



PROBING GALAW PILIPINAS PROGRAM OF THE DEPARTMENT OF EDUCATION (DepEd) IN THE PHILIPPINES

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Abstract

Calisthenics is an activity to develop the body by using a sequence of motion which helps gain more coordination, build muscle, and change things up from the typical routines. The Galaw Pilipinas being the National Calisthenics Exercise Program, stresses the importance of strengthening bodily-kinesthetic abilities as well as the necessity for students, teachers, and school administrators to pay attention to these activities in addition to social and affective pursuits. Hence, this study aimed to evaluate Galaw Pilipinas in the Schools District of Paniqui, Division of Tarlac Province. Descriptive-differential analysis through the use of a questionnaire was utilized in gathering the data. Fourteen head teachers and sixty-nine MAPEH teachers were considered as the respondents of the study.

The study found out that the scope, procedure, monitoring, and evaluation profile of Galaw Pilipinas are highly implemented as assessed by the MAPEH teachers and Head teachers in the District of Paniqui. The Galaw Pilipinas has its high effect on the physical, social, and emotional aspects of students, The head teachers and MAPEH teachers have comparable evaluation on the implementation and extent of effect of the program to physical, social, and emotional aspects of students.

Keywords: Galaw Pilipinas, Calisthenics, Exercise Program, MAPEH subject

Introduction

The Sustainable Development Goals (SDGs) or Global Goals were introduced by the United Nations in 2015. These goals act as a worldwide rallying cry, bringing people together to tackle various issues, such as eliminating poverty, conserving the environment, and promoting peace and prosperity for everyone. Among these goals is one specifically focused on promoting good health and well-being, with the aim of ensuring a healthy life and well-being for people of all age groups.

In line with Article XIV, Section 19 of the 1987 Constitution, the State must promote physical education and facilitate sports programs, league competitions, and amateur sports, which includes preparing for international competitions. The primary goal of this endeavor is to foster self-discipline, teamwork, and excellence, thus promoting the growth of a healthy and attentive citizenry. Moreover, all educational institutions must organize regular sports activities throughout the country in partnership with athletic clubs

and other sectors. Furthermore, the Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, and Republic Act No. 5708, or "The Schools Physical Education and Sports Development Act of 1969", also emphasize that the Department of Education should include integrated physical education, school sports, and physical fitness programs as integral parts of the primary education curriculum.

Furthermore, Vankar (2023) cited in his article that Singapore has achieved the top position in the health index with an impressive score of 86.9, followed closely by Japan and South Korea. The health index measures a population's overall health and access to essential healthcare services, encompassing various factors such as health outcomes, health systems, illness and risk factors, and mortality rates. These statistics offer valuable information on how countries rank regarding their health and health systems, as determined by their health index scores.

Likewise, the Asian Integrated Association (AIA) Healthy Living Index Survey highlights the Asia-Pacific region's current health trends, motivations, and issues. According to the report, 86% of Filipinos worry about the possible costs of serious illness. Over 81% of respondents, when asked to estimate the cost they would have to endure, indicated that it would have a significant financial impact on them. The Philippines saw the most improvement of any AIA market, increasing its standing on the Healthy Living Index by five points, from 61 to 66. The Index is a combined rating of a person's level of health satisfaction and how frequently they engage in healthy activity. The identified behavior components showed rising scores for the desire to lose weight, the number of healthy activities completed, hours spent exercising, and the availability of medical checkups. The notable decline in overall health satisfaction indicates changing habits and expectations among Filipinos regarding ideal healthy lifestyles and behaviors.

Article XIV, Section 19 of the 1987 Constitution provides that "the State shall promote physical education and encourage sports programs, league competitions, and amateur sports, including training for international competitions, to foster self-discipline, teamwork, and excellence for the development of a healthy and alert citizenry. All educational institutions shall undertake regular sports activities throughout the country in cooperation with athletic clubs and other sectors". Meanwhile, the Republic Act No. 9155, otherwise known as the Governance of Basic Education Act of 2001, and Republic Act No. 5708, or "The Schools Physical Education and Sports Development Act of 1969", also stipulate that the Department of Education shall maintain integrated physical education and school sports, and physical fitness programs as part of the basic education curriculum.

Since health and exercise are very significant to an individual, according to Callo et al. (2016), there is a significant increase in awareness of the health benefits of physical activity and fitness among Filipinos. Health agencies such as the Department of Health and the World Health Organization have implemented strategies to promote an active lifestyle. Physical activity programs aim to decrease the prevalence of sedentary lifestyles because studies show that Physical inactivity is a significant risk factor for some cardiovascular diseases.

The study by Santos et al. (2020) indicated that regular PE sessions are ineffective for enhancing morpho-functional adaptations and even cause a decline in strength performance after 12 weeks. The addition of calisthenic strength training increased these students' levels of strength. A well-rounded physical education program should involve specialized instruction and extra treatments (such as a balanced diet) to improve BMI, power, and speed further.

Likewise, Thomas et al. (2018) administered a study of a calisthenics training protocol and evaluated its effects on posture, strength, and body composition in untrained individuals. Calisthenics exercise is a practical and efficient method of improving body composition, strength, and posture without any significant training apparatus. Although calisthenics, a type of resistance training, is becoming more and more popular, there is not much research that has looked at how well they can develop muscle strength, according to Kotarsky et al. (2018). looked at whether progressive calisthenic push-up training is as effective at building muscle strength and thickness as conventional bench press training. The results showed that both groups' 1RM ($p < 0.001$) and PUP ($p < 0.001$) significantly increased following training. The

increase was significantly more significant for ($p < 0.001$). Therefore, no significant differences were discovered within groups ($p > 0.05$) for MT and MBP. This study is the first to show that calisthenics can increase upper-body muscle strength by using several progressive variants to preserve strength training programming variables.

Maliwanag et al. (2019) quasi-experimental research also delved into the possible association between calisthenics and sustained attention. Researchers conducted the study to offer students a potential remedy for several issues caused by excessive use of electronic devices. It randomly divided male high school students between the ages of 12 and 18 ($n = 21$) into two groups: the experimental group (EG) and the control group (CG). The results suggested that calisthenics may have an impact on sustained attention because the posttest response accuracy score of the experimental group (EG) showed a substantial improvement, while that of the control group (CG) did not. There was no discernible variation in either group's processing speed.

On the same note, Calisthenics workouts help the body become stronger and more energetic, which improves general health. Calisthenics also enhances mental health, which aids in treating conditions like depression, stress, and anxiety. The goals are to determine the effectiveness of calisthenics and the stress level among nursing students and to correlate the post-test stress score with their chosen demographic characteristics (Rajakumari et al., 2020).

Sakinah et al. (2020) undertook a study to investigate the impact of calisthenics exercise on physical fitness. Researchers randomly selected individuals participating in the study and divided them into three groups: a control group, an aerobic calisthenics exercise group, and a calisthenics exercise group. Researchers conducted initial assessments on all participants before commencing the 12-week intervention training program. The study's findings revealed significant improvements in the sit-and-reach test for both the calisthenics exercise group and the aerobic calisthenics exercise group compared to the control group. Moreover, the aerobic calisthenics group displayed notable enhancements in the sit-up and 20-meter shuttle run tests when compared to both the calisthenics and control groups. The research also found that combining calisthenics exercise with aerobic exercise was notably more effective in improving flexibility, muscular endurance, and cardiovascular endurance in obese female students compared to performing calisthenics exercise alone. Given these findings, fitness coaches seeking to enhance flexibility, muscular endurance, and cardiovascular endurance in their trainees should consider incorporating a combination of calisthenics exercise and aerobics into their training programs.

Abirami (2018) stated in her study that calisthenic exercises improve the overall strength and energy of the body, promoting overall health. Calisthenics also enhances mental health, which aids in treating conditions like depression, stress, and anxiety. An experimental pre-design was selected. The researchers chose the sample using a non-probability handy sampling strategy. They used a sample of 60 nursing students. The researchers used the perceived stress scale to evaluate the nursing students' stress levels. They used student-paired t-tests, one-way ANOVA, and the chi-square test to determine statistical significance. Nursing students' stress levels decreased following calisthenics. Thus, calisthenic exercise significantly lowers stress levels in nursing students. The

study aimed to determine how calisthenic workouts affected female students' abdominal and shoulder strength. Subjects ranged in age from 18 to 23 years old. The researchers randomly separated the chosen participants into two groups, with Group I receive calisthenics training (n=10) and Group II serving as the control group (n=10). The researchers used the dependent's test and Analysis of Covariance to compare the pre-and post-test scores for each dependent variable statistically. The results showed that the Group performing calisthenic exercises had considerably increased shoulder and abdominal strength. The control group, however, had yet to significantly improve on any of the chosen criteria, such as shoulder and abdominal strength.

Moreover, Irma (2020) emphasized the several benefits of calisthenics over other forms of exercise. Calisthenics is a fantastic method to work out the entire body. Calisthenics works with the body's major muscular groups, unlike other exercises concentrating on a single area. These findings indicate that in addition to burning more calories, this will also tone the muscles and raise fitness levels generally. The fact that calisthenics is a very adaptable type of exercise is another reason it is preferable. Calisthenics does not require particular equipment; individuals can perform it anytime, anywhere. As a result, it is a fantastic kind of exercise for those with limited time. Lastly, exercises are a fantastic approach to enhancing balance and coordination. Students should be required to have calisthenics as their exercise. One must be strong and healthy to be successful on one's own.

Calisthenics, a type of strength training, utilizes a range of gross motor movements such as standing, gripping, pushing, and others to target large muscle groups. People typically perform these exercises rhythmically, utilizing only their body weight as resistance, without additional equipment. The primary aim of calisthenics is to enhance strength, fitness, and flexibility by incorporating body weight resistance during pulling, pushing, bending, jumping, or swinging exercises. In addition to improving physical attributes like muscular and aerobic conditioning, calisthenics also contributes to developing psychomotor abilities such as balance, agility, and coordination. Beecher (1855) played a significant role in popularizing and shaping a conservative ideological movement that aimed to elevate and solidify women's position in the domestic sphere of American culture. She introduced and advocated for including calisthenics exercises as part of her efforts to promote physical education.

According to a 2017 study titled "The Benefits of a Calisthenics Training Intervention on Posture, Strength, and Body Composition," calisthenics training is a valuable exercise method for enhancing posture, strength, and body composition without the need for any significant training apparatus (Thomas et al., 2017). Moreover, Banerjee (2018) found out in his study that the practicality and the low cost of the applied calisthenics strength training program allow easy implementation in school physical education classes and improve learners' muscle strength. This study confirmed that conditioning exercise training with active rest significantly improved the speed, coordination, agility, balance, power, and reaction time variables. Furthermore, Abate's (2021) study showed that students exposed to conditioning exercise training had revealed positive outcomes towards speed, coordination, agility, balance, power, and reaction time. Calisthenics is one of the offered topics in Physical Education.

Mburu-Matiba (2018) conducted a study examining the impacts of physical activity and a balanced diet on students' psychological, mental, and social well-being. The research endeavored to acquire valuable insights into the merits and drawbacks of participating in physical activity and adhering to a balanced diet, with particular attention to the nurse's role in facilitating and promoting these behaviors. To lay the groundwork for the study, the author drew upon the self-determination theory and existing research on exercise, healthy lifestyles, and their effects on young individuals. The analysis reviewed thirty-eight fitness and healthy living publications from reputable databases and e-journals. The literature review revealed various positive outcomes of physical activity, such as improved physical and mental health, enhanced social well-being, and better cognitive and academic performance. Those who regularly exercise and adopt healthy eating habits are more likely to lead active lifestyles and have a reduced risk of developing health conditions like type 2 diabetes, depression, and cardiovascular diseases.

Likewise, many students need to meet the recommendations for daily physical exercise set forth by the World Health Organization and the American Heart Association, according to Steineke's research (2019). During young adulthood, individuals form their physical activity habits; thus, it is crucial to research students' obstacles when attempting to be more active. The researchers investigated the connection between student's general health and their level of physical exercise. To collect the data, they administered an online survey to the University of South Dakota students. The survey items were generated using the National College Health Assessment and the SF-36, which assessed mental health, physical activity, general health, food, and sleeping patterns. The findings indicated a favorable correlation between physical exercise and reported physical and mental well-being. During the transition from high school to college, self-reported assessments showed reduced physical activity rates. Healthy eating habits were associated with both physical activity levels and perceived health. However, no relationship was found between sleep patterns and levels of physical activity or subjective health.

Similarly, Rosmond (2022) noted that Calisthenics used only body weight to describe a broad range of workouts. A discipline based on body weight and gymnastics exercises is currently referred to by this moniker and is practiced all over the world. This study aimed to apply a calisthenics training routine to untrained individuals and assess its effects on posture, strength, and body composition. Researchers split twenty-eight male volunteers into two groups: the intervention group (SG), which used Calisthenics, and the control group (CG). The SG worked out for eight weeks. A body composition analysis, a posture evaluation, a handgrip test, a push-up test, and a pull-up test were all performed on each participant. Both before and after the intervention, each participant underwent testing. Their posture, body composition, and SG all improved. The handgrip test revealed no differences. No significant variations existed in any control group (CG) variable between the before and post-assessments. The study found that calisthenics training is a practical and efficient exercise method to enhance posture, strength, and body composition without needing expensive exercise apparatus.

Also, Rajeev (2019) examined the impact on schoolboys' flexibility and strength of Pilates exercise, calisthenics exercise, and combinations of Pilates and calisthenics exercise. Sixty (60) schoolboys attending the Raj English School in Sarnath, Varanasi,

and Uttar Pradesh were used in the study to attain its goals. The researchers randomly chose subjects whose ages ranged from 14 to 17. The study focused only on the following flexibility and strength variables. They calculated flexibility in inches using a sit-and-reach test and gauged strength using the push-up test, tallying the results. Analysis of covariance (ANCOVA) was used, with the threshold of significance set at 0.05, to determine the variance in the chosen criteria variables resulting from the application of independent variables. According to the finding above, the experimental group's flexibility and strength (Pilates, Calisthenics, and Combined exercise group) were significantly improved compared to the control group. Additionally, the researchers discovered that the combined experimental group IV had significantly enhanced flexibility compared to the control group and the other two experimental groups.

Calisthenics is also an exercise that employs the body's weight to develop strength and muscle. Calisthenics differs from conventional training methods that depend on supplementary instruments or exercise apparatus. Robles (2022) listed fourteen (14) distinct advantages of Calisthenics. It requires little to no equipment to start. Little to no equipment is needed to begin calisthenics training. The body itself serves as the resistance in Calisthenics. As a result, it is not dependent on outside weights like barbells, dumbbells, or kettlebells.

Additionally, Calisthenics are free. The fact that Calisthenics is free is still another critical advantage. Aside from the minimal upfront costs, exercise need not be expensive again. Third, it can be performed anywhere and at any time. The most significant benefit of Calisthenics is that it can be performed anywhere and at any time. Individuals can do exercises like Calisthenics at any time. Fourth, Calisthenics removes several obstacles to exercising. Few obstacles exist when starting Calisthenics since individuals can do it whenever and wherever requiring very little equipment and space. Fifth, Calisthenics maximizes the effectiveness of exercise. Even with very little free time for training, Calisthenics can maximize the effectiveness of the workouts. Sixth, Calisthenics imitates the movements found in natural environments.

Equally, exercises used in calisthenics are essentially all functional exercises. In other words, the movement patterns in these workouts are similar to those in daily life. Seventh, there are numerous progressions in calisthenic workouts. The elegance of calisthenics is that every exercise progresses to a more complex variation. Eighth, there are numerous regressions in calisthenic activities.

Similarly, calisthenics is also excellent for beginners because it allows scaling back all the motions to simpler forms. On the ninth, it develops incredibly astonishing strength. It requires much strength compared to body weight to accomplish. Lastly, it can help in gaining much muscle. Calisthenics alone can also add much muscle. Eleventh, it aids in fat burning because all activities are complex. Bodyweight exercises work for several broad muscle groups simultaneously. The twelfth is that calisthenics enhances athleticism and mobility.

Calisthenics frequently involves moving the joints through their full range of motion, enhancing mobility and improving overall athleticism. Thirteenth, calisthenics strengthen the core. The core is engaged in almost all calisthenics routines. The joints can withstand many bodyweight workouts. Bodyweight exercises lend themselves to higher volume. External weights like barbells and dumbbells cannot support the body's weight as well as the joints

can. In general, there should be no problems carrying out a lot of low-intensity calisthenics-based workouts to failure. The total muscular endurance will also improve with high-volume training.

Calisthenics is a type of physical exercise that uses gravity and the participant's body weight. It may serve as a stand-alone workout or support other exercise regimens. Although calisthenics, a type of resistance training, is becoming increasingly popular, Kotarsky (2022) noted that few studies have examined its efficacy in enhancing muscle strength. This study compared free-weight bench press training (BENCH) to progressive calisthenic push-up training (PUSH) to increase muscular strength and thickness. Twenty-three (23) healthy, moderately trained males were randomly assigned PUSH and BENCH, and they then trained three days per week for four weeks. The researchers took pre- and post-training measurements for muscle thickness, sitting medicine ball throw, one-repetition max bench press, and push-up progression (PUP). The results showed that both groups' 1RM and PUP significantly increased after training ($p < 0.001$ and $p < 0.05$, respectively). However, the increase in PUP was much higher for PUSH ($p < 0.001$). This study was the first to show how calisthenics can increase upper-body muscle strength while maintaining training principles through various progressive variants.

Zucker (2023) highlights that calisthenics is a well-established exercise method renowned for its reliance solely on body weight for performance. This approach allows individuals to practice every movement typically associated with gym workouts. While some subtle differences may exist, many people use bodyweight and calisthenics training interchangeably. The primary objective is to cultivate functional strength without using heavy weights, focusing instead on compound motions that engage all major muscle groups. This approach enhances overall stability, muscle mass, and strength throughout the body. Vigorous bodyweight exercises performed outdoors, utilizing the ground and a pull-up bar, can significantly improve strength and mobility. Whether individuals seek a quick and intense workout outside the gym or aspire to achieve *kallós sthenos*, reminiscent of the Greek gods, calisthenics presents an excellent option for enhancing physical fitness.

Cigerci et al. (2020) studied the impact of calisthenics exercises on players' body composition. The study involved 18 male gamers who voluntarily participated. The researchers randomly split the study's participants into two groups. In the calisthenics exercises group (CEG), nine players engaged in exercise and training, while nine in the control group (CG) engaged in simple training. The study included three workouts per week over an eight-week duration. Researchers conducted intergroup, intragroup, and training impact analyses using repeated measures of ANOVA. The subjects' BMR and TBW were the same; however, there was a difference in the body composition measurements taken before and after the test. Pre- and post-test measures of the inter-group, intra-group, and group-test interaction revealed a significant difference in all subject variables when comparing the changes in upper extremities between groups. There was no significant difference between groups when comparing pre-and post-test changes in the lower extremities. However, there was a significant difference between pre-and post-test body composition measurements. The study showed that an 8-week calisthenics program could improve players' overall body composition.

Additionally, Dakkak (2022) unveiled the advantages of practicing calisthenics. The benefits of calisthenics include: Firstly, it provides an adaptable workout that can be tailored to individual needs. A study conducted in 2022 demonstrated that calisthenics, a bodyweight workout, can be considered high-intensity interval training (HIIT). Participants who engaged in calisthenics exercises experienced similar cardiovascular benefits to those obtained from activities such as treadmill walking, sprinting, and interval running. While the study focused on challenging calisthenics movements like squat leaps, burpees, and leaping lunges, the exercises can also be modified and performed at a slower pace, making them suitable for low-intensity interval training (LIIT). Secondly, calisthenics enhances strength for everyday tasks. Numerous calisthenics exercises engage multiple muscle groups, mimicking the way people utilize their muscles during regular activities like lifting objects off the floor and placing them on high shelves. Thirdly, calisthenics is an excellent method for maintaining healthy joints, improving posture, and managing weight. According to a study conducted in 2017, an eight-week calisthenics program can lead to improvements in posture, strength, and body mass index (BMI). By increasing muscle mass through strength training exercises like calisthenics, individuals can effectively lose excess weight and maintain a healthy weight.

Additionally, Luna (2023) discussed the advantages of calisthenics for pupils. First off, calisthenics can be done by anyone, anywhere. The fact that calisthenics require little to no equipment or a specific venue is undoubtedly their first and most important advantage. Most resistance training methods require equipment like barbells or padded flooring, but calisthenics activities merely require a roomy enough space. In contrast to fundamental weightlifting exercises, which carry a risk if done incorrectly, most beginner calisthenics motions are straightforward and low-risk enough to be accessible to most healthy people. Second, tools to advance calisthenics. Even though individuals can perform many calisthenics exercises without equipment, those who want to advance their training can purchase various items that enable them to complete more challenging exercises. Third, it uses complicated movements to create muscle. Most people who engage in calisthenics do so to increase their muscle mass. Calisthenics is the best exercise for building muscle, whether the goal is overall full-body strength, exceptional hypertrophy that results from high training volume, or some other more sport-specific objective.

Calisthenics proves particularly advantageous in developing functional muscle strength and endurance due to its focus on demanding a substantial amount of isometric contraction and performing exercises for a large volume. Additionally, calisthenics spotlights the body's most prominent muscle groups as most of its exercises involve compound motions that primarily target these major muscular groups. Fifth, strenuous progression exercises that are lengthy. Any effective training program must include progression since it combats the body's capacity to become used to a stimulus over time. Exercisers will observe that the advantages they gain from their training will start to slow and eventually stop without deliberate and well-planned progression, or what is known as a training "plateau." Although it is easy to keep upping the reps each set, calisthenics also successfully maintains the flow of progression by enabling athletes to perform more complicated routines steadily. Many beginning calisthenics athletes start with a regular push-ups and later progress to planks or handstand push-ups after extensive training. This finding not only results in

constant muscular growth but also helps the exerciser better understand biomechanics and physiological control.

Girma (2022) conducted a study investigating the impact of calisthenics exercise on specific physical fitness traits and shooting performance in male handball players from the Gebezemariam team. The researchers adopted a quantitative and experimental approach to achieve the study's objectives. The total subject population consisted of twenty-six active and frequently participating male handball players from the Gebezemariam team. The researchers collected data through two field tests assessing shooting performance and physical fitness. The researchers conducted the first test as a pre-test before administering the calisthenics exercise. In contrast, they performed the second test twelve weeks later as a post-test to measure the effects of the exercise intervention.

The participant data from the study were analyzed using SPSS version 23 software, and the researchers utilized a paired t-test with a significance level of 0.05. The results demonstrated significant improvements in multiple aspects of physical fitness, such as muscular endurance, strength, explosive power, coordination, and shooting ability, directly attributed to engaging in calisthenics exercise. Additionally, the twelve-week calisthenics program resulted in a noteworthy reduction ($p < 0.05$) in the 30m sprint time. Conversely, no significant changes were observed in any of the variables for the control group (CG). Based on these compelling findings, it can be concluded that a twelve-week calisthenics program is highly effective in enhancing physical fitness metrics and shooting efficiency in handball players. Therefore, handball players and coaches are strongly encouraged to adopt this training approach to elevate physical fitness levels and improve shooting abilities.

Tariq (2018) mentioned in his study that increased grades, exam scores, educational successes, more regular attendance in class, and increased self-confidence are just a few of the many advantages that extracurricular participation offers students. At the same time, extracurricular activities help students develop their leadership and collaborative skills. These activities also reduce drug and alcohol usage and the behavioral and disciplinary issues connected to it.

Gordon (2023) shared in her article that since Galaw Pilipinas is a calisthenics exercise, the prevailing physical benefits include building muscle and strength. Calisthenics is a great exercise to increase strength and muscle. The resistance of body weight forces the muscles to adapt and grow, increasing muscle strength. It has several different strategies to increase muscle strength. For instance, a study involving 28 males discovered that eight weeks of calisthenics could enhance body composition and posture and influence one person's strength, even in activities that someone does not regularly engage in; and b) enhance cardiovascular fitness. Regular calisthenics participation over time can also benefit cardiovascular health, including better heart health and higher endurance. Some calisthenic workouts involve high-intensity motions that can cause the heart to beat quickly and the blood to circulate; c) encouraging coordination, balance, and flexibility. The range of motion needed for calisthenics motions stretches and fortifies the muscles, tendons, and ligaments. These exercises can also lessen the chance of injury and facilitate daily tasks.

Consequently, depending on the activities employed, regularly completing these exercises can improve posture, balance, and

flexibility; d) impacting mental health. Calisthenics participation regularly improves mental wellness. Exercise elevates mood, lowers stress levels, and enhances general well-being. However, calisthenics may provide additional benefits for mental health. For instance, practicing calisthenics requires discipline and focus, which may enhance focus and mental acuity. It also plays a preventive role. It might lessen cognitive aging, and e) offer a convenient exercise means. One of their most important advantages is that calisthenics can be done anywhere and by anyone with little to no equipment.

Additionally, it has a low impact, which is comfortable on the joints and suitable for people of all ages and fitness levels. This finding is also appropriate for everyone regardless of their level of fitness or experience because it is simple to modify. Anyone can profit from calisthenics as long as a medical professional has consented. Exercises involving calisthenics are also inexpensive. Calisthenics exercises can be adjusted to suit various fitness levels, accommodating both beginners and experienced athletes, enabling individuals to progress and improve their strength as they advance.

In the article entitled "15 Unique Benefits of Calisthenics ", Robles (2022) enumerated the following: a) needs little to no equipment. Little to no equipment is needed to begin calisthenics training. The body itself serves as the resistance in calisthenics. As a result, calisthenics offers two significant advantages: a) it does not rely on external weights such as barbells, dumbbells, or kettlebells, and b) it is cost-free. The affordability of calisthenics further underscores its critical advantage. Other than the minimal upfront costs outlined above, paying to exercise would never be necessary. The most practical exercise will be done at home because: c) it can be done whenever and wherever. The ability to perform calisthenics anywhere and anytime is its finest benefit. Training only requires a little room and may be done at home.

Additionally, it is possible at any time; d). removes several obstacles to exercise. Starting calisthenics presents minimal obstacles as individuals can perform it whenever and wherever, with only minimal equipment required. This approach maximizes the effectiveness of the exercises. If one has minimal free time to exercise, calisthenics can also increase the effectiveness of the workouts. Fast transitioning from one exercise to another eliminates these obstacles; f) it resembles actual, organic movement patterns. Exercises used in calisthenics are all valuable exercises. In other words, these workouts mimic regular, real-world movement patterns; g). features various advancements. The appeal of calisthenics is that every desired activity has a more difficult progression. Each movement pattern has at least a dozen variations, and h) develops incredibly astonishing strength. With calisthenics, one can become as strong as one wishes. It requires a lot of relative bodyweight strength; i) as all workouts are complex, it aids in fat burning. Bodyweight workouts work for multiple big muscle groups simultaneously; they also j) enhance athleticism & mobility. As one develops bodyweight control through calisthenics, general athleticism will immediately improve. It frequently calls for extending the joints' range of motion to increase mobility; k) Develops Core Strength. During every calisthenics movement, individuals must engage their core. They can hold their body appropriately without constantly tensing the glute and abdominal muscles.

Hughes (2020) enumerated the social benefits of exercise to boost motivation. First, having others push you to your boundaries and

assist you in setting new records is one of the most noticeable social benefits. It also fosters accountability. Consistency is one of the most challenging aspects of regular exercise, especially if you are new to fitness. Thirdly, it fosters teamwork abilities. The ability to stimulate the growth of cooperation abilities is one of exercise's many advantages for social health. The ability to work well in a team is essential for communicating with others, yet it can take time for certain people to do. Fourthly, it encourages constructive rivalry. Framing a workout as a competition can foster healthy social standards for exercise and provide extra, more concrete motivation in the desire to outperform competitors. Fifth, it increases self-esteem and confidence. Researchers have repeatedly demonstrated that exercise has significant positive effects on confidence, self-esteem, and physical advantages. Sixth, managing unfavorable feelings is beneficial.

The healthiest way to handle these worries and tensions is not to ignore or repress them. However, fortunately, exercise has additional social health benefits in that it can help better control negative emotions. Seventh, it encourages community participation. Taking up a new team sport or group activity is a great way to make new friends or expand someone's present set of acquaintances. One of the best social health benefits is that everyone feels the same burn, weariness, and endorphin high at the end of the exercise. All that is required to establish a significant number of lasting connections is this shared interest. Last but not least, it increases social vitality. The last social advantage of exercise is having more incredible energy for socializing, combining confidence, communication abilities, and a good mood to make one considerably more sociable.

Moreover, Daniels (2023) revealed some of the emotional benefits of calisthenics. One of them is an improvement in emotional well-being. Calisthenics can significantly affect mental wellness in addition to its physical benefits. Participating in consistent physical activity, such as calisthenics, has been shown to reduce symptoms of anxiety and depression while also improving mood. This positive outcome can be linked, at least in part, to the strengthened connection between emotions and the body that is nurtured through such exercises. The heightened emotion-body link is one of these. The link between the heart and body is called the "emotion-body connection," which calisthenics improves. During calisthenics, concentrating on the connection has additional psychological and emotional advantages. It can calm the mind and lessen stress by focusing on the body and breathing. In conclusion, calisthenics offers many advantages beyond increased strength and flexibility, despite sometimes being considered solely a method of enhancing physical fitness. Individuals can experience the benefits of calisthenics throughout their entire body, including higher confidence and self-esteem, improved emotional and mental health, and a stronger mind-body connection.

In the country, one of the subjects offered in secondary schools is physical education. Physical education is a crucial component of a student's overall holistic life. Neglecting physical education would result in a lacking education for young people. Additionally, physical education is a crucial component of education in general, aiming to enhance resilience for those involved on physical, psychological, emotional, and social levels. Therefore, physical education can effectively achieve the nation's essential educational goals by instilling desired qualities such as self-control, fairness, teamwork, sportsmanship, excellence, and others (Bucher et al., 2015).

The Philippine Constitution first included physical education in Article 14, section 19, in 1987. The state should nurture physical education and facilitate sports programs, league tournaments, and amateur sports, including international contests, to encourage self-discipline, collaboration, and excellence in developing safe and informed citizens. In collaboration with athletic clubs and other businesses, all educational institutions should organize daily sporting events around the region. According to the DepEd K to 12 Basic Education Curriculum, exercise and movement education form the core of the K-12 physical education curriculum. Physical activity participation requires importance, competence, abilities, and experience for health to be maximized and health-related fitness (HRF) to be obtained and maintained. Moreover, they aim to ensure that learners comprehend the significance of health-related fitness and can apply their knowledge to practice.

While the government continues to improve the nation's overall healthcare system, Filipinos further strengthen their immune systems through regular exercise and a healthy diet. The Department of Education (DepEd) has launched its statewide calisthenics exercise program to encourage students and other stakeholders to maintain active lives and promote children's mobility. Following the DepEd Order 060 series 2021, the Department of Education (DepEd) releases the Guidelines on Galaw Pilipinas - The DepEd National Calisthenics Exercise Program. The program aims to encourage Filipinos to lead active lifestyles that will improve their physical and socioemotional well-being, enhance strength, flexibility, cardiovascular endurance, coordination, and balance, integrate Philippine cultures in the calisthenics exercises to enhance cultural awareness and instill nationalism, unity, and discipline.

The Department developed Galaw Pilipinas to respond to learners' reduced physical activities that affected their overall health. As per the DepEd directive, all public and private schools nationwide must switch to five days of in-person as stated in Section 34 of Department of Education Order 34.

Furthermore, Galaw Pilipinas responds to UNESCO's Sustainable Development Goal 4. The new 2030 Agenda for Sustainable Development reflects the vision of the importance of an appropriate educational response, explicitly formulating education as a stand-alone goal. SDG 4 aims to provide students access to high-quality, convenient education and other learning opportunities. One of its goals is to achieve universal literacy and numeracy, a crucial element in the learning process, enabling students to gain knowledge and valuable abilities. Therefore, there is a pressing need to expand educational facilities and enhance existing ones to create secure, welcoming, and conducive learning conditions for everyone (Ritchie et al., 2018).

Regional Order on Galaw Pilipinas. The new Physical Education assembly has significantly changed the discipline's ethos, which previously involved regular and taken-for-granted physical interaction between instructors and students. Physical education is a psychomotor subject, and many teachers find it difficult to include it during this pandemic. Planning and evaluating physical activities become challenging for physical education instructors. Being a Physical Education teacher, the researcher was inspired to evaluate the implementation of Galaw Pilipinas in all the public and private high schools in the District of Paniqui.

Objectives of the Study

The study aimed to evaluate Galaw Pilipinas as The DepEd National Calisthenics in the Schools District of Paniqui, Division of Tarlac Province. It identified the level of implementation of Galaw Pilipinas by MAPEH Teachers and Head Teachers in terms of its scope, procedure, monitoring and evaluation. It also determined the extent of the effect of Galaw Pilipinas as evaluated by the MAPEH Teachers and Head Teachers along physical, social, and emotional.

Further, it determined the difference between the assessments of the MAPEH Teachers and Head Teachers on the implementation of Galaw Pilipinas and the extent of effect on the physical, social, and emotional aspects of students.

Methodology

This study used the quantitative method of study. Quantitative research, according to Bryman (2015), is a research technique that focuses on quantifying data collection and analysis. Empiricist and positivist theories influence it, based on a deductive approach emphasizing hypothesis testing. The study evaluated the scope, procedure, monitoring, and evaluation as profile variables of Galaw Pilipinas and the extent of the effect on students, physical, social, and emotional, in all the public and private Schools District of Paniqui, Division of Tarlac Province.

Hence, this study employed the descriptive-comparative research design to compare the evaluation of MAPEH teachers and School Heads in implementing the program. A descriptive comparative design does not include the modification of an independent variable is suitable when comparing previously existing, undamaged units (Cantrell, 2011). Researchers often use it when the study aims to contrast the variables describing the research sample as they occur and explain the characteristics of the persons or events under scrutiny (Siedlecki, 2020).

The researchers conducted this study in all the public and private high schools in the Schools District of Paniqui, Tarlac. Paniqui is a first-class municipality in the province of Tarlac, Philippines. It has 103,003 residents, according to the 2020 census. The Hispanic title "Pampaniki" was derived from the Ilocano word "pampaniki," which means "bat," since the town is known for its bat-filled caverns.

The researchers created a questionnaire patterned from the provision of DepEd Order 060 series of 2021 to answer the research problem regarding the implementation of the program. Hence, the other parts of the questionnaire were lifted from a study entitled "The Effects of Physical Activity on Social Interactions: The Case of Trust and Trustworthiness" by Bartolomeo et al. (2021), Exercise: 7 Benefits of Regular Physical Activity. (Jackson, 2020) and Real-Life Benefits of Exercise and Physical Activity (Mendel, 2019) and Social & Emotional Benefits of Regular Exercise by Kulas (2020).

Further, the researchers consolidated and analyzed all the needed and relevant data using the Statistical Package for the Social Sciences (SPSS) using Average Weighted Mean using a five (5) point Likert Scale, Mann-Whitney U test and t-test.

Results and Discussion

Profile of Galaw Pilipinas in the Schools District of Paniqui, Division of Tarlac Province as Identified by its Level of Implementation

SCOPE

Head Teachers Evaluation. The table indicates that the identified and feasible goals and objectives have been highly implemented, as shown by the mean of 4.35. The result implies that the program complies with its established goals. The policies and underlying principles of Galaw Pilipinas guide the implementers.

The operation of educational institutions requires a strong compliance program. It is responsible for identifying, stopping, correcting, and monitoring wrongdoing. It establishes sound guidelines for identifying, mitigating, detecting, and resolving hazards. Its goal is to establish a culture that values quick resolution. It can safeguard the program's reputation by upholding high moral standards (Oberheiden, 2020).

The structure has been highly implemented, visualizing all the project tasks, deliverables, and milestones, as supported by the mean of 4.47. The result indicates that all needed resources in the program's performance are given full attention—all essential matters, whether massive or minute, are laid for the effective operations of Galaw Pilipinas.

Table 2. Scope of Galaw Pilipinas

NO.	SCOPE	HEAD TEACHERS	MAPEH TEACHERS		
		N=14	N=69	Mean	DE
1	Goals and objectives are identified and feasible.	4.35	VHI	4.34	VHI
2	Requirements based on the memorandum are met.	3.89	HI	4.33	VHI
3	Structure visualizes all the project tasks, deliverables, and milestones.	4.47	VHI	4.02	HI
4	Project constraints, limitations such as time or cost are noted	3.68	HI	4.00	HI
5	Deliverables	3.98	HI	3.98	HI

	are understood by the teachers at the school.				
6	Materials are accessible to learners for usage.	4.28	VHI	3.87	HI
7	Memorandum is understood and interpreted.	4.00	HI	4.50	VHI
8	Timeline is followed.	4.02	HI	4.00	HI
9	Enough budget is allotted.	3.67	HI	4.56	VHI
AVERAGE WEIGHTED MEAN		4.04	HI	4.17	HI

Kokemuller (2021) mentioned in his article that a structured training program has a specific timetable, schedule, activity description, and responsibility assignment. It has clearly defined objectives and results. A casual or unstructured training program rarely results in as much success and growth as a structured one. With a defined structure, educational institutions can improve training and finish it.

Likewise, the utilization of materials has been very highly implemented which are accessible to learners as indicated by the mean of 4.28. This indicates that the needed materials for the program are provided and given that the students enjoy. Even the best tools only yield results when utilized frequently. To prevent injury, learn how to use the equipment correctly. Exercise equipment is available in various sizes, forms, and price points, and they can be advantageous for everyone (Kelley, 2019).

Indications that have been evaluated as highly implemented are the following which are arranged in descending means: timeline is followed (4.02); requirements based on the memorandum are met (3.89); deliverables are understood by the teachers at the school (3.98); project constraints, limitations such as time or cost are noted (3.68) and enough budget is allotted (3.67).

Also, the memorandum that is understood and interpreted has been highly implemented, with a mean of 4.00. This means that transactions are well-coordinated and properly harmonized and that all stakeholders are given the appropriate guidance.

Ultimately, the head teachers evaluated the scope of Galaw Pilipinas with a high level of implementation as supported by the Average Weighted Mean of 4.04.

MAPEH Teachers Evaluation. The table shows that the identified and feasible goals and objectives have been deemed as very highly implemented, as supported by the mean of 4.34. Since their evaluation is the same as the head teachers, the goals and objectives of the Galaw Pilipinas are carefully crafted and well-thought, and intentional for the welfare of the stakeholders.

Making strategic objectives a priority in the strategic plan is the key to establishing effective ones. The program will employ a baseline, target, and time to tie its goal to an objective that is potent, accurate, and above all else, actionable (Herley, 2022).

The indicators evaluated as highly implanted are the following: Structure visualizes all the project tasks, deliverables, and milestones. (4.02); project constraints and limitations such as time or cost are noted (4.00), and the timeline is followed (4.00). As compared to the evaluation of the MAPEH teachers, it could be seen that there has been such comparability, especially along the indicators, deliverables are understood by the teachers at the school (3.98), and materials are accessible to learners for usage (3.87). This means that all materials, resources, and funds are put in order and managed fairly.

Consequently, the scope of Galaw Pilipinas has been evaluated by the MPEH teachers with a high level of implementation as supported by the Average Weighted Mean of 4.17.

As to the scope of Galaw Pilipinas, it aims to encourage students to lead active lifestyles that will improve their physical and socioemotional health and their strength, flexibility, endurance, and coordination. It also aims to increase students' cultural awareness by incorporating Philippine cultures into the calisthenics exercises and instill national pride and discipline in students. (lrmds.deped.gov.ph 2020).

PROCEDURE

Head Teachers Evaluation. It can be seen in the table that practice is conducted during the learners' MAPEH period and vacant periods, which has been very highly implemented, as supported by the mean of 4.57. This implies that practice is given such attention because this program is subjected to various level of competition. Therefore, practice is deemed very necessary.

Table 3. Procedure of Galaw Pilipinas

NO.	PROCEDURE	HEAD TEACHERS		MAPEH TEACHERS	
		Mean	DE	Mean	DE
1	Objectives are met by both teachers and learners.	4.01	HI	4.25	VHI
2	Maximum participation of learners and teachers in performing are promoted.	3.12	MI	3.36	MI
3	Materials are available and provided.	3.67	HI	4.12	HI
4	Steps and choreography are	4.09	HI	4.00	HI

	taught to learners.				
5	Offer a clear briefing to students.	4.45	VHI	4.56	VHI
6	Provide waivers to parents for the learners' safety.	3.57	HI	3.80	HI
7	Present a substitute performance for learners who cannot perform because of certain health conditions.	3.67	HI	3.78	HI
8	Practice is conducted during the learners' MAPEH period and vacant periods.	4.57	VHI	4.00	HI
9	Health and relaxation to learners are promoted.	4.23	VHI	4.14	HI
10	Culturally appropriate choreography that caters to all learners regardless of their differences in socio-cultural aspects is considered.	3.45	HI	3.67	HI
Average Weighted Mean		3.88	HI	3.97	HI

The curriculum encourages Filipino students aged 5 to 17 to lead active lives. The need to encourage students to live healthy lifestyles and stay physically fit has increased. (Briones, 2022).

Likewise, offering a clear briefing to students has been evaluated by the MAPEH teachers as very highly implemented (4.45). This indicates that proper orientation is being held for proper directions and guidance among students.

Orientation and briefing are crucial because these provide all students with a solid foundation. With it, students may feel comfortable in their new role and take longer to realize their full potential. This is crucial because it gives participants clear and precise information to help them feel more at ease during the dance program, boosts confidence and speeds up students' acclimatization to the exercise program, and results in a performer who is more effective and productive (OSU, 2022).

On the same note, promoting health and relaxation for learners has been very highly implemented as indicated by a mean of 4.23. Students who choose a healthy lifestyle will have more control over their health, a better quality of life, and a lower risk of developing diseases. In the modern world, being healthy is a significant accomplishment that people strive towards in order to enhance their quality of life. Improved health-promoting lifestyle and its dimensions of behaviors can be achieved through educational intervention (Solhi, 2020).

However, the promotion of maximum participation of learners and teachers in performing the program has been evaluated as moderately implemented (3.12).

Kapur (2019) mentioned in his paper that encourage students to participate and perform effectively if educational institutions want to improve their reputation and accomplish educational objectives. Teachers and school officials must give kids opportunities if they want to see changes in their involvement and academic performance. The members of educational institutions must efficiently carry out the planning, organizing, directing, managing, and coordinating functions in order to provide possibilities for students. They must consider that giving pupils opportunities will encourage involvement and allow them to develop their skills and abilities. Co-curricular activities are valued for encouraging student participation and enhancing their abilities and skills.

Above all, the table above shows that there has been a high level of implementation of Galaw Pilipinas along procedure as evaluated by the head teachers with an Average Weighted Mean of 3.88.

MAPEH Teachers Evaluation. Along with procedure, the respondents evaluated that the offering of a clear briefing to students was very highly implemented, as supported by the mean of 4.56. This is, in a like manner, the same as the evaluation of the head teachers. It is also noted that the objectives of the program are met by both teachers and learners, which has been very highly implemented with a mean of 4.25. This implies that the teachers have the confidence to share their thoughts that the objectives set for the program are accomplished and attained.

Among indicators that are evaluated as high are the following: health and relaxation for learners are promoted (4.14), materials are available and provided (4.12), steps and choreography are taught to learners (4.00), practice is conducted during the learners' MAPEH period and vacant periods (4.00) and present a substitute performance for learners who cannot perform because of certain health conditions (3.78).

What is very significant for all the indicators is the provision of waivers to parents for the learners' safety (3.80). This indicates that the parents are given full knowledge concerning the children's participation in the activity. Also, their awareness about the health improvement of their children through their participation in the program.

North (2019) noted that waivers are formal agreements stating that the event organizer is not responsible for any injuries sustained by participants. Waivers are generally used for legal purposes, but they can have an educational effect by prompting people to consider the possible hazards associated with an activity. That is frequently all it takes to persuade individuals to avoid collisions.

However, the promotion of maximum participation of learners and teachers in performing

The program has been evaluated as moderately implemented, supported by a mean of 3.36. This indicates that not all are allowed to participate in the program since there is only the required number. However, classroom activities also integrate the Galaw Pilipinas into their subject, especially in the MAPEH curriculum. Teachers and students must participate in school events to serve as role models and foster goodwill within the school community. Teachers can demonstrate to pupils their interest in their school and concern for their education by participating in activities. Additionally, taking part in activities can help teachers establish

relationships with their pupils and get to know them better. (Grone, 2023).

The table above shows that there has been a high level of implementation of Galaw Pilipinas along procedure as evaluated by the MAPEH teachers with an Average Weighted Mean of 3.97.

MONITORING

Head Teachers Evaluation. The table shows that the monitoring of the performances of learners by their MAPEH teachers has been very highly implemented, as supported by the mean of 4.90. This implies that smooth operations regarding practice and training of the program is entirely monitored to ensure outstanding execution. Any project or program must have monitoring and assessment. Schools use this procedure to gather data, analyze it, and decide whether a project or program has achieved its objectives (Soken-Huberty, 2019).

Table 4. Monitoring of Galaw Pilipinas

NO.	MONITORING	HEAD TEACHERS		MAPEH TEACHERS	
		Mean	DE	Mean	DE
		N=14		N=69	
1	Has a mechanism to check if the project has an impact on the health of the learners by the school.	3.25	MI	3.56	HI
2	Requires learners to construct reflection papers to identify their learnings and realizations.	2.35	SI	2.56	SI
3	Performances of learners are monitored by their MAPEH teachers.	4.90	VHI	4.94	VHI
4	Implementation of the project is monitored by the school heads.	4.00	HI	4.00	HI
5	Health conditions of learners while the project is implemented and monitored by the MAPEH teachers.	4.57	VHI	4.35	VHI
6	Learner's maximum participation is monitored by the MAPEH teachers.	3.23	MI	3.00	MI
7	Learners who do not participate due	4.89	VHI	4.34	VHI

	to personal reasons are considered by the MAPEH teachers.				
8	MAPEH teachers provide open forums and sharing to learners on their insights about the program.	3.23	MI	4.00	HI
9	Parents are asked to personally monitor the health conditions of the learners before, during, and after the implementation of the project.	3.35	MI	3.67	HI
10	School clinics personnel monitor the health of learners before, during, and after the implementation of the project.	4.00	HI	4.12	HI
Average Weighted Mean		3.78	HI	3.85	HI

In like manner, the consideration by the MAPEH teachers to learners who do not participate due to personal reasons has also been very highly implemented as supported by the mean of 4.89, which is also related to the health conditions of learners while the project is implemented and monitored by the MAPEH teachers (4.57). This implies that health is also given such priority, especially to students with health conditions and situations, for as long as a medical certificate is provided. Students who missed an activity must receive a written justification from their parents or guardians when returning to school. Personal illness, illness or death in the family, quarantine, hazardous weather or road conditions, participation in school activities with permission from the principal, juvenile court proceedings documented by a probation officer, authorized college visitation, emergencies, and participation in school activities are all acceptable reasons for absences (Kenya, 2021).

The evaluation of whether the project impacts learners' health in the school through the utilized mechanism has resulted in a moderate implementation score, with a mean of 3.25. This finding indicates that the school personnel, possibly the adviser, monitor the students' health progress through the performance of Galaw Pilipinas. The primary goal of GALAW PILIPINAS is to promote an active lifestyle among Filipinos, which is why the Department of Education (DepEd) has introduced it as the Department's National Calisthenics Exercise Program, incorporated into the daily exercise routine in schools and community learning centers.

The provision of MAPEH teachers with open forums and sharing with learners on their insights about the program has also been evaluated as moderately implemented with a mean of 3.23. The monitoring of the MAPEH teachers on learners' maximum participation has also been evaluated as moderately implemented, as supported by the mean of 3.23. Make the

expectation that students will participate apparently from the start if you want to encourage their active participation. Inform participants of the program's value of class participation on the first day. To guarantee that the dynamics and activities foster complete involvement, indicate that all students should participate. Galaw Pilipinas emphasizes the significance of and the necessity for students, instructors, and school administrators to pay attention to our bodily-kinesthetic capacities in addition to our cognitive and emotive activities (www.deped.gov.ph/2022).

However, the construction of reflection papers to identify the learners' learnings and realizations has been evaluated slightly (2.56). In this approach, reflection is dialectical, involving engaging multiple perspectives to generate valuable insights. The reflection process entails looking ahead to anticipate potential outcomes and looking back to evaluate past experiences. MAPEH students participate in this reflective process by recounting their learning, describing how it has evolved, and speculating on its relevance to future learning opportunities (Mary, 2018).

The table above shows that there has been a high level of implementation of Galaw Pilipinas along monitoring as evaluated by the head teachers with an Average Weighted Mean of 3.78.

MAPEH Teachers Evaluation. Many of the indicators the two groups have the same evaluation putting them as very highly implemented. Performances of learners are monitored by their MAPEH teachers (4.94), the health conditions of learners. At the same time, the project is implemented and monitored by the MAPEH teachers (4.35), and learners who do not participate due to personal reasons are considered by the MAPEH teachers (4.34). This may be attributed to the fact that these are really employed by all the school personnel, which are deemed good practices.

Correspondingly, the school heads' monitoring of the project implementation by the school heads has been evaluated as high, with a mean of 4.00. This means that the school heads monitor their task, whether the program is being carried or not. Human resources, financial resources, educational activities of students and teachers, external interactions, the well-being of students and teachers, and educating pupils are just a few of the areas for which school leaders are accountable. Additionally, they must make more difficult choices that benefit everyone (Whang, 2020).

The monitoring of parents of the children's health conditions before, during, and after the implementation of the project has also been highly implemented as supported by the means of 3.67. This is a manifestation of inclusivity by including parents in the school's operations.

One of the most important elements influencing the success of the kids and the school itself continues to be parental involvement in the educational process of their kids. It is frequently linked to better academic performance, school enhancement, a decreased chance of early school leaving, and higher educational aspirations (Tschannen-Moran, 2019).

The monitoring of school clinic personnel on the health of learners before, during, and after the implementation of the project has also been evaluated as high, with a mean of 4.12.

The school nurse organizes and runs GALAW PILIPINAS and other school safety initiatives, fights for the needs of all students, takes part in emergency management teams, works with the

incident command system, and aids in the recovery process (REMS Technical Assistance Center 2021).

Overall, the Average Weighted Mean of 3.85 indicates that there has been a high level of implementation of Galaw Pilipinas along monitoring as evaluated by the MAPEH teachers.

EVALUATION

Table 5. Evaluation of Galaw Pilipinas

NO	EVALUATION	HEAD TEACHERS		MAPEH TEACHERS	
		Mean	DE	Mean	DE
		N=14		N=69	
1	MAPEH teachers use a rubric to evaluate the performances of learners.	4.56	VH I	4.73	VHI
2	Learners' performances are evaluated by credible evaluators.	4.76	VH I	4.35	VHI
3	The regional/division offices have mechanisms to evaluate the implementation of the project.	4.78	VH I	4.34	VHI
4	School heads are required to evaluate the implementation of the project.	4.00	HI	4.12	HI
5	Teachers are required to evaluate the implementation of the project.	4.67	VH I	4.20	HI
6	Learners are required to give feedback on the implementation of the project.	2.12	SI	2.00	SI
7	Parents evaluate the project based on the changes and impact of the project on the learners.	2.15	SI	2.19	SI
8	Learners' grades are reflected on the rubrics as	4.00	HI	4.12	HI

	evaluation of their performance.				
9	Incentives are given to the students who performed in the contest based on the project.	4.13	HI	4.00	HI
10	Feedbacks from the evaluation are echoed to teachers, administrators, parents, and learners.	3.45	HI	3.67	HI
Average Weighted Mean		3.86	HI	3.77	HI

Head Teachers Evaluation. It can be noted in the table that the regional/division offices' evaluation of the program through a mechanism has been evaluated as very highly implemented as supported by the mean of 4.78. This implies that all the Regional and Division officers are guided by the Guidelines on DO_s2021_060 (Galaw Pilipinas: The DepEd National Calisthenics Exercise Program).

Since Galaw Pilipinas has been considered as part of co-curricular activities, the learners' performances are evaluated by credible evaluators (4.76) which has been evaluated as very highly implemented. UDM 172, S. 2022 Guidelines, Mechanics, and Criteria for Galaw Pilipinas (DepEd National Calisthenics Exercise) Competition.

The MAPEH teachers are required to evaluate the implementation of the project (4.67), and MAPEH teachers use a rubric to evaluate learners' performances (4.56). These indicators have been evaluated as very highly implemented. This means that since teachers are given the responsibility to evaluate the activity performance of the students, it is a must that the criteria and rubrics of evaluation should guide them. Sample criteria have been released in consonance with the Guidelines on DO_s2021_060: Execution (40%), Energy (20%), Mastery (30%), and Expression (10%).

Indicators that have been evaluated as high are the following arranged in descending means: Incentives are given to the students who performed in the contest based on the project (4.13), school heads are required to evaluate the implementation of the project (4.00), learners' grades are reflected on the rubrics as evaluation of their performance (4.00) and feedbacks from the evaluation are echoed to teachers, administrators, parents, and learners (3.45).

However, the evaluation of parents on the project based on the changes and impact of the project on the learners has a slight implementation, as indicated by the mean of 2.15. This is because the parents, though considered as stakeholders, need to be more thoroughly asked about the impact of the school activity. They may suggest but need a thorough evaluation of the activities conducted by the school. The Parents' Association can be the best representative of this. However, it is not always that the entire and collective sentiments of parents are transpired during meetings.

However, the point is still because of the slight level of evaluation. Their notions are still being noted.

Requiring feedback from the learners on the implementation of the project has also been evaluated as slight, with a mean of 2.12. This may be because their confidence already lies with their advisers. However, some ask the students for their evaluation of the activity because the students are considered the key players.

Galaw Pilipinas is a four-minute calisthenics exercise that counts toward the daily requirement for children aged 5 to 17 of 60 minutes of moderate to intense physical activity. (Holen, 2022). However, it is only sometimes that the students are given the privilege to have their evaluation of the activity. However, most of the time, they are the ones being evaluated.

Overall, the Average Weighted Mean of 3.86 indicates that there has been a high level of implementation of Galaw Pilipinas along evaluation as evaluated by the head teachers.

MAPEH Teachers Evaluation. It is noted in the table that the learners' performances are evaluated by credible evaluators (4.35), the regional/division offices have mechanisms to evaluate the implementation of the project (4.34), and learners' grades are reflected on the rubrics as evaluation of their performance (4.12) have been all evaluated as very highly implemented. These indicators were also evaluated to the same level of implementation as the MAPEH teachers. Experts are expected to assess performance in any endeavor. Students and their parents are informed of the evaluation's findings as a basis for improvement (Holley, 2022).

Indicators that have been evaluated as high are the following: School heads are required to evaluate the implementation of the project (4.12), incentives are given to the students who performed in the contest based on the project (4.00), teachers are required to evaluate the implementation of the project (4.20), and feedbacks from the evaluation are echoed to teachers, administrators, parents, and learners. (3.67).

However, compared to the evaluation of the MAPEH teachers regarding requiring learners to give feedback on the implementation of the project (2.00), the head teachers also have a slim evaluation on this because learners are not entirely somehow given the privilege to evaluate the program's implementation. Student self-assessment stands out in the contemporary era of standards-based education for its promise of increased student motivation, engagement, and learning. When done correctly, student self-assessment can encourage intrinsic motivation, self-regulated effort, a mastery goal orientation, and more fulfilling learning. Students can direct their own learning and internalize the standards for success thanks to its significant impact on their academic achievement (McMillan et al., 2020).

The evaluation of parents on the project-based changes and the project's impact on the learners has also been evaluated as slightly implemented, as supported by the mean of 2.19. The success of pupils' education is positively correlated with parental involvement. However, depending on the social and financial means of the parents, levels of involvement and participation vary greatly. It is crucial to learn more about the kinds of involvement that matter to students, as this knowledge could aid in figuring out the best ways to support people from less privileged backgrounds. It is crucial to determine each student's unique needs and encourage all parents to participate in their children's education

actively (Schmid et al., 2021). Estrella et al. (2022) emphasized that students should work hard and complete all prerequisites to pass their courses to excel in their endeavors.

Overall, the Average Weighted Mean of 3.77 indicates that there has been a high level of implementation of Galaw Pilipinas along evaluation as evaluated by the MAPEH teachers.

Summary Table on the Level of Implementation of Galaw Pilipinas

Table 6 presents the summary table on the high level of implementation of Galaw Pilipinas.

Area	Level of Implementation			
	HEAD TEACHERS		MAPEH TEACHERS	
	Mean	DE	Mean	DE
Scope	4.04	HI	4.17	HI
Procedure	3.88	HI	3.97	HI
Monitoring	3.78	HI	3.85	HI
Evaluation	3.86	HI	3.77	HI
Overall Weighted Mean	3.89	HI	3.94	HI

Legend:

DE	Descriptive Equivalent
4.21-5.00	Very Highly Implemented
3.41-4.20	Highly Implemented
2.61-3.40	Moderately Implemented
1.81-2.60	Slightly Implemented
1.00-1.80	Not Implemented

The table shows that the level of implementation in all areas concerned is high, as indicated by the overall weighted mean of 3.89 and 3.94, as evaluated by the Head Teachers and MAPEH teachers, respectively.

Briones (2021), the Former DepEd Secretary, stressed that as part of the program's implementation, the Galaw Pilipinas is developed as a response to the impact of the pandemic on the learners' reduced physical activities that affected their overall health. The importance of encouraging physical fitness and a healthy lifestyle in our students has increased. The curriculum encourages Filipino students aged 5 to 17 to lead active lives. The new routine may be performed by students taking a limited number of face-to-face sessions during every flag-raising ceremony, flag retreat, at the beginning of class, or at any school-sponsored event. While this happens, participants in the distance learning program can complete it as part of their weekly home study schedules. DepEd is offering schools the choice to alter the "Galaw Pilipinas" routine's rigor in accordance with their students' requirements and histories, mainly if they have been classified as learners with disabilities. The organization claimed that it had devised the new procedure after speaking with numerous stakeholders, including teachers of physical education classes and administrators of special sports programs.

Extent of the Effect of Galaw Pilipinas as Evaluated by the MAPEH Teachers and Head Teachers

Along Physical

Head Teachers Evaluation. It is noted on the table that Galaw Pilipinas has a very high effect in helping the students for a better posture and alignment, as supported by the mean of 4.24. This implies that posture is maintained and developed through physical activity like this.

In like manner, the head teachers evaluated that the program has a very high effect in increasing the agility and coordination of the body parts, as supported by the mean of 4.23. This means that the Galaw Pilipinas improves the coordination of the body parts even though this is executed in a moderate manner. One of the six major components of exercise and calisthenics is coordination and agility because of its remarkable advantages for the body and mind. Coordination is essential to enhance their training performance and obtain consistently superior results. Numerous facets of health and well-being are aided by it. It strengthens their form and technique, uplifts their spirits and mental state, and lowers their chance of future injuries (Heffernan, 2023).

Table 7. Extent of the Effect of Galaw Pilipinas along Physical Aspect

No.	PHYSICAL	HEAD TEACHERS N=14		MAPEH TEACHERS N=69	
		Mean	DE	Mean	DE
1	Increases muscle strength.	3.56	HE	3.34	ME
2	Enhances muscle tone	4.02	HE	4.00	HE
3	Improves flexibility and mobility	4.01	HE	4.12	HE
4	Helps for a better posture and alignment	4.24	VHE	4.01	HE
5	Increases agility and coordination of the body parts	4.23	VHE	4.21	VHE
6	Improves cardiovascular fitness	4.12	HE	4.05	HE
7	Fosters weight management and fat loss	3.56	HE	3.62	HE
Average Weighted Mean		3.96	HE	3.91	HE

It is also seen in the table that the program has a high effect on improving cardiovascular fitness (4.12), enhancing muscle tone (4.02), and improving flexibility and mobility (4.01). The four main types of core muscle group exercises include aerobics, strength training, flexibility, and balance exercises. Adopt a flexible, diverse workout regimen and incorporate them into your everyday schedule. Daily moderate physical exercise of at least 30 minutes dramatically reduces the risk of morbidity and mortality from chronic illnesses such as cancer, diabetes, cardiovascular disease, and stroke. Engaging in daily exercise can have a substantial positive impact on mental health and overall quality of life. It can effectively decrease anxiety and depression, improve memory and concentration, and support restful sleep (health library, 2022).

Moreover, it can also be noted in the table that the program has a high effect on fostering weight management and fat loss (3.56) and increasing muscle strength (3.56). Losing a moderate amount of weight, around 5% to 10% of one's body weight, through exercise is expected to lead to positive health effects, such as reductions in blood pressure, blood cholesterol, and blood sugar levels. (CDC 2022)

Overall, the head teachers evaluated that Galaw Pilipinas has a high effect on the physical aspect of students, as indicated by the Average Weighted Mean of 3.96.

MAPEH Teachers Evaluation. The table shows that Galaw Pilipinas has a very high effect, as evaluated by the teachers, in increasing the agility and coordination of students' body parts (4.21). Agility training regularly results in a quicker and more effective response to a stimulus. (Falk, 2022).

Further, the teachers also evaluated that the program dramatically improves flexibility and mobility (4.12). Flexibility enhances your ability to execute physical activities, reduces the chance of injuries, allows joints to move through their entire range of motion, boosts blood flow to the muscles to function at their best, and enhances daily activities. (Mayoclinic, 2022).

Likewise, the program has a high effect in improving cardiovascular fitness, as supported by the mean of 4.05. Exercise offers a multitude of favorable health effects and plays a vital role in combating obesity and its related conditions, including cardiovascular disease. This is a crucial treatment technique to improve outcomes for persons with cardiovascular disease since it both delays the beginning and progression of the condition. Exercise has several physical advantages, such as improved mitochondrial function, vasculature, and myokines release from skeletal muscle that preserve or improve cardiovascular function. (Pinckard et al., 2019)

However, the table revealed that the program has a moderate effect in increasing muscle strength (3.34), as evaluated by the MAPEH teachers. Muscle cross-sectional area, musculotendinous stiffness, motor unit recruitment, rate coding, motor unit synchronization, and neuromuscular inhibition are morphological and neurological characteristics that contribute to strength. Single- and multi-targeted block periodization models may produce the most significant strength-power gains. However, athletes and coaches must consider the context of the sport, the athletes themselves, and their schedules. Bilateral training, eccentric training with exaggerated eccentric loading, and varied resistance training are the methods that can yield the highest overall strength improvements. Although their ability to increase maximal strength may be constrained, bodyweight exercises, isolation exercises, plyometric exercises, unilateral exercises, and kettlebell training are still relevant to strength development because they present difficulties with time-limited force expression and differentially demanding motor demands (Suchomel et al., 2018).

Overall, the MAPEH teachers evaluated that Galaw Pilipinas has a high effect on the physical aspect of students, as indicated by the Average Weighted Mean of 3.91.

Along Social

Head teachers Evaluation. It is seen on the table that Galaw Pilipinas has a very high level of effect in forming new friendships and strengthening existing welcoming relationships, as indicated by the mean of 4.56. This implies that the program can be a

channel for friendship. It is crucial to have solid and healthy relationships throughout one's life. Social connections with family, friends, neighbors, and others have an impact on overall well-being (Espanol, 2021).

Table 8. Extent of the Effect of Galaw Pilipinas along Social Aspect

No.	SOCIAL	HEAD TEACHERS		MAPEH TEACHERS	
		Mean	DE	Mean	DE
1	Provides social support, encouragement, and motivation.	3.34	ME	3.40	ME
2	Brings people together who share a common interest in calisthenics and fosters a sense of community and connection among participants	3.56	HE	3.45	HE
3	Forms new friendships and strengthens existing welcoming relationships	4.56	VHE	4.00	HE
4	Promotes inclusivity and diversity within the school community.	3.67	HE	4.12	HE
5	Provides an opportunity to serve as a positive role model for others	4.00	HE	4.01	HE
6	Facilitates cultural exchange by welcoming others that promotes unity and understanding.	4.00	HE	4.02	HE
7	Inspires others to participate or engage in physical activity that leads to a ripple effect of improved health and well-being.	4.56	VHE	4.76	VHE
Average Weighted Mean		3.96	HE	3.97	HE

The program also has a very high effect in inspiring others to participate or engage in physical activity, leading to improved health and well-being (4.56), as evaluated by the head teachers. This implies that exercise makes an individual healthy.

Exercise yourself first and foremost to inspire others to do the same. It does not have to say anything or start into rambling monologues on its advantages. Just do it, and let people know that you exercise frequently. Regular exercise and athletic engagement promote an active lifestyle that may lower the risk of several non-communicable diseases (Dilsad, 2020).

Also, the program has a high level in providing an opportunity to serve as a positive role model for others (4.00). Athletes or students can be positioned as stewards of virtue in such programs due to their abilities or values. The basic premise is that participation in sports fosters moral character. Therefore, students

demonstrate admirable qualities in sports and exercise because they are "equipped" for it. On the athletic field, they are quite noticeable, but outside of it, they are far less so. If they want to serve as role models outside of sports, the public needs a foundation upon which to judge their moral integrity (Theconversation.com, 2018).

Similarly, the Galaw Pilipinas has a high level of effect on the promotion of inclusivity and diversity within the school community (3.67).

All students should engage in the prescribed physical activity daily, regardless of ability. By giving all students the same opportunity, schools can assist all students in following this advice. Regardless of their abilities or disabilities, the school community should treat all students respectfully and consider them valuable community members. Every student has the right to participate fully in all school activities and interact with classmates of all ability levels, providing them opportunities to form friendships (CDC, 2021).

Lastly, the program has a high effect in bringing people together who share a common interest in calisthenics and fosters community and connection among participants (3.56). Overall, the head teachers evaluated that Galaw Pilipinas has a high effect on the physical aspect of students, as indicated by the Average Weighted Mean of 3.96.

MAPEH Teachers Evaluation. Inspiring others to participate or engage in physical activity that leads to a ripple effect of improved health and well-being (4.76) has also been the number indicator evaluated by the head teachers.

Other indicators which have been with similar assessments as the first group are the following: Promotes inclusivity and diversity within the school community (4.12), provides an opportunity to serve as a positive role model for others (4.01), and forms new friendships and strengthens existing welcoming relationships (4.00).

Moreover, facilitating cultural exchange by welcoming others promotes unity and understanding (4.02) and has been evaluated to have a high effect. Only on the foundation of respect for one another and acceptance of variety can the expression of cultural identity be envisioned. (Köchler, 2020).

Researchers have examined the impact of social support, encouragement, and motivation (3.40) and observed a moderate effect. Strong social support is linked to improved physical and mental well-being. Various methods can enhance social support, such as engaging in volunteering activities and participating in social events (Beard, 2019).

Overall, the MAPEH teachers evaluated that Galaw Pilipinas has a high effect on the physical aspect of students, as indicated by the Average Weighted Mean of 3.97.

Along Emotional

Head Teachers Evaluation. It is shown in the table that Galaw Pilipinas has a very high effect on the reduction of stress, as supported by the mean of 4.76. The result implies that through exercise, unwanted toxins from the body will be excessed out, which causes the cutting of untoward feelings. Exercise-based relaxation strategies can help people have a higher quality of life by reducing the effects of stress. Peace of mind or a hobby are merely two aspects of relaxation. It is a method that lessens the adverse effects of stress on the body and mind. It can help to cope

with daily stress. Moreover, these methods can assist with chronic stress or stress associated with other health issues (Kenn, 2019).

Table 9. Extent of the Effect of Galaw Pilipinas along Emotional Aspect

No.	EMOTIONAL	HEAD TEACHERS		MAPEH TEACHERS	
		Mean	DE	Mean	DE
1	Reduces stress.	4.76	VHE	4.12	HE
2	Enhances self-esteem and self-confidence.	4.67	VHE	4.34	VHE
3	Provides a sense of accomplishment and pride that boosts an overall emotional well-being.	4.00	HE	4.12	HE
4	Helps develop emotional resilience that allows students to better cope with challenges and setbacks of life.	4.02	HE	4.12	HE
5	Develops a stronger mind-body connection that fosters a sense of mindfulness and overall emotional awareness.	4.03	HE	4.00	HE
6	Provides emotional support, sense of belonging, and a network of students who share similar emotional experiences and goals.	3.67	HE	3.98	HE
7	Regular physical activity boosts mood and assists in relieving symptoms associated with depression and anxiety.	4.04	HE	4.02	HE
Average Weighted Mean		4.17	HE	4.10	HE

The head teachers noted that Galaw Pilipinas has a very high effect on enhancing self-esteem and self-confidence (4.67). This result indicates that engaging in the activity can significantly build confidence. Additionally, the program was evaluated to have a high effect on improving mood and alleviating symptoms of depression and anxiety, with a mean rating of 4.04. Physical activity stimulates various brain chemicals, increasing happiness, a sense of ease, and reducing stress. Regular exercise can also raise confidence and improve self-esteem by positively influencing one's body image and overall sense of self (Fendonil, 2018).

Moreover, a sense of accomplishment and pride that boosts overall emotional well-being (4.00) has also been evaluated as high. This result implies that the program boosts the sense of achievement and success. How well a person can accept and control their emotions and deal with obstacles in life is referred to as their emotional well-being, health, or wellness. It can impact a person's ability to manage change or uncertainty or how effectively they can function daily. A person's mental and physical health may suffer from emotional difficulties (Wade, (2018).

Likewise, providing emotional support, a sense of belongingness, and a network of students who share similar emotional experiences and goals have been assessed with a high effect as supported by the mean of 3.67. Establishing links between the classroom and the community can assist educators in cultivating a sense of belonging among their students, resulting in improved learning outcomes and increased motivation through various means. (Bowen, 2021).

Overall, the head teachers evaluated that Galaw Pilipinas has a high effect on the emotional aspect of students, as indicated by the Average Weighted Mean of 4.17.

MAPEH Teachers Evaluation. The table shows that the MAPEH teachers evaluated that Galaw Pilipinas has a very high effect in enhancing self-esteem and self-confidence, as supported by the mean of 4.34. Becoming more successful in your personal and professional life can be facilitated by having a healthy amount of self-confidence. According to Morin (2023), those with higher confidence levels typically perform better academically, and their confidence even impacts how they interact with others. Taken similarly to the evaluation of the head teachers, the MAPEH teachers also evaluated that the program has a high level of effect on the reduction of stress (4.12), provision of a sense of accomplishment and pride that boosts overall emotional well-being (4.12), in helping the development of the emotional resilience that allows students to better cope with challenges and setbacks of life (4.12) as well as the development of a stronger mind-body connection that fosters a sense of mindfulness and overall emotional awareness (4.00).

Moreover, Galaw Pilipinas has a high effect in providing emotional support, a sense of belonging, and a network of students who share similar emotional experiences and goals (3.98). Teachers can help children concentrate on studying by creating environments that promote belonging and emotional safety. (Darling-Hammond, 2017). Being attentive to students' perspectives and needs, confirming all students' identities, and building procedures that offer predictability and consistency assist activities in setting up the conditions for belonging and emotional safety.

Lastly, the program's implementation has been noted to be affected by the improvement of mood and the alleviation of the symptoms of depression and anxiety, with a rating of 4.02.

Students who are depressed lack desire and physical and mental energy, which makes them shun the activities that give their lives meaning, purpose, and joy. Therefore, participate in enjoyable activities that will make you happy and relieve stress (Wynn, 2023).

Overall, the MAPEH teachers evaluated that Galaw Pilipinas has a high effect on the emotional aspect of students, as indicated by the Average Weighted Mean of 4.10.

Table 10. Summary Table on the Extent of the Effect of Galaw Pilipinas

Area	EXTENT OF EFFECT			
	HEAD TEACHERS		MAPEH TEACHERS	
	Mean	DE	Mean	DE
Physical	3.96	HE	3.91	HE
Social	3.96	HE	3.97	HE
Emotional	4.17	HE	4.10	HE
Overall Weighted Mean	4.03	HE	3.99	HE

The table shows that Galaw Pilipinas has a high effect on the student's overall aspects as evaluated by the head teachers (4.03) and MAPEH teachers (3.99). As to the specific aspects, the head teachers have evaluated the physical (3.96), social (3.96), and emotional (4.17) effects of the program.

On the other hand, the MAPEH teachers have also evaluated the physical (3.91), social (3.97), and emotional (4.10) effects of Galaw Pilipinas.

Significant Difference Between the Evaluation of the MAPEH Teachers and School Heads in the Implementation of Galaw Pilipinas

Table 11. Comparison on the Evaluation of the Head Teachers and MAPEH Teachers as to the implementation of Galaw Pilipinas

Area	Mean Rank				
	Head Teachers	MAPEH Teachers	U	Z	p
Scope	10.31	13.22	434.0	1.043	.297
Procedure	9.21	8.85	33.5	.147	.883
Monitoring	16.8	15.85	103.5	.265	.791
Evaluation	11.95	9.95	44.5	.742	.458
Overall	72.25	79.70	2569.0	1.048	.925

Legend: U= Mann Whitney value

Table 11 presents the comparison of the evaluation of the Head Teachers and MAPEH Teachers as to the level of implementation of Galaw Pilipinas.

It can be seen from Table 11 that the overall U-value of 2569.0 has a z=1.048 which has a probability of .295. This result is higher than the .05 level of significance. The same trend is observed concerning all areas. All the obtained z values indicate a probability higher than the .05 level. Consequently, the findings support the null hypothesis, suggesting no significant difference in evaluating the two groups of respondents concerning the implementation of Galaw Pilipinas. It is essential to tailor the curriculum to accommodate the diverse needs of individuals. This means that the Head Teachers and MAPEH teachers had a comparable evaluation.

Giving such attention to each of the areas, the scope had a U-value of 434.0 and a probability of .297 with z-value of 1.043. Along

with procedure (U=33.5; p=.883 and z=.147) ; Monitoring (U=103.5; p=.265 and z=.791) and evaluation (U=44.5; p=.742 and z=.458).

Since all the highlighted z-values are higher than 0.05 in significance, the evaluation of the Head Teachers is similar and parallel with the responses of the MAPEH teachers.

The comparable evaluation can be attributed to the fact that they are exposed to the same briefing, acknowledgment, and approval of the program.

Significant Difference Between the Evaluation of the MAPEH Teachers and School Heads on the Extent of Effect of Galaw Pilipinas to the Physical, Social and Emotional Aspects of Students

Table 12. Comparison on the Evaluation of the Head Teachers and MAPEH Teachers as to the level of Effect of Galaw Pilipinas on Physical, Social and Emotional aspects of Students

Source	t-value	LEVEL	Interpretation
Physical	4.501	.090	Not Significant
Social	.81	.067	Not Significant
Emotional	3.546	.078	Not Significant

The table shows that the evaluation of the MAPEH Teachers and Head Teachers is not significant. This means that their responses are similar and do not show any difference. Their level of evaluation as to the effects of Galaw Pilipinas on the three identified aspects of students are indeed the same.

As to the physical aspect, the t-test value of 4.501 (sig=.090), which is higher than the 0.05 significance level, denotes that their evaluation of all indicators is quietly on the same level.

The same is seen on the social (.81, sig=.067) and emotional (3.546, sig=0.78), which are both higher than 0.05 significance level.

Therefore, with all the data presented above, the evaluation of the two groups of respondents has similar judgments regarding the effects of Galaw Pilipinas on the physical, social, and emotional aspects of the students.

Conclusions and Recommendations

The scope, procedure, monitoring, and evaluation profile of Galaw Pilipinas are highly implemented as assessed by the MAPEH teachers and Head teachers in the District of Paniqui. The Galaw Pilipinas has its high effect on the physical, social, and emotional aspects of students. The head teachers and MAPEH teachers have comparable evaluation on the implementation and extent of effect of the program to physical, social, and emotional aspects of students. The capability-building program is effective in improving the implementation of Galaw Pilipinas.

However, based on the conclusions, the researchers recommended that though Galaw Pilipinas has been assessed as highly implemented, there is always room to make it very highly implemented. All stakeholders may be encouraged to participate in the program's operation. Since the Galaw Pilipinas has a high

effect on students' physical, social, and emotional aspects, the curriculum planners should continually integrate this program into the school's curriculum and make it part of the school calendar. The MAPEH teachers and head teachers may also have an intensified program management to sustain its value to the school community, in general, and to students, in particular.

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