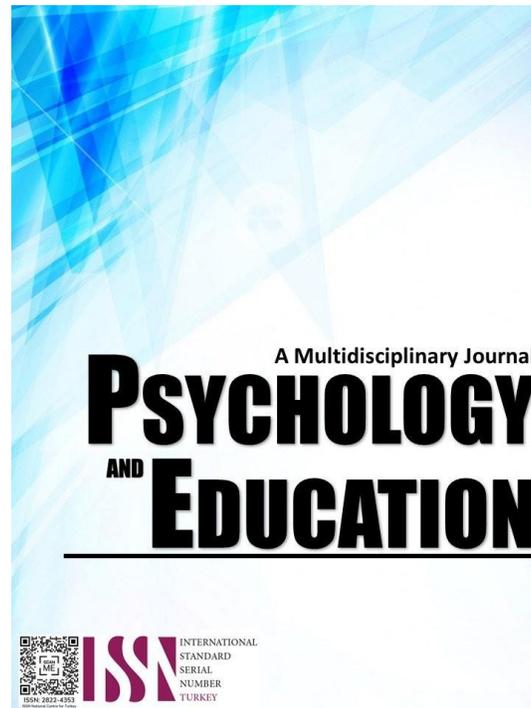


# DEVELOPMENT AND VALIDATION OF CONTEXTUALIZED MODULE IN HISPANIC INFLUENCE DANCES OF THE LOWLAND CHRISTIANS IN MATATAG CURRICULUM



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## Development and Validation of Contextualized Module in Hispanic Influence Dances of the Lowland Christians in MATATAG Curriculum

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### Abstract

Physical Education students brought Filipino culture to life by performing Hispanic-influenced Lowland Christian dances, demonstrating the importance of integrating these traditions into educational modules. Such integration not only enriches learning but also helps preserve Filipino cultural heritage. This study employed a developmental research design to evaluate a contextualized module on Hispanic-influenced dances in Lowland Christian communities within the Division of Special Geographic Area. A total of 30 expert evaluators assessed the module using a Likert scale, ensuring a comprehensive evaluation process. Data were collected through structured procedures and analyzed using SPSS, applying frequency distributions, means, standard deviations, and ANOVA to ensure the module's validity and reliability. The findings revealed that the evaluators' gender composition consisted of 43.33% males and 56.67% females, with a slightly higher proportion of female evaluators. In terms of teaching positions, the distribution was as follows: Teacher I (26.67%), Teacher II (16.67%), Teacher III (40.00%), and School Head (16.67%), indicating a strong presence of more experienced evaluators, particularly Teacher III. Regarding areas of expertise, 40.00% were MAPEH teachers, 26.67% were dance instructors, 16.67% were writers, and 16.67% were senior educators, demonstrating a strong focus on the arts, MAPEH, and dance education. Overall, the Contextualized Module on Hispanic-Influenced Dances for Lowland Christians received high ratings. These results reflected the module's strong alignment with its learning objectives, its effectiveness in communicating key concepts, and its ability to actively engage students in meaningful learning activities. Further, ANOVA tests revealed no significant differences in the evaluation of the module's quality based on gender, teaching position, or expertise. The p-values for all dimensions were greater than 0.05, indicating that male and female evaluators, as well as those from different teaching positions and expertise levels, assessed the module similarly. These findings suggest that perceptions of the module's quality were not influenced by gender, teaching position, or expertise. Meanwhile, future research and module enhancements may further refine educational resources to deepen students' understanding of Hispanic-influenced dances and their cultural significance across different communities.

**Keywords:** *development, validation, contextualized module, Hispanic influence dances, MATATAG curriculum*

### Introduction

In a dynamic celebration of culture and creativity, Physical Education (PE) students highlighted their skills through Hispanic-influenced dances of the Lowland Christians in the Philippines, presenting their commitment and culture. The performance retained centuries-old stories and rhythms, creating an unforgettable celebration of Filipino culture. The viewers were also immersed in the same, endorsing cultural pride and communal identity. Therefore, the incorporation of the quality of the contextualized module on Hispanic-influenced dances of the Lowland Christians will improve learning and assist in preserving and documenting this significant cultural practice.

Globally, contextualizing teaching modules like this one is in line with global education trends that highlight the significance of culturally responsive pedagogy (Smith, 2020). This pedagogy seeks to make learning more relevant and interesting by incorporating cultural and community-based content. Therefore, including Hispanic-influenced dances as part of the physical education program provides students with a chance not only to enhance their physical health but also to connect with their cultural background in meaningful ways (Jones, 2019). Educators who incorporate such culturally vibrant modules allow students to learn through experiences that touch them at a deeper level, promoting greater engagement with both the content and the history of their community.

The development of a contextualized module on Hispanic-influenced dances is particularly significant in preserving the cultural heritage of Lowland Christians in the Philippines. Dances offer an extraordinary window into the fusion of Filipino and Spanish cultural traditions, blending movements that reflect centuries of history. Research underscores the pedagogical value of incorporating these dances into the curriculum, as they offer not only physical engagement but also opportunities for cultural expression (Aquino, 2023). By integrating these dances, physical education programs play a crucial role in fostering cultural appreciation and identity among Filipino students (Padua, 2023). The module provides educators with a structured framework, offering lesson plans, historical context, and teaching strategies that ensure these dances are taught authentically and effectively (Navilla, 2023). Such efforts align with contemporary educational strategies that advocate for culturally relevant, inclusive pedagogical practices (Corveau, 2023).

The context of Matatag Curriculum in the Department of Education (DepED) (2020), dance has always held a significant role in preserving and promoting cultural traditions. Studies conducted in various regions have shown that folk dance education not only enriches students' understanding of their heritage but also fosters self-confidence through performance opportunities (Garcia, 2020; & Bacani, 2018). However, there remains a gap in fully equipping teachers with the necessary tools and knowledge to teach these dances

effectively. The lack of resources and training in Filipino dance education often results in missed opportunities, due to issues like limited access to culturally relevant materials, inadequate teacher training, and resource constraints in schools (Llamas, 2019).

Given the growing need to preserve cultural heritage and the potential educational benefits of incorporating Hispanic-influenced dances into physical education curricula, this study sought to evaluate the effectiveness of a contextualized dance module. To examining key factors such as learning outcomes, instructional design, student engagement, and cultural considerations, the study aims to provide evidence-based recommendations for enhancing the integration of cultural heritage into the classroom, ultimately enriching the educational experience for Filipino students.

### Research Questions

This study aimed to assess the quality of a contextualized module on Hispanic-influenced dances of the lowland Christians. A highly qualified group of evaluators involved, including expert MAPEH (Music, Arts, PE, and Health) teachers, experienced dance instructors, book developers, and senior citizens with a deep understanding of Spanish-influenced cultural traditions. The evaluation took place during the academic year 2024-2025. Specifically, it sought to answer the following questions:

1. What is the profile of the evaluators in terms of:
  - 1.1. gender;
  - 1.2. teaching position; and
  - 1.3. expertise?
2. What is the extent of quality of the contextualized module in Hispanic influence dances of the lowland Christians in terms of:
  - 2.1. learning objectives and outcomes;
  - 2.2. content quality;
  - 2.3. instructional design;
  - 2.4. assessment and feedback;
  - 2.5. student engagement and interaction; and
  - 2.6. cultural and ethical considerations?
3. Is there a significant difference between the profile of the evaluators and the quality of the contextualized module?

## Methodology

### Research Design

This study adopted a development research design to conduct a detailed appraisal of a contextualized module addressing Hispanic-influenced dances among the Lowland Christian communities. This design, as identified by Creswell (2015) and Johnson and Christensen (2017), enabled a systematic analysis of the module's design, execution, and impact.

The first phase of the study focused on profiling the assessors, collecting demographic and background data to establish a critical context for interpreting their viewpoints and the nature of their assessments. The second phase centered on evaluating the module's quality, assessing key aspects such as content accuracy, cultural appropriateness, instructional design, engagement strategies, and overall effectiveness. This evaluation provided a comprehensive analysis of the module's alignment with educational objectives and cultural factors.

Finally, the study examined the statistical significance of variations in module quality scores among evaluators, considering factors such as expertise, teaching role, and cultural background. By analyzing these potential sources of variation, the research aimed to enhance understanding of how evaluator attributes influenced perceptions of module quality. This research design not only provided rich insights into the module's strengths and weaknesses but also uncovered underlying factors that shaped evaluators' judgments. The findings contributed to the development of improved instructional materials and teaching practices, ensuring the module's effectiveness in promoting cultural appreciation and learning.

### Respondents

The respondents who assessed the quality of the contextualized module on Hispanic-influenced dances of the Lowland Christians in this study comprised a diverse and highly qualified group of 30 evaluators. This group included expert MAPEH (Music, Arts, PE, and Health) teachers, experienced dance instructors, book developers, and senior citizens who possessed a deep understanding of Spanish-influenced cultural traditions (Krug & Sherrill, 2020). These evaluators were carefully selected for their comprehensive expertise in both the theoretical and practical aspects of dance, as well as their deep knowledge of the historical and cultural impact of Spanish colonial influence on local dance forms.

The collective experience of this group spanned multiple areas, including pedagogy, dance technique, cultural anthropology, and the preservation of traditional dance practices (Hernández & Rivera, 2018). This diverse array of skills and perspectives ensured a well-rounded and thorough evaluation of the contextualized module. Their feedback was crucial for assessing the module's cultural relevance, pedagogical effectiveness, and accuracy in representing the intricate blend of Hispanic influences that shaped the dance

traditions of Lowland Christian communities (Thompson, 2019).

Furthermore, the evaluators conducted a comprehensive assessment to ensure that the module aligned with both educational standards and cultural authenticity, integrating academic knowledge and experiential insights.

### **Instrument**

This study employed the Likert scale (Likert, 2015) as the primary data-gathering instrument to assess the quality of a contextualized module on Hispanic-influenced dances of the Lowland Christian communities. The Likert scale was widely used because it effectively captured evaluators' perceptions across a range of variables in a structured and quantifiable manner.

The instrument first collected demographic and background information about the evaluators, including their professional experience, expertise in dance or education, and familiarity with the cultural context of the subject matter (McLeod, 2018). This step provided essential context for interpreting the evaluation results, allowing for a deeper understanding of how evaluator characteristics influenced their assessments.

Subsequently, the second section of the Likert scale assessed key aspects of the module. These aspects included learning objectives, content quality, instructional design, assessment and feedback, student engagement and interaction, and cultural and ethical considerations. The ratings were categorized as follows: 5 - Outstanding, 4 - Very Satisfactory, 3 - Satisfactory, 2 - Fairly Satisfactory, and 1 - Poor. Moreover, the study analyzed whether statistically significant differences existed in the quality ratings provided by different evaluators. This analysis offered insights into how evaluator characteristics—such as cultural knowledge or professional background—might have influenced their perceptions of the module's effectiveness. As a result, the study provided a nuanced understanding of the factors shaping the evaluation process.

In addition to the Likert scale, the study also utilized an evaluation tool developed and adapted by the Department of Education (DepEd, 2017), titled Assessment Tool for Evaluating the Quality of Instructional Materials in the Philippine Educational System. This tool incorporated several official guidelines, including DepEd Memorandum No. 019, s. 2021: Learning Resources (LR) Evaluation Tool (Department of Education, 2021), DepEd Order No. 8, s. 2015: K to 12 Basic Education Program Curriculum (Department of Education, 2015), and Dance as a Tool for Cultural Education in the Philippine Curriculum (DepEd, 2020). These guidelines were specifically designed to assess various dimensions of educational materials, such as cultural relevance, content accuracy, and instructional effectiveness.

Furthermore, the structured framework of this tool effectively aligned with the study's objectives, making it an ideal instrument for evaluating a contextualized educational module. When combined with the Likert scale, these tools ensured a thorough and rigorous evaluation process, integrating both qualitative and quantitative insights. Consequently, the study was able to conduct a comprehensive assessment of the module's quality and effectiveness.

### **Procedure**

The research commenced upon receiving formal approval from the Dean of Sultan Kudarat State University's (SKSU's) Graduate School, which granted permission to proceed with the study. The data collection process followed several key phases.

First, during the communication phase, the researcher established clear communication with the Schools Division of the Special Geographic Area and other relevant stakeholders to coordinate the study. Next, in the obtaining consent/permission phase, the researcher contacted school principals to request permission for the involvement of expert validators. The researcher also provided the necessary information and consent forms to ensure informed participation.

Following this, in the administration of questionnaires phase, adapted questionnaires were distributed to assess participants' profiles and evaluate the module on Hispanic-influenced dances. Clear instructions were provided to respondents, and the researcher encouraged honest and thoughtful responses. Subsequently, during the retrieval of questionnaires/consolidation phase, the completed questionnaires were collected, verified for accuracy, and organized into a structured format. Any discrepancies were addressed before proceeding with data consolidation.

Finally, in the interpretation of data phase, the researcher analyzed the collected data using descriptive statistics and inferential methods, such as ANOVA, alongside qualitative analysis of open-ended responses. This analysis helped assess the module's effectiveness, cultural relevance, and areas for improvement (Babbie, 2021; Silverman, 2019; Cohen et al., 2018).

### **Data Analysis**

The data collected in this study was systematically tallied and analyzed to ensure both scientific validity and reliability. To achieve this, the researcher utilized the Statistical Package for the Social Sciences (SPSS) to conduct various statistical analyses, including frequency distributions, percentage distributions, means, standard deviations, and analysis of variance (ANOVA), following established research methodologies (Field, 2013; Pallant, 2020; Tabachnick & Fidell, 2019).

The analysis was conducted in three phases. First, SOP #1 evaluated the demographic and professional profiles of the evaluators to understand how their backgrounds may have influenced their assessments. Next, SOP #2 examined the quality of the contextualized

module on Hispanic-influenced dances of the Lowland Christian communities. This phase focused on key aspects such as the module's learning objectives, content quality, instructional design, assessment and feedback, student engagement and interaction, and cultural and ethical considerations. Lastly, SOP #3 analyzed whether statistically significant differences existed in the quality ratings of the module based on evaluator characteristics. To determine the impact of these factors, the researcher employed ANOVA, which allowed for a systematic comparison of ratings across different evaluator groups.

This structured approach ensured that the findings were both comprehensive and statistically sound, providing valuable insights into the effectiveness of the module and the factors shaping evaluators' perceptions (Pallant, 2020).

### Ethical Considerations

The ethical considerations in conducting the Development and Validation of a Contextualized Module in Hispanic-Influenced Dances of the Lowland Christians in the Matatag Curriculum with 30 validators in the Division of North Cotabato were carefully observed to ensure adherence to ethical guidelines and principles.

Firstly, informed consent was obtained from all 30 validators before their participation in the study. Each validator was fully informed about the study's purpose, objectives, and their role in the validation process. The researcher provided detailed information regarding the voluntary nature of their participation, ensuring that they understood their right to withdraw at any time without consequences. To document their agreement, validators signed consent forms.

Moreover, the confidentiality and privacy of the validators were strictly upheld. All data collected, including questionnaire responses and feedback, were kept confidential and securely stored. Identifiers were removed from the data to ensure that responses could not be traced back to any individual validator. Additionally, any personal information shared during the study was handled with the utmost respect for privacy.

The ethical treatment of participants was another critical consideration. The researcher maintained transparency regarding the study's aims and ensured that validators were not subjected to any harm or discomfort. Clear instructions were provided to ensure that all participants felt comfortable during the data collection process. Furthermore, any queries or concerns raised by the validators were promptly addressed to foster an open and supportive environment.

Additionally, the responsible use of results was a key priority. The findings from the validation process were interpreted and presented with integrity, avoiding any misrepresentation of data or conclusions. The researcher also ensured that the feedback and suggestions from the validators were utilized constructively to improve the module. Moreover, the study's results were intended to contribute to the advancement of culturally relevant educational materials.

Finally, the researcher upheld accountability by following institutional guidelines and obtaining the necessary approvals from the Sultan Kudarat State University Graduate School and the Schools Division of North Cotabato. All procedures complied with ethical standards for educational research, ensuring that the study was conducted with professionalism and respect for all participants.

### Results and Discussion

This section covers the findings, analyses, and interpretations of the information acquired to address the study's issues. The following tables provide the various outcomes along with debates and explanations. It also offers solutions to the issues raised in the preceding chapter.

*Profile of the evaluators to assess the quality of a contextualized module on Hispanic-influenced dances of the lowland Christians in terms of Gender, Teaching Position, and Expertise.*

Tables 1-3 present the frequency and percentage based on the profile of the evaluator in terms of Gender, Teaching Position and Expertise.

Table 1. *Profile of the Evaluators in terms of Gender.*

Gender	F	%
Male	13	43.33
Female	17	56.67
Total	30	100%

Table 1 shows that among the 30 evaluators, 13 (43.33%) were male and 17 (56.67%) were female, indicating a slight female majority. This fairly balanced distribution suggests that both male and female perspectives shaped the evaluation of the contextualized module on Hispanic-influenced dances of the Lowland Christians in the Matatag Curriculum.

A gender-balanced team enriched assessment quality by offering diverse viewpoints. In support of this, Vedres and Vasarhelyi (2022) noted that diverse teams fostered innovation and better problem-solving, which were crucial in cultural and educational contexts.

However, while the slight female majority may have reflected broader gender dynamics, Roberson (2021) warned that even small imbalances could have influenced the focus. Therefore, mindful gender representation remained important, especially in dance education, where gender roles were prominent.

In line with this, Ely and Thomas (2021) and UN Women (2022) emphasized that applying a gender-responsive approach ensured that both women's and men's experiences were reflected, thereby enhancing inclusivity and aligning with the Matatag Curriculum's goals.

Table 2. *Profile of the Evaluators in terms of Teaching Position.*

<i>Teaching Position</i>	<i>F</i>	<i>%</i>
Teacher I	8	26.67
Teacher II	5	16.67
Teacher III	12	40.00
School Head	5	16.67
Total	30	100%

Table 2 shows the evaluators' teaching positions: 26.67% were Teacher I, 16.67% Teacher II, 40% Teacher III, and 16.67% School Heads. The dominance of Teacher III evaluators suggests that more experienced teachers played a major role, contributing deeper pedagogical insights and stronger curriculum alignment (Guskey, 2016).

The presence of School Heads also highlights the importance of leadership perspectives in ensuring the module's alignment with broader educational goals (Leithwood et al., 2017). However, the lower representation of Teacher II and School Heads points to a need for greater diversity among evaluators. As Page (2018) emphasizes, diverse viewpoints improve evaluation quality.

Thus, while experienced teachers strengthen the module's credibility, a more balanced distribution across teaching ranks would promote a richer and more inclusive assessment.

Table 3. *Profile of the Evaluators in terms of Expertise.*

<i>Expertise</i>	<i>F</i>	<i>%</i>
MAPEH Teachers	12	40.00
Dance Instructors	8	26.67
Writer	5	16.67
Senior	5	16.67
Total	30	100%

Table 3 shows that 40% of evaluators were MAPEH teachers, 26.67% were Dance Instructors, and 16.67% each were Writers and Senior Educators. The strong presence of arts specialists (66.67%) ensured expert evaluation of the technical and artistic elements of Hispanic-influenced dances (Winner et al., 2017).

The inclusion of writers and senior educators expanded the evaluation to cover content structure, learning objectives, and student engagement, aligning with the concept of pedagogical content knowledge, which highlighted the integration of subject matter expertise with instructional practice (Nilsson & Karlsson, 2019). However, the pool leaned heavily toward the arts, possibly limiting broader educational and cultural insights.

Accordingly, as Argote and Ren (2019) explained, multidisciplinary teams fostered deeper and more balanced evaluations. Thus, future assessments would have benefited from greater disciplinary diversity (Peña, 2021; Stankeviciene, 2024), thereby enhancing the module's credibility and inclusivity.

### ***Quality of the Contextualized Module in Hispanic-Influenced Dances of the Lowland Christians in Terms of Learning Objectives and Outcomes, Content Quality, Instructional Design, Assessment and Feedback, Student Engagement and Interaction and Cultural and Ethical Considerations.***

Table 4-9 present the weighted mean computation, standard deviation and Interpretation based on the Quality of the Contextualized Module in Hispanic-Influenced Dances of the Lowland Christians in Terms of Learning Objectives and Outcomes, Content Quality, Instructional Design, Assessment and Feedback, Student Engagement and Interaction and Cultural and Ethical Considerations.

Table 4. *Extent of Quality of the Contextualized Module in Hispanic Influence Dances of the Lowland Christians in terms of Learning Objectives and Outcomes.*

<i>Learning Objectives and Outcomes</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. The learning objectives are clearly defined and align with the cultural context of Hispanic-influenced dances, ensuring relevance to the students' background and experiences.	4.70	0.47	Outstanding
2. The learning objectives are measurable and include specific, observable outcomes related to both dance skills and cultural understanding.	4.80	0.41	Outstanding
3. The module incorporates diverse learning outcomes that address cognitive, affective, and	4.85	0.37	Outstanding



psychomotor domains, fostering holistic development in students.			
4. The learning objectives promote cultural awareness by emphasizing the historical and cultural significance of Hispanic-influenced dances within the Lowland Christian communities.	4.75	0.44	Outstanding
5. The module encourages the development of critical thinking by guiding students to analyze the role of Hispanic-influenced dances in shaping local culture and identity.	4.45	0.69	Outstanding
6. The learning objectives facilitate the integration of dance theory and practice, ensuring that students can demonstrate both theoretical understanding and practical application of dance movements.	4.75	0.44	Outstanding
7. The learning outcomes are achievable and realistic within the given time frame and resources available to the students in the Division of Special Geographic Area.	4.55	0.51	Outstanding
8. The module fosters skills for cultural preservation by setting objectives that highlight the importance of maintaining traditional Hispanic-influenced dances.	4.70	0.47	Outstanding
9. The learning objectives are inclusive and accommodate diverse student needs, including varying skill levels and prior knowledge of dance and culture.	4.50	0.51	Outstanding
10. The module's outcomes are assessed through clear, culturally appropriate criteria that evaluate both individual performance and group participation in the context of Hispanic-influenced dances.	4.60	0.5	Outstanding
<b>Section Mean</b>	<b>4.67</b>	<b>0.48</b>	<b>Outstanding</b>

*Legend: 4.30 - 5.00 - Outstanding; 3.40-4.29 - Very Satisfactory; 2.60-3.39 - Satisfactory; 1.80-2.59 - Fairly Satisfactory; 1.00-1.79 - Poor*

Table 4 indicates that the contextualized module on Hispanic-influenced dances achieved consistently high mean scores (4.45–4.85) with low standard deviations, suggesting strong effectiveness across all ten criteria. The "Outstanding" ratings highlight the module's success in meeting its learning objectives and delivering quality instruction.

The module's strength lies in its clear, measurable objectives, as outlined in the revised Bloom's Taxonomy, which emphasizes cognitive, affective, and psychomotor domains. This comprehensive approach ensures that students not only acquire knowledge but also develop skills and attitudes essential for holistic learning.

Moreover, the module prioritizes cultural awareness and inclusivity, aligning with Geneva Gay's (2018) principles of culturally responsive teaching. By integrating students' cultural backgrounds into the learning process, the module enhances engagement and fosters a deeper understanding of the material.

*Table 5. Extent of Quality of the Contextualized Module in Hispanic Influence Dances of the Lowland Christians in terms of Content Quality.*

<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
1. The content is accurate and culturally authentic, reflecting the true historical and cultural significance of Hispanic-influenced dances in the Lowland Christian communities.	4.75	0.44	Outstanding
2. The content is relevant to the students' cultural background, integrating elements of both local and Hispanic traditions to ensure the material is meaningful and engaging.	4.75	0.44	Outstanding
3. The module presents a balanced view of Hispanic-influenced dances, highlighting both the Spanish and indigenous Filipino elements that shape the dance forms.	4.75	0.44	Outstanding
4. The content includes a variety of dance styles from the Hispanic-influenced traditions of the Lowland Christian communities, offering students exposure to different dance forms and their unique characteristics.	4.55	0.51	Outstanding
5. The content is age-appropriate and developmentally suitable, catering to the cognitive, physical, and emotional levels of students in the Division of Special Geographic Area.	4.70	0.47	Outstanding
6. The module includes comprehensive explanations of the cultural, social, and religious contexts of the dances, helping students understand their deeper meanings beyond performance.	4.65	0.49	Outstanding
7. The content is structured logically, with a clear progression from basic to more advanced dance techniques, ensuring students can build on prior knowledge and skills.	4.70	0.47	Outstanding
8. The module incorporates multimedia resources (e.g., video demonstrations, visual aids, and music), enriching the content and making it more accessible to various learning styles.	4.65	0.49	Outstanding
9. The content addresses diverse learning needs, offering supplemental materials or adaptations for students with varying levels of prior knowledge or physical abilities.	4.70	0.47	Outstanding
10. The content is reflective of current pedagogical best practices, including active learning strategies and opportunities for hands-on practice that align with the latest research in dance education.	4.70	0.47	Outstanding
<b>Section Mean</b>	<b>4.69</b>	<b>0.47</b>	<b>Outstanding</b>

*Legend: 4.30 - 5.00 - Outstanding; 3.40-4.29 - Very Satisfactory; 2.60-3.39 - Satisfactory; 1.80-2.59 - Fairly Satisfactory; 1.00-1.79 - Poor*

Table 5 highlights the outstanding quality of the contextualized module on Hispanic-influenced dances in Lowland Christian communities, with an average score of 4.69 across content quality metrics. The module excelled in historical accuracy, cultural authenticity, and pedagogical effectiveness, thereby fostering appreciation for traditional dance forms. This strength aligned with

Caingcoy (2023), who emphasized that culturally responsive pedagogy enhanced student engagement and understanding by integrating learners' cultural backgrounds into the educational content.

One major strength was the thoughtful integration of local and Hispanic traditions, which enhanced relevance and cultural connection. In doing so, such integration supported the development of inclusive learning environments that respected and reflected diverse cultural narratives (Caingcoy, 2023).

Additionally, multimedia elements like videos and images supported diverse learning styles and sustained student engagement. According to Connolly (2022), incorporating multimodal resources—such as visual aids, audio recordings, and interactive activities—catered to various learning preferences, thereby enhancing comprehension and retention.

Furthermore, the balanced portrayal of Spanish and Indigenous Filipino influences provided a nuanced understanding of the dances' evolution. This approach aligned with the principles of culturally responsive teaching, which advocated for the inclusion of multiple cultural perspectives to enrich the learning experience (Caingcoy, 2023).

Finally, by offering age-appropriate, culturally rich explanations, the module promoted holistic learning beyond technical skills. Its careful attention to accuracy, cultural sensitivity, and inclusive pedagogy made it a valuable tool for building both cultural literacy and artistic appreciation.

Table 6. *Extent of Quality of the Contextualized Module in Hispanic Influence Dances of the Lowland Christians in terms of Instructional Design.*

Statement	Mean	SD	Interpretation
1. The instructional design incorporates clear, well-defined learning objectives that guide the sequence of lessons and activities, ensuring alignment with the overall goals of the module.	4.80	0.41	Outstanding
2. The module uses a variety of teaching strategies that cater to different learning styles, including visual, auditory, and kinesthetic approaches, to enhance student engagement and understanding.	4.60	0.50	Outstanding
3. The instructional design integrates scaffolding techniques, where each lesson builds upon previous knowledge and skills, allowing students to gradually develop mastery in Hispanic-influenced dance movements.	4.65	0.49	Outstanding
4. The module includes differentiated activities that meet the diverse needs of students, providing both challenges for advanced learners and support for those who need additional help.	4.75	0.44	Outstanding
5. The instructional design incorporates formative assessments throughout the module, allowing teachers to gauge student progress and make adjustments as needed to support individual learning needs.	4.65	0.49	Outstanding
6. The module includes opportunities for active student participation, such as group work, role-playing, and hands-on practice, to ensure that students engage with the material in a meaningful and interactive way.	4.75	0.44	Outstanding
7. The design promotes student-centered learning, encouraging students to take ownership of their learning by setting personal goals, reflecting on their progress, and applying the knowledge gained in practical contexts.	4.70	0.47	Outstanding
8. The instructional design emphasizes cultural relevance by integrating local cultural practices, traditions, and historical context alongside the Hispanic influences in the dance forms, making the content more relatable to students.	4.70	0.47	Outstanding
9. The module includes clear and effective instructional materials, such as step-by-step guides, visuals, and music, which support the teacher's delivery and make the learning process more accessible.	4.75	0.44	Outstanding
10. The instructional design incorporates flexibility and adaptability, allowing teachers to adjust the pacing, content, and methods based on student needs, classroom dynamics, and available resources.	4.60	0.50	Outstanding
Section Mean	4.70	0.47	Outstanding

Legend: 4.30 - 5.00 - Outstanding; 3.40-4.29 - Very Satisfactory; 2.60-3.39 - Satisfactory; 1.80-2.59 - Fairly Satisfactory; 1.00-1.79 - Poor

Table 6 highlights the exceptional quality of the instructional design in the contextualized module on Hispanic-influenced dances among Lowland Christians. The consistently high mean scores (4.60–4.80) and low standard deviations (0.41–0.50) indicate a well-structured, adaptable framework aligned with its learning objectives (Reiser & Dempsey, 2017). The module effectively guides students from beginner to advanced levels through clear learning objectives, varied teaching methods, and structured scaffolding (VanLehn, 2016), supporting a progressive learning experience (Gagné et al., 2015).

The module fosters inclusive, student-centered learning, with differentiated activities catering to diverse needs (Tomlinson, 2017), and culturally responsive content enhancing accessibility (Gay, 2018). The high ratings suggest it could serve as a model for future culturally relevant dance education. However, further research, including longitudinal studies, is needed to assess the long-term impact on skill retention and broader learning outcomes (Clark & Mayer, 2016).



Table 7. *Extent of Quality of the Contextualized Module in Hispanic Influence Dances of the Lowland Christians in terms of Assessment and Feedback.*

Statement	Mean	SD	Interpretation
1. The assessment methods are clearly aligned with the learning objectives, ensuring that evaluations measure both students' dance skills and their understanding of cultural context.	4.60	0.50	Outstanding
2. The module includes a variety of assessment types, such as formative assessments (e.g., quizzes, peer reviews) and summative assessments (e.g., performance evaluations, written reflections), to accommodate diverse student learning styles.	4.55	0.51	Outstanding
3. The assessment criteria are transparent and well-defined, providing students with clear expectations for what is required in terms of technique, cultural understanding, and overall performance.	4.75	0.44	Outstanding
4. The assessments are culturally relevant, reflecting the unique characteristics of Hispanic-influenced dances and their role in the Lowland Christian communities, ensuring that the content is evaluated within an appropriate cultural context.	4.70	0.47	Outstanding
5. The module includes opportunities for both self-assessment and peer assessment, encouraging students to reflect on their own progress and learn from their peers' strengths and areas for improvement.	4.70	0.47	Outstanding
6. The feedback provided is constructive, timely, and actionable, giving students specific suggestions for improvement in dance technique, cultural understanding, and overall performance.	4.55	0.60	Outstanding
7. The assessment process fosters a growth mindset, where feedback emphasizes effort, improvement, and the development of dance skills over time, rather than solely focusing on final outcomes.	4.55	0.51	Outstanding
8. The assessments incorporate performance-based evaluations, allowing students to demonstrate their learning in practical, real-world contexts that mirror actual dance performances or cultural expressions.	4.65	0.49	Outstanding
9. The module includes opportunities for formative feedback throughout the learning process, enabling students to adjust their understanding and performance before final evaluations.	4.70	0.47	Outstanding
10. The feedback is personalized and supportive, taking into account individual student progress, challenges, and achievements, and offering guidance tailored to their unique learning needs.	4.65	0.49	Outstanding
Section Mean	4.64	0.60	Outstanding

Legend: 4.30 - 5.00 - Outstanding; 3.40-4.29 - Very Satisfactory; 2.60-3.39 - Satisfactory; 1.80-2.59 - Fairly Satisfactory; 1.00-1.79 - Poor

Table 7 highlights the exceptional quality of the assessment and feedback mechanisms within the Hispanic-influenced dance module. The overall mean score of 4.64, with individual scores ranging from 4.55 to 4.75, demonstrates the effective evaluation of both technical skills and cultural understanding. The module employs a diverse range of assessment methods—formative (quizzes, peer feedback) and summative (performance assessments)—to cater to various learning styles and provide numerous opportunities for skill development (Wiliam, 2016).

Culturally relevant assessments ensure that evaluations are contextually appropriate for Lowland Christian communities (Gulikers, Bastiaens, & Kirschner, 2017). The integration of formative feedback, self-assessment, and peer assessment fosters a growth mindset and supports continuous improvement (Hattie & Clarke, 2019). This student-centered approach enhances not only skill development but also cultural competence (Carless, 2015).

However, further research is needed to assess the long-term impact of these assessment strategies on skill retention and the practical application of knowledge. Longitudinal studies would provide valuable insights into the sustained effects of such culturally responsive assessments on student learning outcomes (Clark & Mayer, 2016).

Table 8. *Extent of Quality of the Contextualized Module in Hispanic Influence Dances of the Lowland Christians in terms of Student Engagement and Interaction.*

Statement	Mean	SD	Interpretation
1. The module includes interactive learning activities, such as group performances, dance circles, and collaborative choreography, to actively engage students in the learning process.	4.85	0.37	Outstanding
2. The instructional design encourages student participation by incorporating opportunities for students to share their own experiences and cultural insights related to Hispanic-influenced dances.	4.80	0.41	Outstanding
3. The module promotes active learning by involving students in hands-on practice, allowing them to experiment with different dance movements and techniques in a supportive environment.	4.70	0.47	Outstanding
4. The dance activities are designed to foster collaboration, with students working in pairs or small groups to create, perform, or critique dance routines, promoting teamwork and peer learning.	4.70	0.47	Outstanding
5. The module encourages critical thinking and discussion, inviting students to reflect on and analyze the historical and cultural significance of the dances, thereby stimulating thoughtful	4.55	0.51	Outstanding



engagement.			
6. The learning activities are culturally relevant and relatable, connecting the dance movements and traditions to the students' own cultural heritage, which enhances their interest and investment in the lessons.	4.60	0.50	Outstanding
7. The module provides opportunities for creativity and self-expression, allowing students to adapt and personalize the dance movements to their own style while still respecting cultural traditions.	4.75	0.44	Outstanding
8. The activities cater to different learning styles, offering a variety of engagement options (visual, auditory, kinesthetic) to ensure all students are actively involved and able to learn in ways that suit them best.	4.75	0.44	Outstanding
9. The module includes formative assessments that involve peer feedback, encouraging students to engage with one another's performances and provide constructive feedback, fostering a supportive learning community.	4.65	0.49	Outstanding
10. The module facilitates student reflection through activities such as journaling or group discussions, where students can articulate their learning experiences, challenges, and insights related to Hispanic-influenced dances.	4.60	0.46	Outstanding
<b>Section Mean</b>	<b>4.70</b>	<b>0.46</b>	<b>Outstanding</b>

Legend: 4.30 - 5.00 - Outstanding; 3.40-4.29 - Very Satisfactory; 2.60-3.39 - Satisfactory; 1.80-2.59 - Fairly Satisfactory; 1.00-1.79 - Poor

Table 8 highlights the effectiveness of the Hispanic-influenced dance module in fostering student engagement and interaction, with scores ranging from 4.55 to 4.85. The module integrated active learning strategies that encouraged students to share personal experiences and cultural insights, thereby enhancing both cultural awareness and engagement. According to research, collaborative learning fostered peer teaching, which increased learner engagement and retention of knowledge (García-Sánchez et al., 2020). Furthermore, the integration of technology in dance education boosted diversity, accessibility, and engagement, further enhancing the learning experience (Chen et al., 2020).

In addition, the module promoted critical thinking through experiential learning strategies like journaling, group discussions, and performance-based tasks. These reflective activities helped students connect with the cultural and historical roots of the dances (Kolb & Kolb, 2020). Moreover, culturally responsive activities nurtured collaboration and a shared sense of community, thereby supporting students' development of both technical and interpersonal skills (Barkley et al., 2020).

Finally, further research was needed to assess the long-term impact of these methods on sustained student interest, skill retention, and cultural engagement (Cavanagh & Chen, 2020).

Table 9. *Extent of Quality of the Contextualized Module in Hispanic Influence Dances of the Lowland Christians in terms of Cultural and Ethical Considerations.*

Statement	Mean	SD	Interpretation
1. The module respects and accurately represents the cultural heritage of both the Hispanic influences and the Lowland Christian communities, ensuring that cultural nuances are portrayed authentically.	4.65	0.49	Outstanding
2. The content is designed with sensitivity to cultural appropriation, ensuring that dances and cultural practices are presented in a way that honors their origins and is mindful of their significance.	4.70	0.47	Outstanding
3. The module includes historical context that explains the origins and evolution of Hispanic-influenced dances, promoting a deeper understanding of how these dances have become integrated into the Lowland Christian communities.	4.70	0.47	Outstanding
4. The module encourages cultural appreciation rather than mere imitation, fostering a respectful attitude towards the preservation and celebration of cultural traditions rather than reducing them to performance or entertainment.	4.85	0.37	Outstanding
5. The module incorporates diverse perspectives within the Lowland Christian communities, ensuring that the experiences and voices of different groups are considered in the depiction of Hispanic-influenced dances.	4.60	0.50	Outstanding
6. The instructional materials include accurate representations of the dances, avoiding stereotypes or oversimplifications, and showing a range of authentic dance movements and styles.	4.85	0.37	Outstanding
7. The module promotes inclusive learning, acknowledging and valuing the cultural diversity of students, and offering opportunities to connect the material to their own experiences and cultural backgrounds.	4.75	0.44	Outstanding
8. The module ensures ethical representation of cultural symbols, avoiding the use of sacred or culturally significant elements inappropriately, especially when these elements are part of dance routines.	4.80	0.41	Outstanding
9. The module fosters intercultural dialogue and mutual respect, encouraging students to engage with and learn from the cultural traditions they are studying, while promoting empathy and understanding across different cultural contexts.	4.80	0.41	Outstanding
10. The assessment criteria emphasize cultural sensitivity and ethical awareness, ensuring	4.90	0.31	Outstanding



that students not only demonstrate dance skills but also show respect for the cultural traditions they are learning and performing.

Section Mean	4.75	0.43	Outstanding
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*Legend: 4.30 - 5.00 - Outstanding; 3.40-4.29 - Very Satisfactory; 2.60-3.39 - Satisfactory; 1.80-2.59 - Fairly Satisfactory; 1.00-1.79 - Poor*

Table 9 highlights the high quality of the Hispanic-influenced dance module's integration of cultural and ethical considerations, with an overall mean score of 4.75. This reflects the module's strong commitment to accurately and respectfully representing both Hispanic and Lowland Christian cultural heritages. The content avoids cultural stereotypes and includes multiple perspectives, promoting critical consciousness and cultural sensitivity (Banks & McGee Banks, 2019).

By connecting dance instruction to learners' personal and community experiences, and fostering intercultural dialogue, the module cultivates respect for cultural diversity and encourages inclusive learning environments (Gay, 2018). This aligns with contemporary culturally responsive teaching practices that emphasize relevance, representation, and respect.

Moreover, the module assesses not only technical performance but also students' appreciation and understanding of cultural contexts—reinforcing its ethical dimension (Paris & Alim, 2017). While immediate outcomes show a positive impact on cultural awareness, future longitudinal studies are recommended to evaluate the module's long-term effects on students' attitudes toward cultural preservation and cross-cultural engagement (Ladson-Billings, 2021).

**Quality of the Contextualized Module in Hispanic Influence Dances of the Lowland Christians as overall.**

Table 10. Summary on the Extent of Quality of the Contextualized Module in Hispanic Influence Dances of the Lowland Christians.

Statement	Mean	SD	Interpretation
1. Learning Objectives and Outcomes	4.67	.48	Outstanding
2. Content Quality	4.69	.47	Outstanding
3. Instructional Design	4.70	.47	Outstanding
4. Assessment and Feedback	4.64	.50	Outstanding
5. Student Engagement and Interaction	4.70	.46	Outstanding
6. Cultural and Ethical Considerations	4.75	.43	Outstanding
Overall Mean	4.69	0.47	Outstanding

Table 10 highlights the exceptional quality of the Hispanic-influenced dance module, with an overall mean score of 4.69, indicating outstanding performance across all criteria. High scores (4.64-4.75) in learning objectives, content quality, instructional design, assessment, student engagement, and cultural considerations reflect the module's excellence.

The module excels in content delivery and instructional methods, catering to diverse learning styles (Felder & Brent, 2016). Strong assessment practices focus on culturally responsive feedback (Wiliam, 2018), while high student engagement and cultural sensitivity promote an inclusive learning environment.

Overall, the module's success lies in its effective blend of strong learning goals, quality content, and culturally sensitive teaching, contributing to enhanced student achievement and cross-cultural understanding. Further research could assess its long-term impact on students' appreciation of Hispanic dance and culture.

**Significant Difference between the Quality of the Module and Gender.**

Table 11-13 present the results of ANOVA Analysis between the Quality of the Module as Rated by the Evaluators in terms of Gender, Teaching Position and Expertise.

Table 11. Results of ANOVA Analysis between the Quality of the Module as Rated by the Evaluators in terms of Gender.

		Sum of Squares	df	F	Sig	Interpretation
Learning Objective and Outcome	Between Groups	.066	1	.730	.400	Not Significant
	Within Groups	2.528	28			
	Total	2.594	29			
Content Quality	Between Groups	.087	1	1.245	.274	Not Significant
	Within Groups	1.953	28			
	Total	2.040	29			
Instructional Design	Between Groups	.062	1	.848	.365	Not Significant
	Within Groups	2.033	28			
	Total	2.095	29			
Assessment and Feedback	Between Groups	.001	1	.012	.915	Not Significant
	Within Groups	2.873	28			
	Total	2.875	29			
Student Engagement and Interaction	Between Groups	.003	1	.042	.839	Not Significant
	Within Groups	2.226	28			



	Total	2.230	29			
Cultural and Ethical Considerations	Between Groups	.002	1	.016	.899	Not Significant
	Within Groups	2.633	28			
	Total	2.635	29			

\*Significant at the .05 level

One of the most crucial dimensions in evaluating the quality of a contextualized learning module, particularly in performance-based disciplines such as Physical Education (PE), is student engagement and interaction. In this study, the module on Hispanic-Influenced Dances of the Lowland Christians received high ratings under this criterion from evaluators, indicating that it successfully fosters active participation among learners.

The module encourages collaborative rehearsals, group discussions, reflective sharing, and actual performance—practices that move students from being passive recipients of information to active constructors of cultural knowledge. This is in line with the constructivist learning theory, which posits that learners build knowledge through meaningful, social, and interactive experiences (Schunk, 2020). By incorporating group dance activities and reflective components, the module not only supports skill development but also builds cultural awareness and appreciation, particularly of Filipino heritage rooted in Hispanic influence.

Research consistently supports the role of student engagement in enhancing learning outcomes. For instance, Freeman et al. (2021) found that active learning significantly improves academic performance across disciplines, and such methods are particularly effective in arts and performance-based education. Additionally, Barkley (2020) emphasized that collaborative learning strategies increase student motivation, social learning, and long-term retention of content. These findings suggest that the interactive elements of the module—like peer feedback, group practice, and cultural interpretation—positively contribute to the students' learning experience.

In the context of dance and culture education, embodied learning is key. According to Hanna (2020), dance provides a platform for students to physically internalize cultural narratives, values, and expressions, especially when taught through culturally contextualized instruction. The module's use of ethnic music, costumes, and historical background serves this function well, making the learning process not just physical but also cognitive and affective.

Moreover, the module's design aligns with Universal Design for Learning (UDL) principles, which advocate for multiple means of engagement to cater to diverse learners (CAST, 2020). Offering varied modes of interaction—such as movement-based learning, discussion, peer collaboration, and visual aids—ensures inclusivity and access, especially for students with different learning styles.

Lastly, this finding strongly supports the goals of the DepEd's Matatag Curriculum (2022), which emphasizes contextualized, learner-centered, and culturally responsive education. By anchoring dance instruction in Filipino history and Hispanic cultural elements, and by engaging students in active processes of learning, the module advances the curriculum's goal of developing culturally rooted, critically thinking Filipino learners.

In summary, the high-quality rating given to the module in the area of student engagement and interaction confirms that it is not only pedagogically sound but also aligned with best practices in inclusive and culturally relevant education. This further validates the module's potential for successful classroom implementation and long-term use in PE instruction.

Table 12. Results of ANOVA Analysis between the Quality of the Module as Rated by the Evaluators in terms of Teaching Position.

		Sum of Squares	df	F	Sig	Interpretation
Learning Objective and Outcome	Between Groups	.260	3	.965	.424	Not Significant
	Within Groups	2.334	26			
	Total	2.594	29			
Content Quality	Between Groups	.319	3	1.608	.212	Not Significant
	Within Groups	1.721	26			
	Total	2.040	29			
Instructional Design	Between Groups	.202	3	.925	.443	Not Significant
	Within Groups	1.893	26			
	Total	2.095	29			
Assessment and Feedback	Between Groups	.363	3	1.254	.311	Not Significant
	Within Groups	2.511	26			
	Total	2.875	29			
Student Engagement and Interaction	Between Groups	.268	3	1.184	.335	Not Significant
	Within Groups	1.962	26			
	Total	2.230	29			
Cultural and Ethical Considerations	Between Groups	.229	3	.824	.493	Not Significant
	Within Groups	2.406	26			
	Total	2.635	29			

\*Significant at the .05 level

One of the most critical elements determining the quality and effectiveness of the contextualized module is the extent of student

engagement and interaction. Modules that actively involve learners—through collaborative group work, class discussions, performance-based tasks, and reflective activities—enhance not just skill acquisition but also deeper cultural understanding. As Brame (2020) from Vanderbilt University emphasizes, active learning promotes student participation, leading to greater retention and meaningful learning outcomes.

In the context of culturally grounded education, encouraging student interaction allows learners to not only perform the dances but also internalize their cultural and historical significance. According to Gay (2018), culturally responsive pedagogy must involve students as active participants, enabling them to connect their learning to real-life cultural experiences. Group choreography, peer feedback, and guided cultural discussions in the module promote collaborative learning and a sense of ownership, as supported by Johnson, Johnson, & Smith (2021), who argue that cooperative learning enhances social skills and academic achievement.

Moreover, the module's interactive elements align with the Universal Design for Learning (UDL) principles by CAST (2020), which advocate for multiple means of engagement to address learner variability. Performance tasks and interactive discussions enable both kinesthetic and interpersonal learners to thrive, making learning more inclusive and effective.

Therefore, by fostering active engagement, the module not only teaches dance movements but also cultivates cultural appreciation, teamwork, and reflective thinking—core competencies promoted in the DepEd's Matatag Curriculum (2022) and UNESCO's educational frameworks for cultural inclusion (2020).

Table 13. *Results of ANOVA Analysis between the Quality of the Module as Rated by the Evaluators in terms of Expertise.*

		<i>Sum of Squares</i>	<i>df</i>	<i>F</i>	<i>Sig</i>	<i>Interpretation</i>
Learning Objective and Outcome	Between Groups	.029	3	.096	.961	Not Significant
	Within Groups	2.565	26			
	Total	2.594	29			
Content Quality	Between Groups	.025	3	.108	.955	Not Significant
	Within Groups	2.015	26			
	Total	2.040	29			
Instructional Design	Between Groups	.021	3	.090	.965	Not Significant
	Within Groups	2.073	26			
	Total	2.095	29			
Assessment and Feedback	Between Groups	.215	3	.700	.561	Not Significant
	Within Groups	2.660	26			
	Total	2.875	29			
Student Engagement and Interaction	Between Groups	.095	3	.386	.764	Not Significant
	Within Groups	2.135	26			
	Total	2.230	29			
Cultural and Ethical Considerations	Between Groups	.139	3	.484	.697	Not Significant
	Within Groups	2.495	26			
	Total	2.635	29			

\*Significant at the .05 level

The ANOVA results presented in Table 13 assess whether evaluator expertise significantly affects the quality ratings of the contextualized module on Hispanic-influenced dances of Lowland Christians. Across all six criteria—learning objectives and outcomes, content quality, instructional design, assessment and feedback, student engagement and interaction, and cultural and ethical considerations—the p-values ranged from 0.561 to 0.965, well above the conventional 0.05 threshold for statistical significance. Corresponding F-values also remained low, indicating negligible variance in the ratings attributable to differences in evaluator expertise.

These findings contradicted the initial assumption that evaluators with more specialized backgrounds—whether in pedagogy, curriculum design, dance education, or cultural studies—would yield distinctly different assessments. Instead, the results suggested a consensus in the perceived quality of the module across all groups, pointing to its clarity, accessibility, and overall instructional coherence.

This outcome aligned with more recent literature indicating that clearly defined criteria and coherent instructional design reduced variability in evaluation outcomes. For instance, Darling-Hammond et al. (2020) emphasized that well-structured educational resources aligned with national standards tended to garner consistent ratings across evaluators. Likewise, Cook and Artino (2021) found that rubric-guided evaluations fostered inter-rater reliability by limiting subjective interpretation, especially when evaluating pedagogically sound materials.

Furthermore, CAST (2021) supported the notion that resources designed according to Universal Design for Learning (UDL) principles were more consistently evaluated, as they met diverse learner needs and promoted transparent instructional goals. This framework reinforced uniform perceptions of quality, regardless of evaluators' disciplinary backgrounds.

In addition, the consistency observed in ratings across different evaluator expertise groups reflected the module's adherence to inclusive

and contextually relevant content. As noted by UNESCO (2020), culturally responsive materials that promoted equity and representation were more likely to achieve consensus in evaluations across varied educational roles.

However, it was important to acknowledge some limitations. The study did not isolate variables such as teaching experience, content expertise depth, or specific familiarity with Hispanic cultural dances. These factors could have influenced evaluator perspectives and might have been explored in future research. Additionally, the homogeneity of the evaluation tools and sample size might have contributed to the lack of significant findings.

Nevertheless, the consistent high-quality ratings suggested that the module was broadly accessible and pedagogically robust. Its strong design and cultural relevance positioned it as a valuable resource for widespread implementation, supporting inclusive, learner-centered education in alignment with DepEd's Matatag Curriculum (2022) and global educational priorities.

## Conclusions

This study focused on the development and validation of a contextualized module in Hispanic Influence Dances of the Lowland Christians in the Matatag Curriculum. Findings on the profile of the evaluators revealed a balanced representation in terms of gender, teaching position, and professional experience. This diversity provided a credible and reliable evaluation process. Most of the evaluators were MAPEH teachers and cultural practitioners, ensuring that both the academic and cultural dimensions of the module were carefully assessed.

The developed module was rated highly across six domains: learning objectives and outcomes, content quality, instructional design, assessment and feedback, student engagement and interaction, and cultural and ethical considerations. These high ratings confirm that the module is instructionally sound, pedagogically appropriate, and culturally responsive. The design and content of the module also aligned with educational standards that promote contextualized learning and authentic student engagement.

Moreover, statistical analysis showed no significant difference in the module ratings when evaluators were grouped by gender, teaching position, or experience. This consistent result indicates that the module is broadly acceptable and meets quality standards regardless of evaluator profile, reinforcing the validity of the material and its suitability for classroom use.

Based on the study's findings, several targeted recommendations are proposed: DepEd may add validation efforts that involve a wider range of stakeholders, including PE teachers from various levels, school principals, and educators from other disciplines such as Social Studies and Cultural Studies. This broader involvement would enrich the evaluation process by incorporating varied pedagogical and cultural lenses which promotes inclusive and diverse educational development. PE coordinators and school leaders may provide structured training and orientation to ensure that teachers are well-equipped to use the module effectively. Professional development activities will help maintain fidelity in classroom implementation, consistent with findings that highlight the strong link between teacher preparation and curriculum success. The module developer or writer plays a crucial role in ensuring that the module remains relevant and reflective of contemporary practices. It is their responsibility to lead the regular review and updating of the content. This task should be carried out in collaboration with PE teachers, cultural experts, and curriculum developers, drawing on emerging research, cultural trends, and feedback from classroom implementation. Through this collaborative process, the module can continue to promote culturally grounded and responsive instructional materials. Future researcher may explore qualitative insights. Understanding how evaluators from different roles perceive aspects such as student engagement or cultural representation can uncover nuanced perspectives.

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