

Integrating Teaching Practices on Students' Cultural Preservation and Performance

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Abstract— The MATATAG Curriculum recognizes the importance of Philippine Folk Dance as an essential part of cultural education, aiming to preserve and promote the nation's rich heritage through expressive movement. In today's globalized world, however, interest in folk dance within physical education has noticeably declined, with hip-hop gaining more popularity due to their widespread appeal and accessibility. Despite these challenges, Philippine folk dance endures as a dynamic cultural tradition. It continues to evolve while preserving its profound historical and cultural roots. Through sustained efforts in participation and preservation, it remains a powerful expression of Filipino identity, ensuring that future generations embrace and uphold the country's diverse cultural legacy. The following were the significant findings of the investigation: Findings show that the level of cultural practices is verbally interpreted as highly practiced. Moreover, the level of cultural practices preservation is verbally interpreted as highly preserved. Furthermore, the level of student's performance in MAPEH in terms of written assessment and performance task were marked outstanding and very satisfactory respectively. Lastly, the significant relationship between cultural practices and cultural preservation is not significant while the significant effect between cultural practices and students' performance in MAPEH is significant. The researcher therefore concludes that there is no significant effect between cultural practices and cultural preservation, thus, the research null hypotheses is accepted. Further, there is significant effect between cultural practices and students' performance in MAPEH, thus, the null hypothesis is rejected. Based on the drawn conclusions resulted to the following recommendations: Schools may incorporate cultural traditions, folk dances, indigenous music, and traditional arts into their curriculum, especially in subjects like MAPEH. Teachers can utilize digital platforms, interactive media, and virtual learning tools to teach cultural practices in MAPEH. Schools may create a cultural awareness month or heritage week where students participate in activities that promote traditional music, arts, and sports. Teachers should use activities like journaling, exploring personal identity, and creative projects to help students connect with and understand cultural values more deeply. Educators are encouraged to design instructional plans that cohesively embed cultural components within MAPEH learning objectives, thereby enhancing their instructional coherence and academic relevance.

Keywords— Integration, Preservation, Curriculum, Diverse, and Heritage.

I. INTRODUCTION

To integrate teaching practices that promote student cultural preservation, educators can encourage students to share their cultural heritage in the classroom, incorporate diverse perspectives into curriculum, actively listen to students' experiences, facilitate cultural celebrations, and involve the

community in sharing traditions, all while creating a safe space for open dialogue and respect for diverse backgrounds; essentially making students' cultures a valuable part of the learning process.

The "MATATAG" curriculum in the Philippines is an updated education framework that emphasizes foundational skills, including competencies related to cultural appreciation and physical education. Folk dance, as part of the Physical Education component, is included to develop students' understanding and appreciation of Filipino culture, traditions, and heritage through dance. The goal of the MATATAG Physical Education and Health curriculum is to help students develop and achieve 21st-century skills that improve the quality of life in society, promote individual, family, and community well-being, and inspire them to take charge of their long-term holistic health and well-being in a diverse and fast-changing society.

The folk dance of the Philippines is a representation of Filipino culture and customs. It has also contributed to the people's sense of cultural identity. A tremendous array of dances in varied shapes and dynamics, originating from different eras, places, and practices, can be found in this diverse country. Sinaginan Festival in Mendez-Núñez, Cavite which annually celebrated every May highlights street dancing which dancers showcase colorful costumes and perform choreographed dances inspired by banana farming and local folklore. celebration highlights the significance of banana as a symbol of hard works of the farmers. It strengthens the community belongingness of the people as they participates in the parades and street dance. Like the other Filipino festivals, Sinaginan festival also includes religious aspects as the community gives thanksgiving mass and processions to honor San Isidro Labrador as their patron for bountiful harvest. With this, Mendez-Núñez deep-rooted agricultural traditions and strong sense of community pride and identity is being reflected. In conclusion, the celebration is the expression of Mendez-Núñez's agricultural heritage, religious faith, creativity and community spirit. Philippine folk dance has been significantly influenced by various Asian cultures due to historical trade, migration, and cultural exchanges. These influences have enriched the dances, making them a fusion of native traditions and elements from other Asian cultures.

These influences from other Asian cultures have contributed to the diversity and richness of Philippine folk dance, blending indigenous traditions with the cultural elements brought by interactions with neighboring nations. This blend has contributed to the distinct character of Filipino

traditional dances, which serve as a mirror of the nation's intricate past and diverse culture.

II. METHODOLOGY

This study employed a descriptive approach and adopted a quantitative technique that incorporates purposive sampling. The respondents were 160 grade 7 students from Constancio E. Aure Sr. National High School in the School's Division of Cavite Province during the school year 2024 – 2025. A self-made survey questionnaire was used in this study. Mean and standard deviation were used to determine the level of cultural practices, the level of cultural preservation, and the level of performance in MAPEH. Pearson moment correlation coefficient was used to measure the significant relationship between cultural practices and cultural preservation, and the significant effect between cultural practices and students' performance in MAPEH.

III. RESULT AND DISCUSSION

TABLE I. Level of Teaching Cultural Practices in terms of Cultural Knowledge

Statement	Mean	SD	Remarks
<i>Philippine folk dance for me is...</i>			
...a way to pass down traditions, stories, and customs from one generation to the next.	4.91	0.28	Strongly Agree
...a representation of the community's way of life, beliefs, values, and everyday practices.	4.91	0.29	Strongly Agree
...a way for the older generations to share their experiences and wisdom with the younger ones, ensuring that cultural practices are not lost over time.	4.86	0.35	Strongly Agree
...a way to bring people together in celebration and reinforce the importance of maintaining cultural traditions as a collective responsibility.	4.89	0.32	Strongly Agree
...a way to instill a sense of pride in one's heritage.	4.93	0.26	Strongly Agree
Weighted Mean	4.90		
SD	0.30		
Verbal Interpretation	Highly Practiced		

Table 1 shows that respondents Strongly Agree that Philippine folkdance is a way to instill a sense of pride in one's heritage (M=4.93, SD=0.26). Furthermore, respondents Strongly Agree that Philippine folkdance is a way to pass down traditions, stories, and customs from one generation to the next, and a representation of the community's way of life, beliefs, values, and everyday practices (M=4.91, SD=0.28, and SD=0.28).

Table 2 shows that respondents Strongly Agree that Philippine folkdance serves as an educational tool that teaches people about their nation's history, traditions, and cultural practices (M=4.95, SD=0.22). Likewise, respondents Strongly Agree that Philippine folkdance raises awareness of the unique aspects of their heritage, encouraging individuals to appreciate and respect their national identity, and is a connection that helps to strengthen the continuity of cultural values (M=4.90, SD=0.30). Moreover, respondents Strongly Agree that Philippine folkdance offers a hands-on learning experience that engages students in the study of their heritage (M=4.91,

SD=0.28). Lastly, respondents Strongly Agree that Philippine folkdance involve the younger generation in learning and performing folk dances, the tradition is passed down, creating a bridge between the past, present, and future (M=4.86, SD=0.35).

TABLE II. Level of Teaching Cultural Practices in terms of Cultural Awareness

Statement	Mean	SD	Remarks
<i>Philippine folk dance for me is...</i>			
...serves as an educational tool that teaches people about their nation's history, traditions, and cultural practices.	4.95	0.22	Strongly Agree
...raises awareness of the unique aspects of their heritage, encouraging individuals to appreciate and respect their national identity.	4.90	0.30	Strongly Agree
...involve the younger generation in learning and performing folk dances, the tradition is passed down, creating a bridge between the past, present, and future.	4.86	0.35	Strongly Agree
...is a connection that helps to strengthen the continuity of cultural values.	4.90	0.30	Strongly Agree
...offers a hands-on learning experience that engages students in the study of their heritage.	4.91	0.28	Strongly Agree
Weighted Mean	4.91		
SD	0.29		
Verbal Interpretation	Highly Practiced		

TABLE III. Level of Teaching Cultural Practices in terms of Promotion of Cultural Identity

Statement	Mean	SD	Remarks
<i>Philippine folk dance for me is...</i>			
...a powerful way for communities to express their cultural identity.	4.93	0.25	Strongly Agree
...a way of fostering a deep connection to cultural roots, encouraging individuals to embrace and celebrate their unique identity.	4.94	0.23	Strongly Agree
...a way of promoting the practice and performance of folk dance, communities instill pride in their heritage and identity.	4.90	0.30	Strongly Agree
...a way to reinforce a sense of belonging and encourage individuals to embrace and celebrate their cultural roots.	4.90	0.30	Strongly Agree
...a way to incorporate colors, patterns, and symbols associated with the nation, further reinforcing the country's identity and cultural significance.	4.89	0.31	Strongly Agree
Weighted Mean	4.91		
SD	0.28		
Verbal Interpretation	Highly Practiced		

Table 3 shows that respondents Strongly Agree that Philippine folkdance is a way of fostering a deep connection to cultural roots, encouraging individuals to embrace and celebrate their unique identity (M=4.94, SD=0.23). Likewise, respondents Strongly Agree that Philippine folkdance is a powerful way for communities to express their cultural identity (M=4.93, SD=0.25). Moreover, respondents Strongly Agree that Philippine folkdance is a way of promoting the practice and performance of folk dance, communities instill pride in their heritage and identity, and a way to reinforce a

sense of belonging and encourage individuals to embrace and celebrate their cultural roots (M=4.90, SD=0.30). Lastly, respondents Strongly Agree that Philippine folk dance is a way to incorporate colors, patterns, and symbols associated with the nation, further reinforcing the country's identity and cultural significance (M=4.89, SD=0.31).

TABLE IV. Level of Teaching Cultural Practices in terms of Applying Cultural Context

Statement	Mean	SD	Remarks
Philippine folk dance for me is...			
...a traditional art form, the costumes and props used in folk dances are works of art in themselves.	4.96	0.21	Strongly Agree
...is inseparable from the traditional music.	4.95	0.22	Strongly Agree
...is decorated with intricate patterns, vibrant colors, and that enhance the visual appeal of the dance.	4.89	0.31	Strongly Agree
...a form of artistic storytelling that conveys the history, legends, and daily life of a community.	4.89	0.32	Strongly Agree
...often emphasizes grace, coordination, and rhythm, turning physical movements into an elegant display of art.	4.91	0.28	Strongly Agree
Weighted Mean	4.92		
SD	0.27		
Verbal Interpretation	Highly Practiced		

Table 4 shows that respondents Strongly Agree that Philippine folk dance is a traditional art form, the costumes and props used in folk dances are works of art in themselves (M=4.96, SD=0.21). Likewise, respondents Strongly Agree that Philippine folk dance is inseparable from the traditional music (M=4.95, SD=0.22). Furthermore, respondents Strongly Agree that Philippine often emphasizes grace, coordination, and rhythm, turning physical movements into an elegant display of art (M=4.91, SD=0.28). Lastly, respondents Strongly Agree that is decorated with intricate patterns, vibrant colors, and that enhance the visual appeal of the dance, and is a form of artistic storytelling that conveys the history, legends, and daily life of a community (M=4.89, SD=0.31, SD=0.32) respectively.

TABLE V. Level of Cultural Preservation in terms of Self-Expression

Statement	Mean	SD	Remarks
Philippine folk dance for me is...			
...a way to empower people to express their identity openly and creatively.	4.96	0.21	Strongly Agree
...an outlet for expressing a wide range of emotions, including joy, sorrow, love, anger, pride, and hope.	4.91	0.28	Strongly Agree
...a way to connect with one's inner self and find emotional balance through movement.	4.90	0.30	Strongly Agree
...a way to encourage creativity by allowing dancers to interpret traditional movements in their own way.	4.91	0.29	Strongly Agree
...a way to incorporate elements of improvisation, giving dancers the opportunity to innovate and add their own flair to the performance.	4.95	0.22	Strongly Agree
Weighted Mean	4.93		
SD	0.26		
Verbal Interpretation	Highly Preserved		

Table 5 shows that the respondents Strongly Agree that Philippine folk dance is a way to empower people to express their identity openly and creatively (M=4.96, SD=0.21). Likewise, respondents Strongly Agree that Philippine folk dance is a way to incorporate elements of improvisation, giving dancers the opportunity to innovate and add their own flair to the performance (M=4.95, SD=0.22). Furthermore, respondents Strongly Agree that Philippine folk dance is an outlet for expressing a wide range of emotions, including joy, sorrow, love, anger, pride, and hope, and a way to encourage creativity by allowing dancers to interpret traditional movements in their own way (M=4.91, SD=0.28, SD=0.29) respectively. Lastly, respondents Strongly Agree that Philippine folk dance is a way to connect with one's inner self and find emotional balance through movement (M=4.90, SD=0.30).

TABLE VI. Level of Cultural Preservation in terms of Cultural Appreciation

Statement	Mean	Sd	Remarks
Philippine folk dance for me is...			
...a way to highlight the unique aspects of different cultures, emphasizing the beauty of diversity.	4.96	0.19	Strongly Agree
...a way to celebrate the distinct traditions of various communities and to recognize the value in their differences.	4.95	0.22	Strongly Agree
...a way to inspire creativity by encouraging participants to explore new ways of expressing emotions and ideas through movement.	4.92	0.27	Strongly Agree
...a way to promote global cultural awareness by enabling people to share and experience different traditions.	4.89	0.32	Strongly Agree
...a way to exchange cultural expressions broadens perspectives and deepens understanding between nations.	4.92	0.27	Strongly Agree
Weighted Mean	4.93		
SD	0.26		
Verbal Interpretation	High Preserved		

Table 6 shows that the respondents Strongly Agree that Philippine folk dance is a way to highlight the unique aspects of different cultures, emphasizing the beauty of diversity (M=4.96, SD=0.19). Likewise, respondents Strongly Agree that Philippine folk dance is a way to celebrate the distinct traditions of various communities and to recognize the value in their differences (M=4.95, SD=0.22). Furthermore, respondents Strongly Agree that Philippine folk dance is a way to inspire creativity by encouraging participants to explore new ways of expressing emotions and ideas through movement, and a way to exchange cultural expressions broadens perspectives and deepens understanding between nations (M=4.92, SD=0.27). Lastly, respondents Strongly Agree that Philippine folk dance is a way to promote global cultural awareness by enabling people to share and experience different traditions (M=4.89, SD=0.32). The level of cultural preservation in terms of cultural appreciation attained a weighted mean score of 4.93 and a standard deviation of 0.26 and was verbally interpreted as Highly Preserved among the respondents.

TABLE VII. Level of Cultural Preservation in terms of Cultural Consciousness

Statement	Mean	SD	Remarks
Philippine folk dance for me is...			
...one of the most important ways to preserve cultural heritage.	4.98	0.14	Strongly Agree
...a representation of the spirit and character of the people, highlighting their distinct traditions.	4.94	0.24	Strongly Agree
...a means of cultural exchange, allowing different communities to share their traditions.	4.93	0.26	Strongly Agree
...a source of artistic inspiration for dancers and choreographers who want to blend tradition with innovation.	4.89	0.31	Strongly Agree
...a shared expression of cultural pride and reinforces the bonds between individuals within the community.	4.96	0.19	Strongly Agree
Weighted Mean	4.94		
SD	0.24		
Verbal Interpretation	Highly Preserved		

Table 7 shows that the respondents Strongly Agree that Philippine folk dance is one of the most important ways to preserve cultural heritage (M=4.98, SD=0.14). Likewise, respondents Strongly Agree that Philippine folk dance is a shared expression of cultural pride and reinforces the bonds between individuals within the community (M=4.96, SD=0.19). Furthermore, respondents Strongly Agree that Philippine folk dance is a representation of the spirit and character of the people, highlighting their distinct traditions (M=4.94, SD=0.24). Moreover, respondents Strongly Agree that Philippine folk dance is a means of cultural exchange, allowing different communities to share their traditions (M=4.93, SD=0.26). Lastly, respondents Strongly Agree that Philippine folk dance is a source of artistic inspiration for dancers and choreographers who want to blend tradition with innovation (M=4.89, SD=0.31).

TABLE VIII. Level of Cultural Preservation in terms of Cultural identity

Statement	Mean	Sd	Remarks
Philippine folk dance for me is...			
...a direct reflection of a community's cultural traditions, rituals, and customs.	4.96	0.21	Strongly Agree
...a source of pride that represents the nation's heritage and cultural diversity on the global stage.	4.97	0.17	Strongly Agree
...a means of expressing spiritual and religious beliefs.	4.89	0.31	Strongly Agree
...a way to bring people together in celebration and reinforce the importance of maintaining cultural traditions as a collective responsibility.	4.94	0.23	Strongly Agree
...a way to instill a sense of pride in one's heritage.	4.96	0.19	Strongly Agree
Weighted Mean	4.95		
SD	0.23		
Verbal Interpretation	Highly Preserved		

Table 8 shows that the respondents Strongly Agree that Philippine folk dance is a source of pride that represents the nation's heritage and cultural diversity on the global stage (M=4.97, SD=0.17). Likewise, respondents Strongly Agree that Philippine folk dance is a direct reflection of a community's cultural traditions, rituals, and customs, and a

way to instill a sense of pride in one's heritage (M=4.96, SD=0.21, SD=0.19) respectively. Furthermore, respondents Strongly Agree that Philippine folk dance is a way to bring people together in celebration and reinforce the importance of maintaining cultural traditions as a collective responsibility (M=4.94, SD=0.23). Lastly, respondents Strongly Agree that Philippine folk dance is a means of expressing spiritual and religious beliefs (M=4.89, SD=0.31).

TABLE IX. Level of Students' Performance in MAPEH in terms of Written Assessment

Score	f	%	Verbal Interpretation
19 - 20	128	80%	Outstanding
15 - 18	32	20%	Very Satisfactory
10 - 15	0	0%	Satisfactory
8 - 10	0	0%	Fair
Below 8	0	0%	Needs Improvement
<i>Mean = 19.35</i> <i>SD=1.05</i>	N=160	100%	Outstanding

It can be gleaned from table 9 that the level of students' performance in MAPEH in terms of Written Assessment is 19.35 with "outstanding" as verbal interpretation. The standard deviation of 1.05 indicates that the was heterogenous in their performance in MAPEH in terms of Written Assessment.

TABLE X. Level of Students' Performance in MAPEH in terms of and Performance Task

Score	F	%	Verbal Interpretation
19 - 20	32	20%	Outstanding
15 - 18	128	80%	Very Satisfactory
10 - 15	0	0%	Satisfactory
8 - 10	0	0%	Fair
Below 8	0	0%	Needs Improvement
<i>Mean 18.46</i> <i>SD=0.53</i>	N=160	100%	Very Satisfactory

It can be gleaned from table 10 that the level of students' performance in MAPEH in terms of Performance Task is 18.46 with "Very Satisfactory" as verbal interpretation. The standard deviation of 0.53 indicates that the respondents was heterogenous in their performance in MAPEH in terms of Performance Task.

The table 11 shows that the significant relationship between Cultural Practices in terms of Cultural Knowledge on the Cultural Preservation in terms of Self-expression, and Cultural Appreciation are not significant. On the other hand, in terms of Cultural consciousness, and Cultural Identity are significant. Moreover, it also shows that the significant relationship between Cultural Practices in terms of Cultural awareness on the Cultural Preservation in terms of Self-expression, and Cultural Appreciation are not significant. On the other hand, in terms of Cultural consciousness, and Cultural Identity are significant. Furthermore, it also shows that the significant relationship between Cultural Practices in terms of promotion of cultural identity on the Cultural Preservation in terms of Self-expression, Cultural Appreciation, and Cultural consciousness are not significant. On the other hand, in terms of and Cultural Identity is significant. Lastly, the table shows that the significant

relationship between Teaching Cultural Practices in terms of applying cultural context on the Cultural Preservation in terms

of Self-expression, Cultural Appreciation, and Cultural consciousness, and Cultural Identity are not significant.

TABLE XI. Significant Relationship between Teaching Cultural Practices and Cultural Preservation.

Cultural Practices		Cultural Preservation			
		Self-Expression	Cultural Appreciation	Cultural Consciousness	Cultural Identity
Cultural Knowledge	Pearson Correlation Significance (2-Tailed) N	0.3139	0.2000	0.1588	0.1999
		0.0628	0.0623	0.0072	0.0018
		160	160	160	160
	Analysis	<i>Not Sig</i>	<i>Not Sig</i>	<i>Sig</i>	<i>Sig</i>
Cultural Awareness	Pearson Correlation Significance (2-Tailed) N	0.2665	0.2304	0.2891	0.1681
		0.1802	0.1448	0.0136	0.0081
		160	160	160	160
	Analysis	<i>Not Sig</i>	<i>Not Sig</i>	<i>Sig</i>	<i>Sig</i>
Promotion of Cultural Identity	Pearson Correlation Significance (2-Tailed) N	0.3226	0.2628	0.1799	0.3056
		0.4262	0.3559	0.0790	0.0214
		160	160	160	160
	Analysis	<i>Not Sig</i>	<i>Not Sig</i>	<i>Not Sig</i>	<i>Sig</i>
Applying Cultural Context	Pearson Correlation Significance (2-Tailed) N	0.4165	0.2741	0.4300	0.3132
		0.6962	0.6031	0.0990	0.0563
		160	160	160	160
	Analysis	<i>Not Sig</i>	<i>Not Sig</i>	<i>Not Sig</i>	<i>Not Sig</i>

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

TABLE XII. Significant Effect between Teaching Cultural Practices and Students' Performance in MAPEH

Cultural Practices		Students' Performance in MAPEH	
		Written Assessment	Performance Task
Cultural Knowledge	t-value	-0.033	2.334*
	p-value	0.974	0.021
	N	160	160
Cultural Awareness	t-value	0.601	2.737*
	p-value	0.549	0.007
	N	160	160
Promotion of Cultural Identity	t-value	-0.636	3.152*
	p-value	0.526	0.002
	N	160	160
Applying Cultural Context	t-value	0.836	3.517*
	p-value	0.405	0.001
	N	160	160

Constant 1.66

The Table 12 shows the significant relationship between Teaching Cultural Practices on the Students' Performance in MAPEH. It shows the there is no Significant Effect between Cultural Practices in terms of Cultural Knowledge, Cultural Awareness, Promotion of Cultural Identity and Applying Cultural Context on the Students' Performance in MAPEH in terms of Written Assessment. It shows the there is a Significant Effect between Cultural Practices in terms of Cultural Knowledge, Cultural Awareness, Promotion of Cultural Identity and Applying Cultural Context on the Students' Performance in MAPEH in terms of performance task.

IV. CONCLUSION

There is no significant effect between cultural practices and cultural preservation. Thus, the null hypothesis is accepted. And There is a significant effect between cultural

practices and students' performance in MAPEH. Thus, the null hypothesis is rejected.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations: Schools may incorporate cultural traditions, folk dances, indigenous music, and traditional arts into their curriculum, especially in subjects like MAPEH. Teachers can utilize digital platforms, interactive media, and virtual learning tools to teach cultural practices in MAPEH. Schools may create a cultural awareness month or heritage week where students participate in activities that promote traditional music, arts, and sports. Teachers should use activities like journaling, exploring personal identity, and creative projects to help students connect with and understand cultural values more deeply. Educators are encouraged to design instructional plans that cohesively embed cultural components within MAPEH learning objectives, thereby enhancing their instructional coherence and academic relevance.

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