



GALAW PILIPINAS AND BAGONG PILIPINAS: SPRINGBOARD TO BALANCE, ENERGY, RHYTHM AND TONING (BERT) DANCE FOR WELLNESS PROGRAM

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ABSTRACT

This study assessed the level of acceptability of Galaw Pilipinas, Bagong Pilipinas Hymn, and the developed Balance, Energy, Rhythm, and Toning (BERT) dance for wellness program. Using a quantitative approach with descriptive and inferential designs, 75 teachers and 315 students from the Koronadal City Division participated in the evaluation during the school year 2024-2025. Findings indicated that Galaw Pilipinas is generally acceptable ($M = 2.85$, $SD = 0.67$), with the tune receiving the highest rating ($M = 2.92$, $SD = 0.69$), while movement was rated the lowest ($M = 2.79$, $SD = 0.66$), suggesting areas for improvement in execution and complexity. The Bagong Pilipinas Hymn also received an overall acceptable rating ($M = 2.58$, $SD = 0.68$), with the message rated highest ($M = 2.64$, $SD = 0.66$), while tempo had the lowest score ($M = 2.47$, $SD = 0.68$), indicating the need for refinements in pacing and engagement. Teachers rated both programs more favorably than students, possibly due to their understanding of the programs' objectives. Meanwhile, BERT was rated as highly acceptable ($M = 3.43$, $SD = 0.60$), with the message receiving the highest rating ($M = 3.51$, $SD = 0.60$) and the tune rated the lowest ($M = 3.34$, $SD = 0.61$). These findings highlighted the need for enhancements in movement complexity, musical composition, and alignment with respondents' engagement to improve the overall effectiveness of the programs.

Keywords: *Galaw Pilipinas, Bagong Pilipinas Hymn, BERT, acceptability, dance for wellness, movement, music*

Background of Study

The Galaw Pilipinas program, spearheaded by the Department of Education (DepEd), integrates physical activities with cultural appreciation within the school curriculum. It incorporates traditional Filipino dances, such as tinikling and pandanggo sa ilaw, alongside modern fitness routines to create engaging and culturally resonant exercise programs (Department of Education, 2022). Similarly, the Bagong Pilipinas movement advocates for transformation and progress, emphasizing initiatives that enhance the quality of life for all citizens. Its focus on health and fitness underscores the government's dedication to cultivating a physically active and resilient society.

In Koronadal City, the implementation of DepEd Order No. 60, s. 2021, mandates the integration of Galaw Pilipinas, a four-minute national calisthenics routine, into daily exercises in schools and learning centers. This program supports the recommended 60 minutes of daily physical activity for children aged 5-17, promoting an active lifestyle among Filipino youth.



Additionally, Memorandum Circular No. 52, issued on June 4, 2024, requires national government agencies and educational institutions to include the recital of the Bagong Pilipinas hymn and pledge in weekly flag ceremonies.

The implementation of Galaw Pilipinas and Bagong Pilipinas in schools faces challenges that hinder their effectiveness and sustainability. Teachers often struggle with inadequate training on routines and curriculum integration, affecting execution. The limited variety and cultural resonance of music and routines can also make activities monotonous, reducing appeal. Addressing these challenges requires a comprehensive strategy to enhance resources, teacher training, inclusivity, cultural engagement, and program design.

While numerous studies highlight the benefits of dance-based exercise programs, limited research exists on the specific challenges and impacts of implementing Galaw Pilipinas and Bagong Pilipinas as national wellness initiatives. Existing research on physical education and cultural dance lacks a focus on the specific outcomes of these initiatives in fostering national pride and wellness in the Philippine context. Addressing these gaps could provide actionable insights to optimize these programs for diverse Filipino communities.

Statement of the Problem

This study aimed to determine the level of acceptability of Galaw Pilipinas and Bagong Pilipinas among the teachers and students of Esperanza National High School-Annex, San Jose Campus, Esperanza National High School-Main Campus, and Rotonda National High School, Koronadal City Division in the school year 2024-2025.

Specifically, it sought to answer the following questions:

1. What is the level of acceptability of the respondents on the introduction of Galaw Pilipinas in terms of:
 - 1.1 message;
 - 1.2 tune;
 - 1.3 tempo; and,
 - 1.4 movement?
2. What is the level of acceptability of the respondents on the introduction of Bagong Pilipinas in terms of:
 - 2.1 message;
 - 2.2 tune; and,
 - 2.3 tempo?
3. What is the extent of acceptability of the developed BERT dance for wellness program as to:
 - 4.1 message;
 - 4.2 tune;
 - 4.3 tempo; and,
 - 4.4 movement?



4. Is there a significant difference on the responses of teachers and students on Bagong Pilipinas and Galaw Pilipinas?

METHODOLOGY

Research Design

This study employed a descriptive and inferential research design. This was conducted at Esperanza National High School- Annex, San Jose Campus, Esperanza National High School- Main Campus, and Rotonda National High School, Koronadal City Division in the school year 2024-2025.

Scope and Delimitation

This study focused on the acceptability of Galaw Pilipinas and Bagong Pilipinas. The research investigated how these dance programs served as a springboard for balancing energy, rhythm, and toning, collectively referred to as the Balance, Energy, Rhythm, and Toning (BERT) dance for wellness. Geographically, it was conducted in public secondary schools within Koronadal City Division. The target population consisted of students and teachers participating in the Galaw Pilipinas and Bagong Pilipinas dance programs in the school year 2024-2025. The respondents for this study consisted of seventy-five (75) teachers and three hundred fifteen (315) randomly chosen Grade 7-10 students.

Data Gathering Procedures

The respondents were assured that all information collected would be kept private. For the purposes of this study, every piece of data was thoroughly examined for consistency and dependability. The data gathering commenced after securing approval from the Sultan Kudarat State University-Graduate School and the Department of Education. The initial phase of data gathering began with the crafting of the survey instrument, followed by the validation from the six (6) experts. Upon the positive feedback from the validators, the researcher conducted a pilot testing of the tool at Concepcion National High School. The researcher personally administered the survey to the identified respondents. After these processes, it was then retrieved all the answered questionnaires, encoded for the data analysis.

Statistical Treatment

Descriptive statistics, specifically *mean* and *standard deviation*, were utilized to measure the overall level of acceptability among respondents. *T-test* for independent samples, were applied to examine whether there was a statistically significant difference in the acceptability ratings between students and teachers. The researcher employed complete enumeration of teachers and random sampling was used to gather data from the students.

RESULTS AND DISCUSSIONS

Table 1. Level of Acceptability of *Galaw Pilipinas*

Variables	Mean	SD	Verbal Description
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1.	Message	2.87	0.65	acceptable
2.	Tune	2.92	0.69	acceptable
3.	Tempo	2.80	0.66	acceptable
4.	Movement	2.79	0.66	acceptable
Overall		2.85	0.67	acceptable

The highest-rated aspect of Galaw Pilipinas' level of acceptability is its tune, with a mean score of 2.92 or with a SD of 0.69. Conversely, the lowest-rated aspect is movement, with a mean score of 2.79 or with a SD of 0.66. Overall, the general acceptability of Galaw Pilipinas is 2.85 as the mean or with a SD of 0.67, which falls within the acceptable range.

This is aligned to Giese et al., (2020) who suggests that dance aesthetics depend not only on the movements themselves but also on how they are executed and linked into sequences, with more complex movement patterns sometimes being perceived as more challenging.

Table 2. Level of Acceptability of Bagong Pilipinas Hymn

Variables	Mean	SD	Verbal Description	
1. Message	2.64	0.66	acceptable	
2. Tune	2.62	0.68	acceptable	
3. Tempo	2.47	0.68	acceptable	
Overall		2.58	0.68	acceptable

Among the three indicators, the message received the highest rating, with a mean score of 2.64 or with a SD of 0.66. The lowest-rated aspect was the tempo, which received a mean score of 2.47 or with a SD of 0.68. The overall level of acceptability of the Bagong Pilipinas hymn, as indicated by the respondents' ratings, falls within the "acceptable" range, with a mean score of 2.58 or with a SD of 0.68.

These findings align with previous studies emphasizing the importance of musical elements—such as message clarity, melodic appeal, and rhythmic structure—in determining a song's overall acceptability (Tan et al., 2020).

Table 3. Level of Acceptability of Balance, Energy, Rhythm, and Toning (BERT) Dance for Wellness Program

Variables	Mean	SD	Verbal Description
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1.	Message	3.34	0.61	highly acceptable
2.	Tune	3.51	0.60	highly acceptable
3.	Tempo	3.41	0.64	highly acceptable
4.	Movement	3.45	0.61	highly acceptable
Overall		3.43	0.60	highly acceptable

Among these aspects, the tune received the highest rating with the mean score of 3.51 or with a SD of 0.60. Conversely, the message received the lowest rating with the mean score of 3.34 or with a SD of 0.61. Overall, these findings suggest that BERT is well-received across all elements, effectively integrating message, music, and movement to promote engagement and participation. However, minor refinements to the tune could further enhance its overall impact.

This aligns to Ramirez and Custodio (2021) who suggests that well-designed movement sequences contribute to participant enjoyment and sustained participation. In consonance, musical elements play a critical role in sustaining motivation in movement-based programs (Fernández-Batanero et al., 2020).

Table 4. Welch t-test results between the responses of teachers and students on the acceptability of Galaw Pilipinas

Group	N	Mean	SD	Computed value	df	p-value	Decision
Teacher	75	3.11	0.43				
				37.82	88.98	0.000	Reject Ho
Student	315	2.79	0.28				

The teachers rated the acceptability of Galaw Pilipinas higher ($M = 3.11$, $SD = 0.43$) compared to the students ($M = 2.79$, $SD = 0.28$).

This finding aligns with previous research indicating that educators tend to assess instructional programs more positively because of their awareness of pedagogical frameworks and intended learning outcomes (Cabello & Butler, 2019).

Table 5: Welch t-test results between the responses of teachers and students on the acceptability of Bagong Pilipinas

Group	N	Mean	SD	Computed value	df	p-value	Decision
Teacher	75	2.97	0.45				



78.58 92.89 0.000 Reject Ho

Student 315 2.48 0.32

Teachers rated the acceptability of the hymn higher with a mean score of 2.97 or with a SD of 0.45 compared to students with a mean score of 2.48 or with a SD of 0.32. This discrepancy suggests that teachers may perceive the hymn as more suitable and aligned with nationalistic and educational objectives, possibly due to their broader perspective on its intended purpose and symbolic significance (Flores & Dela Cruz, 2021).

DISCUSSION

Findings revealed Galaw Pilipinas program was generally found to be acceptable, with an overall mean score of 2.85 or with a SD of 0.67. The highest-rated aspect was its tune with a mean score of 2.92 or with a SD of 0.69, suggesting that respondents found the musical element engaging and aligned with their expectations. In contrast, the movement component received the lowest rating with a mean score of 2.79 or with a SD of 0.66, indicating minor challenges in execution, complexity, or suitability. While the program is well-received, improvements in movement design may further enhance its appeal and ease of participation.

The Bagong Pilipinas hymn was generally rated as acceptable, with an overall mean score of 2.58 or with a SD of 0.68. Among the evaluated aspects, the message received the highest rating with a mean score of 2.64 or with a SD of 0.66, suggesting that respondents found it relevant and meaningful, though not particularly compelling. The tune followed with a mean score of 2.62 or with a SD of 0.68, indicating that while engaging, it may not be highly memorable or impactful for all listeners. The lowest-rated aspect was the tempo with a mean score of 2.47 or with a SD of 0.68, implying that the hymn's pacing may not be entirely effective in sustaining interest and engagement. While the hymn is generally well-received, refinements in its musical composition could enhance its overall appeal.

Teachers rated both Galaw Pilipinas and Bagong Pilipinas more favorably with the mean scores of 3.11 and 2.97 or with SDs of 0.43 and 0.45, than students with mean scores of 2.79 and 2.48 or with SDs of 0.28 and 0.32, suggesting a more positive perception likely due to their understanding of its objectives and educational alignment.

The overall acceptability of BERT is rated as highly acceptable, with a mean score of 3.43 with a SD of 0.60. The tune received the highest rating with a mean score of 3.51 or with a SD of 0.60, indicating that respondents find it more engaging or appealing. The tune received the lowest rating with a mean score of 3.34 or with a SD of 0.61, suggesting that while still highly acceptable, there is still a need for meaningful and align it well with the program's objectives.

CONCLUSIONS



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

- 1.The respondents found the movements slightly less favorable compared to the other components, possibly due to complexity, execution challenges, or perceived suitability.
- 2.The pacing of the hymn may not be entirely effective in maintaining interest and engagement.
- 3.The teachers perceived the program more favorably than students, potentially due to their deeper understanding of its objectives, structured implementation, and alignment with educational goals. It is also concluded that teachers may perceive the hymn as more suitable and aligned with nationalistic and educational objectives, possibly due to their broader perspective on its intended purpose and symbolic significance.
- 4.The Balance. Energy, Rhythm, and Toning (BERT) dance for wellness programs is well-received across all elements, effectively integrating message, music, and movement to promote engagement and participation. However, minor refinements to the tune could further enhance its overall impact.

RECOMMENDATIONS

- 1.In address concerns regarding movement complexity and execution in Galaw Pilipinas, it is recommended that MAPEH teachers may simplify or modify the choreography to ensure accessibility for participants of varying skill levels. Additional instructional materials or step-by-step video guides may also enhance ease of learning and participation.
- 2.Given that tempo received the lowest rating in Bagong Pilipinas, MAPEH teachers make adjustments to the pacing may be considered to make the hymn more engaging and emotionally compelling. Conducting focus group discussions or pilot testing different tempo variations may help determine the most effective approach.
- 3.Since teachers rated the acceptability of both Galaw Pilipinas and Bagong Pilipinas Hymn higher than students, it is recommended that teachers may gather more student feedback to better align these programs with their preferences and learning experiences. Incorporating student input in revisions could improve engagement and effectiveness.
- 4.While BERT was rated as highly acceptable, its message received the lowest rating. MAPEH teachers may enhance its meaningful communication, minor revisions to the lyrics, maybe explore, ensuring that it remains engaging and memorable while maintaining alignment with program objectives.
- 5.Future researchers may develop a flexible framework for creating and implementing dance programs. The framework will prioritize student engagement and program sustainability by providing guidelines for adaptation based on diverse student needs and contexts. Future researchers can utilize this framework to develop their own versions of the program, tailored to specific populations and resources.



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