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Article

Cultural Integration and Acceptability Test of a 3Es-Modeled PATHFit 1: Movement Competency Training in the College of Education, Marinduque State University

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Abstract

This study aimed to evaluate the acceptability of an instructional material for PATHFit 1; Movement Competency Training, developed using the 3Es Model-Engage, Explain and Evaluate, to enhance the learning experience in physical education course. A descriptive research design was employed to assess the learning module's acceptability based on its objectives, content, organization, graphics, and relevance. The study was conducted at Marinduque State University (MarSU), specifically within the College of Education, involving freshmen education students enrolled in the PATHFit 1 course. These students, selected through purposive sampling, were the primary users of the learning module and provided feedback on its usability and effectiveness. Data were gathered after the workbook's integration into the course and were analyzed using the Statistical Package for Social Sciences (SPSS) software. The general weighted mean scores for the learning module's components were calculated to measure its acceptability. Findings revealed that the learning module's objectives received a high rating of 4.360, categorized as "Highly Valid/Acceptable." Specifically, the indicators "measurable and result-oriented" objectives scored the highest (4.43), while "attainable" and "time-bounded" objectives scored slightly lower (4.31). The study concludes that the module's objectives are well-aligned with student expectations and instructional goals, though there is room for improvement in ensuring that all objectives are attainable and manageable within the course's timeframe. The results suggest that the 3Es-Modeled learning module is an effective instructional tool for enhancing physical education and comprehensive physical activity (PA) learning experiences.

Keywords: *Tourism And Hospitality, Employer Expectations, Curriculum Development, Soft Skills, Technological Proficiency, Cultural Awareness.*

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Introduction

Implementing the K-12 curriculum in the Philippines marks a transformative step in the nation's educational system, aiming to equip students with skills for higher education, employment, and entrepreneurship. However, this shift has presented challenges, particularly in resource allocation and the readiness of teaching and learning infrastructures. These challenges were further magnified by the COVID-19 pandemic, which required an abrupt transition from traditional face-to-face instruction to remote and blended learning modalities. These shifts compelled educators to adapt to innovative teaching methods and develop instructional materials for non-traditional learning environments (Valle, 2020). In response to these challenges, Marinduque State University (MarSU) implemented flexible teaching approaches during the 2020-2021 academic year, allowing faculty to tailor their methodologies to the specific needs of their contexts. Among these innovations, the 3Es Model Elicit, Explain, and Evaluate was introduced to guide educators in designing structured and engaging instructional materials, particularly for blended learning settings (Manoos, 2021).

The demand for specialized instructional material has become even more pronounced in subjects like Physical Education, which play a pivotal role in fostering the holistic development of students. These subjects are vital for first-year college students in the College of Education as they contribute to physical, mental, and social well-being (Crawford & Cummings, 2018). To address this need, the researcher developed a 3Es-modeled instructional material for Physical Activity Towards Health and Fitness (PATHFit) courses to provide students with a structured and engaging learning tool. The learning module emphasizes the importance of physical education and health in personal and professional development, aligning with the goals of the K-12 curriculum and addressing the demands of blended learning environments (Manoos, 2021).

The Commission on Higher Education (CHED) in the Philippines issued Memorandum Order No. 39, Series of 2021, which outlines the policies, standards, and guidelines for implementing tertiary Physical Education (PE) programs. CHED This directive aims to enhance the quality of PE instruction in higher education institutions by promoting the Physical Activity Towards Health and Fitness (PATHFit) program. A study conducted by Tolentino and Sinio (2024) evaluated the implementation of the revitalized tertiary PE program in a state university in Pampanga, Philippines, relative to CHED's statutory standards and UNESCO's Quality Physical Education (QPE) Model. The findings revealed that faculty members and students perceived the standards set by CMO No. 39, s: 2021, and the QPE model as extremely evident and

effective. The study suggests that higher education institutions should institutionalize mechanisms to foster quality PE standards embedded in the curriculum development cycle's planning, implementation, monitoring, and evaluation protocols. (CMO. 39, s. 2021)

Instructional materials are integral to effective teaching and learning processes, bridging theoretical concepts and practical application. Malcolm Gladwell's assertion that "we learn by example and by direct experience" underscores the importance of tangible, relatable materials in enhancing student understanding (Gladwell, 2008). Studies have consistently shown that instructional materials, whether visual, audiovisual, or digital, positively influence learning outcomes by addressing diverse learning needs and promoting a personalized teaching approach (Olayinka, 2016; Cruz, 2014). Workbooks are recognized as valuable tools in modular learning, fostering independent learning and critical thinking (Lardizabal et al., 2002). Instructional design models such as the ADDIE model, Gagne's Nine Events of Instruction, and the ASSURE model further emphasize the importance of structured material design in enhancing learning experiences (Sanal, 2018; Gagne, 1985; Heinich et al., 2002).

This study aligns with the United Nations Sustainable Development Goals (UNSDGs), particularly Goal 4: Quality Education, which emphasizes ensuring inclusive and equitable education and promoting lifelong learning opportunities for all (United Nations, 2015). Developing a 3Es-modeled instructional material for Physical Education supports these goals by enhancing educational resources and methodologies. Furthermore, it contributes to Goal 3: Good Health and Well-being, which aims to ensure healthy lives and promote well-being for all at all ages, by fostering physical, mental, and social well-being among students through physical education (United Nations, 2015).

Objectives

This study evaluates the acceptability of the 3Es-Modeled learning module for PATHFit 1; Movement Competency Training among students, focusing on key elements such as objectives, content, organization, graphics, and relevance. It aims to assess the workbook's effectiveness in enhancing the learning experience in physical education and health, particularly within blended learning. By providing insights into the instructional material's strengths and areas for improvement, this study seeks to contribute to the ongoing efforts to refine instructional materials in the Philippines, ensuring their alignment with the evolving educational landscape. Through this

evaluation, valuable feedback will be gathered to support future advancements in instructional design, ultimately enhancing the country's education quality.

Methodology

This study employed a descriptive research design to evaluate the acceptability of the developed 3Es-Modeled Instructional Material for PATHFit 1. The instructional material was designed following the 3Es Model, Engage, Explain, and Evaluate, which guided the structuring of content and activities to enhance the learning experience in physical education and health. An adopted validation instrument was utilized to measure the acceptability of the workbook in terms of its objectives, content, organization, graphics, and relevance. The descriptive method was chosen to systematically describe the characteristics and assess the respondents' perceptions regarding the developed workbook. This type of research aims to describe the "what" of a situation, often through surveys, observations, or case studies, allowing researchers to gather detailed information that helps understand the current state of the subject under study (Fraenkel, Wallen, & Hyun, 2012).

The study was conducted at Marinduque State University (MarSU), specifically within its College of Education. MarSU was selected as the research locale due to its recent adoption of flexible teaching approaches and innovative instructional materials designed for blended learning environments. The study's respondents were first-year education students enrolled in the PATHFit 1 course A.Y. 2024 -2025 1st Semester at MarSU. These students were chosen as they represent the primary users of the learning module and could provide relevant feedback on its usability and effectiveness. The respondents were selected through purposive sampling, ensuring that only students who had used the learning module in their course were included in the study.

Results and Discussions

The table shows the evaluation of the PATHFit 1; Movement Competency Training Instructional Material demonstrates that all criteria-Objectives, Contents, Organization, Graphics, and Relevance- are rated as *"Highly Valid/Acceptable."* Contents and relevance tied for the highest mean score of 4.390 (Highly Valid/Acceptable), ranked first. It highlights that the instructional material provides relevant and meaningful content while effectively meeting the needs of its users. The high score for these criteria indicates that the material is comprehensive, and its application directly benefits the intended audience. Conversely, Graphics received a mean score of 4.378 (Highly Valid/Acceptable), ranking third. It reflects that the

instructional material's visual design supports effective learning, though slightly less impactful compared to its relevance and content. Objectives ranked fourth with a mean score of 4.360 (Highly Valid/Acceptable). This rating suggests that the module's goals are well-defined and achievable but could be enhanced further for clarity and precision. The organization ranked the lowest with a mean score of 4.355 (Highly Valid/Acceptable). Nevertheless, it is still classified as *"Highly Valid/Acceptable,"* indicating that the module's structure is functional but may benefit from refinement to improve its logical flow and coherence.

	Mean	Verbal	Interpretation	Rank
Objectives	4.360	Highly	Valid/Acceptable	4
Contents	4.390	Highly	Valid/Acceptable	1.5
Organization		4.355	Highly Valid/Acceptable	5
Graphics	4.378	Highly	Valid/Acceptable	3
Relevance	4.390	Highly	Valid/Acceptable	1.5

Table 1. Overall Acceptability of the Instructional Material

The results align with key instructional design principles, particularly in ensuring content quality and relevance. The top-ranking scores for Contents and Relevance underscore the instructional material's effectiveness in addressing learners' needs, consistent with Keller's ARCS Model (1987), which identifies relevance as a cornerstone of learner motivation. The module meets its instructional objectives and provides a meaningful learning experience by offering comprehensive and contextually appropriate content.

The third-ranked Graphics criterion reflects the importance of visuals in instructional materials, as Mayer's (2009) Cognitive Theory of Multimedia Learning highlighted. Visuals aid learners in processing information more effectively, and the module's strong score demonstrates its success. However, the relatively lower scores for Objectives and Organization suggest areas for improvement. Objectives, while clear, could be made more specific and measurable, aligning with Bloom's Taxonomy (1956). Similarly, enhancing the organization of the module's content would align with Gagne's Nine Events of Instruction (1985), which emphasizes the importance of sequencing and structuring information to optimize learning outcomes.

Similarly, these findings are supported by existing research on instructional design and material development. Clark and Lyons (2011) emphasize the value of well-designed graphics in enhancing comprehension and engagement, which aligns with the high rating for Graphics in the evaluation. Reigeluth (2013) also advocates for

developing clear, measurable objectives and logically organized content to facilitate learning, addressing the slightly lower scores for Objectives and Organization in the module.

Keller (1987) also highlights that relevance is a critical factor in motivating learners, which is reflected in the high scores for Contents and Relevance. These criteria demonstrate the module's ability to effectively meet learners' needs, making it highly applicable to basketball training and education.

Discussion of Findings

The evaluation of the 3Es-Modeled instructional material for PATHFit 1: Movement Competency Training revealed that all criteria, Objectives, Content, Organization, Graphics, and Relevance, were rated as *"Highly Valid/Acceptable."* Content and relevance obtained the highest ratings, indicating that the material successfully addressed learners' academic needs and provided meaningful, context-driven experiences. It is consistent with Keller's ARCS Model of Motivation (1987), which emphasizes relevance as a vital factor in sustaining learner engagement. By integrating comprehensive lessons and situating physical activity within the learners' cultural and social contexts, the module promoted cognitive understanding, identity formation, and appreciation of movement as part of Filipino cultural heritage.

The strong score for relevance also aligns with Crawford and Cummings (2018), who noted that physical education must be responsive to the holistic development of students, encompassing physical, mental, social, and cultural well-being. In this study, the instructional material demonstrated relevance by connecting physical activities to students' everyday lives while acknowledging the cultural aspects of movement, such as indigenous games and traditional practices. It suggests that the module is academically sound and culturally responsive, reinforcing its acceptability among learners.

Graphics, ranked third in the evaluation, were still considered highly acceptable, reflecting the importance of visuals in facilitating learning. Mayer's (2009) Cognitive Theory of Multimedia Learning stresses that well-designed visuals enhance comprehension by helping learners organize and integrate information. Similarly, Clark and Lyons (2011) found that instructional graphics significantly improve engagement and retention. In this study, the visual elements of the module complemented the textual content and aided students in better understanding physical activity routines. Moreover, including culturally meaningful images, such as movements inspired by local practices and Filipino physical traditions, further enhanced authenticity and relevance.

On the other hand, Objectives and Organization received slightly lower scores compared to other criteria. Although still rated highly acceptable, these findings suggest areas for refinement. Clear, measurable, and time-bound objectives are central to instructional design, as emphasized by Bloom's Taxonomy (1956) and Reigeluth (2013). Objectives that are overly broad or less specific may affect learners' ability to track progress. Similarly, the organization of content, though functional, could benefit from improved logical sequencing and scaffolding. Gagne's Nine Events of Instruction (1985) highlight the need for a structured learning flow to optimize knowledge retention and skill development. The findings thus call for further enhancement in aligning objectives more precisely with performance outcomes and improving the material's structural flow.

From a cultural perspective, the results underscore the importance of embedding cultural responsiveness in instructional materials. As noted by Gay (2018), culturally responsive pedagogy enables learners to connect academic knowledge with their cultural experiences, increasing motivation and relevance. In the Philippine context, physical activities such as *luksong tinik, sipa*, and local festival dances reflect the richness of movement traditions that can be incorporated into PE instruction. By integrating cultural elements into the PATHFit instructional material, the module promotes health and fitness, validates students' identities, and strengthens their connection to community heritage. It aligns with UNESCO's Quality Physical Education (QPE) model, which advocates PE programs that respect cultural diversity while promoting inclusivity and lifelong well-being.

Therefore, the findings confirm that the 3Es-Modeled PATHFit 1 instructional material is practical, acceptable, and culturally grounded. The study contributes to the growing evidence that instructional design must balance pedagogical soundness, learner-centeredness, and cultural responsiveness to achieve quality education outcomes. It also aligns with the Sustainable Development Goals (UN, 2015), particularly Goal 4 (Quality Education) and Goal 3 (Good Health and Well-being), by ensuring inclusive, engaging, and culturally relevant PE experiences for learners in higher education.

Conclusion

Based on the findings, the learning module is highly accepted and valid regarding objectives, content, organization, graphics, and relevance. Therefore, I conclude that this learning module must be produced and utilized in the institution to provide centralized information among the colleges or departments that align with the university's mission, providing quality education among the students in the province.

However, Faculty members must emphasize the importance of safety and precautionary measures when engaging in physical activity through thorough evaluation and assessment of student performance as a significant part in achieving the learning competencies.

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