77	75	75	75	75	76	75	75.2	75	77	75	76	72	75
15	ABANID, Ellen Mae	86	87	80	85	89	85.4	91	85	81	85	87	85.8	95	87	83	87	85	87.4
16	ADOLFO, Jamaica	87	92	88	93	91	90.2	92	90	82	94	90	89.6	94	93	92	90	85	90.8
17	ANTOLJAO, Karyl	83	89	77	84	87	84	93	88	78	79	80	83.6	85	86	83	78	82	82.8
18	BANGLOS, Rodelyn	84	85	82	85	91	85.4	87	84	81	83	89	84.8	90	86	93	83	87	87.8
19	CORPIN, Sharon	81	78	75	78	81	78.6	75	80	75	73	70	74.6	78	79	75	75	79	77.2
20	CUARTEROS, Fatima	87	86	80	83	86	84.4	89	87	82	82	86	85.2	78	90	77	83	85	82.6
21	DURAN, Ma. Evelyn	84	79	75	76	75	77.8	78	75	76	73	79	76.2	75	75	75	75	75	75
22	ESTOMAGOLANG, Clek	83	79	76	78	86	80.4	87	80	76	77	80	80	80	77	76	77	80	78
23	GILBERO, Mae	84	88	83	88	89	86.4	95	88	81	86	90	88	93	89	93	84	87	89.2
24	GITIGAN, Mary Jane	86	88	90	90	86	88	96	87	89	89	88	89.8	94	89	89	88	84	88.8
25	GRAVADOR, Ailza	77	80	77	83	79	79.2	77	76	79	75	76	76.6	82	87	76	76	75	79.2
26	HERNANDO, Belen	76	87	86	82	82	82.6	75	86	84	79	87	82.2	88	88	88	77	79	84
27	LABORTE, Mary Joy	84	80	75	76	76	78.2	74	74	70	76	75	73.8	75	72	75	75	78	75
28	MEDEZ, Kimberly	83	89	86	90	88	87.2	93	88	93	87	89	90	96	86	86	85	82	87
29	NOYNAY, Jean Mary	78	83	80	86	84	82.2	88	85	83	87	88	86.2	94	86	91	84	80	87
30	NUNEZ, Jaymabel	73	79	79	75	86	78.4	86	83	80	75	87	82.2	89	84	81	80	81	83
31	RABUSA, Erikah	79	85	82	89	84	83.8	86	87	86	82	85	83.2	76	82	82	81	80	80.2
32	RAMOS, Joan	79	81	76	78	82	79.2	70	76	70	73	81	74	75	73	75	76	75	74.8
33	SANTILLAN, April Rose	72	89	80	84	85	82	70	74	75	83	75	75.4	82	85	82	83	78	82
34	TRAZONA, Ma. Elysa	79	76	75	79	80	77.8	76	76	70	73	77	74.4	82	77	75	75	83	78.4
35	VICENTE, Charlene	85	89	79	88	88	85.8	93	88	76	85	82	84.8	92	90	75	83	84	84.8



36	AVILA, Phillip Jun	87	75	79	86	83	82	88	88	78	81	88	84.6	76	85	91	89	88	85.8
37	AYING, Ace	84	72	76	80	86	79.6	82	77	75	76	76	77.2	81	73	75	87	84	80
38	CANONIGO, Jarlo	75	81	75	75	81	77.4	76	83	75	73	75	76.4	80	84	70	83	90	81.4
39	DESTACAMENTO, Jay Ryan	73	75	77	75	78	75.6	77	78	75	73	75	75.6	84	76	75	79	84	79.6
40	ESPANOLA, Ian	79	79	76	76	83	78.6	84	80	84	86	86	84	84	84	75	80	83	81.2
41	GIDA, John Ray	70	83	77	76	81	77.4	77	81	78	78	75	77.8	77	75	75	81	86	78.8
42	HEYRANA, Albert	83	82	88	80	81	82.8	84	84	85	81	80	82.8	82	82	83	79	84	82
43	HORTELANO, Jade Nichol	72	83	87	87	87	83.2	76	82	89	87	86	84	88	75	82	85	85	83
44	LABAJO, Kyle Joshua	90	92	80	91	91	88.8	91	92	84	87	91	89	85	88	77	87	92	85.8
45	LABORTE, Chester Bruce	74	80	80	80	84	79.6	80	87	80	79	82	81.6	84	92	78	80	89	84.6
46	LANTIC SE, Joel Jr.	70	75	70	81	76	74.4	87	73	78	75	85	79.6	84	85	75	81	87	82.4
47	MARABI, Nino	82	88	85	85	88	85.6	87	85	77	86	85	84	84	79	76	83	91	82.6
48	MAYOL, Louie	74	72	80	76	82	76.8	80	80	83	83	82	81.6	84	81	81	88	83	83.4
49	MEJARES, Sean Japel	83	81	87	93	89	86.6	86	89	91	92	87	89	83	83	84	92	90	86.4
50	NINEZA, Adunex Juco	78	83	80	80	85	81.2	79	86	85	83	78	82.2	79	81	75	83	85	80.6
51	NOQUERA, Bryla	74	72	70	75	78	73.8	78	80	75	79	77	77.8	80	81	75	83	83	80.4
52	PECENIO, Mike Armon	70	73	97	85	70	79	78	81	75	73	77	76.8	81	78	70	76	75	76
53	SENILLO, Harold	77	78	75	76	79	77	80	81	80	75	80	79.2	84	83	75	76	82	80
54	SOLMAYOR, Joemarie	77	83	86	89	85	84	91	90	77	87	88	86.6	80	78	75	92	86	82.2
55	TAPANAN, Willy John	71	75	75	84	81	77.2	80	80	83	84	82	81.8	75	72	75	89	86	79.4
56	TEVES, John Loued Crismart	86	93	86	93	88	89.2	88	91	85	90	88	88.4	85	95	78	90	90	87.6
57	BACULLI, Jamaica Nicole	70	78	75	72	75	74	78	79	75	73	70	75	73	82	75	77	78	77
58	CAMACHO, Hannah Marie	79	77	80	87	83	81.2	84	74	87	85	85	83	86	82	78	89	87	84.4
59	DOSDOS, Kathleen Mary	70	75	81	85	83	78.8	84	86	79	79	79	81.4	91	86	82	82	80	84.2
60	FLORIDA, Marie Pauline	82	89	85	86	84	85.2	81	87	89	84	86	85.4	75	88	75	85	87	82
61	GASTADOR, Angella	84	75	81	88	87	83	84	89	81	85	88	85.4	85	86	78	85	89	84.6
62	GONO, Rose Ann	90	89	97	93	91	92	89	85	96	94	91	91	87	85	88	92	92	88.8
63	INOT, Charity Mae	86	77	82	76	85	81.2	85	87	75	77	80	80.8	75	79	70	81	70	75
64	MERCADER, Mary Angel	86	85	89	89	88	87.4	86	90	84	86	85	86.2	81	92	80	87	86	85.2
65	NOVAL, May	85	94	89	91	89	89.6	89	92	88	91	89	89.8	85	84	86	90	89	86.8
66	PUEBLA, Crystal Mae	84	85	82	86	84	84.2	82	88	79	79	86	82.8	86	86	76	83	81	82.4
67	RABAGO, Krishna Monique	85	82	87	85	83	84.4	84	89	87	81	86	85.4	90	93	86	81	85	87
68	SABELLO, Joan	80	79	80	89	88	83.2	87	77	88	87	82	84.2	80	84	76	88	83	82.2
69	SALGARINO, Althea Monique	83	85	81	80	80	81.8	85	87	80	77	82	82.2	88	76	76	85	87	82.4
70	SALVANA, Ivy Clear	83	89	92	92	88	88.8	87	91	92	87	87	88.8	83	95	87	88	84	87.4
		79.6	81.74	81.06	82.41	83.33	81.629	83.2	82.8	80.2	80.7	82.2	81.823	83.2	82.8	79.4	82	82.9	82.05

Appendix D

SAMPLE COMPUTATION

- With the aid of computer software

Appendix E

Dance Questionnaire

PHYSICAL EDUCATION 10



Name: _____ Date: _____ Section: _____

Age: _____ Gender: _____

Please answer the question honestly and tick appropriate boxes.

1. Do you enjoy dancing? ☐ YES ☐ NO

2. _____ Please _____ explain _____ why.

3. Which dance form do you enjoy most?

☐ Aerial ☐ Ballet ☐ Belly ☐ Breakdance ☐ Contemporary Dance

Ballet ☐ Hip ☐ Hop ☐ Ethnic Dance

☐ Jazz ☐ Folk Dance ☐ Modern Dance ☐ Contemporary Dance

☐ Dance Drama ☐ Street Dance ☐ Interpretative Dance

Others; Please specify: _____

4. Why have you chosen this dance?

5. Do you think dance and fitness helps you with your learning in school?

☐ YES ☐ NO

6. What skills do you think it helps you with? (tick as many as you need)

Memory ☐ Awareness of space and shape around you ☐

☐ Coordination

☐ Teamwork

☐ Fitness

☐ Ability to work under pressure

☐ Leadership skills

☐ Ability to express yourself and feelings

☐ Concentration

☐ Musicality