

Physical Activity, Quality of Physical Education, and Academic Performance of Students in the Camotes Group of Islands: Enhanced Physical Education Program

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Abstract— This study examined the relationship between physical activity, the quality of physical education (PE), and academic performance among students in the Camotes Group of Islands, Cebu, Philippines. Recognizing the growing prevalence of sedentary lifestyles and related health issues among children and adolescents, the research aimed to assess current physical activity levels and the quality of PE programs, and to propose an enhanced physical education framework tailored to island communities. Utilizing a convergent-parallel mixed-method design, both quantitative and qualitative data were collected from elementary and high school students across four municipalities (Pilar, Tudela, Poro, and San Francisco). Quantitative data was gathered through validated questionnaires, while qualitative insights were obtained via interviews. Findings revealed that students generally engage in various sports activities but with limited duration, indicating overall moderate participation. The quality of PE was rated positively, particularly in terms of teaching quality, facilities, and habitual behavior, though skill development showed room for improvement. Statistical analysis demonstrated significant relationships between demographic factors (gender, grade level) and physical activity, as well as between participation frequency/intensity and both physical activity and PE quality. Notably, a strong positive correlation ($r = 0.51$) was observed between physical activity levels and perceived PE quality, suggesting that improvements in PE programs can directly enhance student engagement in physical activities. The study concludes that fostering quality PE and promoting consistent physical activity are critical for improving students' health and academic performance. Recommendations include implementing dynamic, context-sensitive PE programs, enhancing skill development strategies, and ensuring adequate facilities and teacher training. These interventions aim to address health risks associated with inactivity and support holistic student development in geographically isolated communities.

Keywords: Sedentary Lifestyles, Camotes Group Of Islands, Convergent-Parallel Mixed-Method, Enhanced PE Program

I. INTRODUCTION

Physical Activity and Quality Physical Education can significantly influence the health, lifestyle, and academic performance of learners. Having regular and monitored quality physical activity offers different benefits and advantages to all children and adolescents (Alomari et al., 2020). There are various studies focused on the improvement of one's physical

aspect; however, none focus on the physical activities in different geographical islands. With the ongoing, increasing, and alarming number of children and adolescents admitted to the hospital, this study is prompted to explore the physical activity and quality of physical education of children and adolescents in Camotes Island. An enhanced physical educational program can be crafted to address the most pressing issues related to physical fitness on the island.

Engaging in physical activity can positively impact learners' development, including the way they perform their cognitive functions, which can help them attain good mental health (Blegur et al., 2021; Dudley et al., 2022). When learners have a good stance on their mental health, they can surely reach their fullest potential in their academic endeavors (Ho et al., 2021). This is the reason why physical activity, and the quality of physical education are important variables or constructs in knowing the overall academic success of the learners and even their health (Lambert et al., 2024; Wintle, 2022). Hence, educational research centers on how to increase the participation and motivation of learners in various physical activities (Choi et al., 2021; Obidovna & Sulaymonovich, 2022). However, studies are conducted more in urban areas compared to rural or island communities. This study focused on the children and adolescents living in the Camotes Group of Islands located in Cebu, Philippines.

Camotes Group of Islands is known to have environmental and cultural contexts that can influence the way learners engage in different physical activities. Camotes is one of the places in Central Visayas with an increasing number of learners visiting the hospital due to a sedentary lifestyle. This paves the way for the school administration to craft initiatives to improve physical activities and the quality of physical education through educational programs that can help the learners fit and stay healthy. As observed, there is a lack of empirical studies investigating the current situation in the Camotes Group of Islands in terms of the children and adolescents' physical activities. With this, this study determines the Physical Activity and Quality of Physical Education and how this affects not just their health but also their academic performance. When a child is absent because of sickness, numerous academic tasks and activities are missed. This can impact on how they can cope with their grades and learning experiences.

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II. RESEARCH QUESTIONS

This study determines the Physical Activity, Quality of Physical Education, and Academic Performance of Students in the Camotes Group of Island: Enhanced Physical Education Program of the respondents. Specifically, this study answers the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 grade level; and
 - 1.4 body mass index (BMI)
 - 1.5 frequency of participation
 - 1.6 intensity
2. What is the level of physical activity of the respondents in terms of:
 - 2.1 types of physical activity participated
 - 2.2 duration of participation
3. What is the level of quality of Physical Education of the respondents in terms of:
 - 3.1 skills development
 - 3.2 quality of teaching in physical education
 - 3.3 facilities and equipment
 - 3.4 habitual behavior
4. What are the significant relationships among the respondent's profile, the level of physical activity and quality of physical education on the effects of academic performance?
5. Based on the findings of the study, what physical activities in physical education program can be adopted?

III. STATEMENT OF HYPOTHESES

- There is **no significant relationship** among the respondents' profile, the level of physical activity and quality of physical education.
- There is a **significant relationship** among the respondents' profile, the level of physical activity and quality of physical education.

IV. REVIEW OF RELATED LITERATURE

Physical Activity, Quality of Physical Education, and Academic performance of the students are variables that can influence and affect one another. These constructions gained attention in literature because of the increasing number of health-related issues experienced by children and adolescents due to sedentary lifestyles and the uncontrollable utilization of technological tools. This paves the way for investigating how physical activity and the quality of physical education in Camotes can directly affect the academic performance of the learners. The pieces of evidence and literature below can give a clear picture of the current physical education that is being acquired and experienced by the students and the physical activities they are doing. The articles are carefully selected according to their significance and impact on the study.

According to Dudley et al. (2022), to better the quality of physical education, the institution should have interventions. The curriculum in educational institutions has different effects on the learners. This can have short-term, medium, or long-term effects on their health and lifestyle (Obidovna & Sulaymonovich, 2022). When it is embedded in the curriculum, the appreciation of physical activities, learners gain increased confidence and competence to face different challenges. Providing quality physical education programs can foster a strong foundation of how other domains of learning can affect the learners' academic performance (Lambert et al., 2024). The teachers and administrators must constantly assess the physical education programs initiated in the academic institution to achieve the intended goals, which is the holistic development of the learners.

In assessing the quality of physical education, an instrument to capture all the parameters should be a strong reference. Ho et al. (2021) determined these 8 dimensions, which are the development of skills and how one can be aware of the body, the norms in Physical Education and its facilities, the quality of how Physical Education is being taught, feasibility and accessibility, cultural practice, the different governmental input in Physical Education, the cognitive and behavioral activities in Physical Education. These dimensions are essential in measuring the quality of physical education provided to the learners (Mitchell & Walton-Fisette, 2021). These factors are an offshoot of the perceptions of how the professionals in Asia view quality in Physical Education.

Schiff and Supriady (2023) suggested a Sports Education Model (SEM) on how the students' activity influenced their motivation to participate and engage through examining different pieces of literature and studies. SEM is identified as an educational program wherein students are given a model on how to stay active and healthy (Habyarimana et al., 2022). Learners have increasing competence, confidence, and connection with others when they engage in physical activities (Blegur et al., 2021). Aside from learner motivation, group participation is also observed where social skills are honed. The capacity of the learners to adjust and understand each other can be seen as to how they compromise in making performance tasks enjoyable (Martin-Rodriguez et al., 2024). Anchoring strategies can support the model to increase the learners' personal growth and development, starting with their way of improving their academic performance.

According to Carcamo-Oyarzun et al. (2023), motor competence adds to the overall quality of physical activity of the learners. Children and adolescents are prone to having an unhealthy lifestyle with less motivation for physical activity. With this, teachers should make the physical activity motivating and interesting (Choi et al., 2021). Physical education promotes a wide variety of advantages, including intellectual climate, even if it is more psychomotor, but learners use their cognitive skills to perform the tasks. To make the learners stay involved and engaged in the physical education class, teachers should use appropriate strategies to enhance the teaching-learning process (Fenanlampir et al., 2021). Learners' game performance can upgrade their motor skills and ability to communicate with each other since they are collaborating and connecting during physical activity.

According to Garcia-Hermoso et al. (2021), the quality of physical education can improve the academic performance of children and adolescents. Providing more time in Physical Education will not compromise how learners think and process information. The teachers must craft Physical Activities that can motivate the learners to be engaged and actively involved in the teaching-learning process (Purnomo et al., 2024). It is essential to make the quality of physical education an intervention in improving the skills of the learners, especially the mathematical and critical thinking skills. Learners should know how to execute and act out the knowledge they learned inside the classroom. In this way, their learning experiences will become meaningful. When physical education is used as an intervention, it does not particularly have a significant effect whether quality, quantity, or combined PE interventions (Martin-Rodriguez & Madrigal-Cerezo, 2025). This means that for so long as the learners are actively participating in physical activities, they can improve their academic performance.

Aboshkair (2022) discussed the role of physical education in developing the skills and competencies of children in school. Physical education is not something to be taken lightly. The different physical activities bring leisure among students, wherein they can be satisfied with the curriculum and comfortable connecting with others (Silva et al., 2024). To make physical education of good quality, it must be taught by the teachers in the most organized way. With this, teachers should know the strengths and weaknesses of the learners to facilitate appropriate strategies and methods for teaching physical education (Tagimaucia et al., 2024). The preparation of physical activities should be planned well by the teachers. This will be facilitated by expert teachers so that the quality of physical education activities is sustained (Agar et al., 2024). Ultimately, the main purpose of providing quality physical education is to make the learners healthy and physically fit. If they are healthy, they can think well and perform better in their performance tasks.

Wintle (2022) suggested that when the quality of physical education and physical activities are given to children, they will be able to bring it when they become adults. These activities are part of their habits, and these will not depart from their memories, and they will be looking for these. Constant activities lead to a healthy lifestyle, evading sickness, and poor academic performance (Silva et al., 2024). The current landscape in physical education serves as a promotion of establishing quality physical activities. Having physical activities promotes identified sports where they excel. School curriculum should have relevant programs, including lifestyle sports and functional sports, that can give meaningful learning experiences among learners.

These pieces of literature are vital in understanding the need to explore how the sedentary lifestyle is addressed through physical activities. The curriculum, the facilities, and the learning tasks in school should allow the students to appreciate the fun of performing or doing physical activities. The different studies mentioned in this review offer a transparent view of how teachers, parents, administrators, and other stakeholders should collaborate to foster an environment that is full of fun while performing physical activities. The results of this collaboration can increase the academic performance of the

students. This study correlates the physical activities, quality of physical education, and academic performance of the students.

V. METHODOLOGY

The study utilized the Convergent-Parallel Mixed-Method research design. This design gathers qualitative and quantitative data concurrently. The results of the two analyses are compared. For the qualitative, descriptive qualitative design will be used anchoring the thematic analysis of Braun and Clark. For the quantitative aspect, descriptive-correlational research design will be used with a descriptive quantitative survey instrument to gather data from 4 Municipalities in the Group of Islands, namely: Pilar, Tudela, Poro & San Francisco Cebu in which they will be answering the researcher-made questionnaires. These questionnaires were validated and tested its reliability with good Cronbach's Alpha.

Respondents who are from DepEd elementary and high school students from different municipalities of Camotes Island are picked randomly. In the conduct of individual interviews, data saturation was identified before the analysis commenced. The indicators in the researcher-made questionnaires will be formulated based on the objectives of this study. The questionnaires will be validated by the experts.

The team of the project of the questionnaires have in one setting way actual distribution. And the responses of the respondents were kept to the highest degree of confidentiality.

VI. TREATMENT OF DATA

To test the hypothesis, Kruskal Wallis Test & Spearman's Rank Correlation were used to compute significant relationships and difference

VII. RESULTS

TABLE 1. DEMOGRAPHIC INFORMATION OF THE RESPONDENTS

Item	Values	Frequency	Percentage
Age	7 to 9	38	19%
	10 to 12	66	32%
	13 to 15	26	13%
	16 to 18	70	35%
	19 above	2	1%
Gender	Male	94	47%
	Female	104	51%
	LGBTQI A Plus	4	2%
Grade Level	Grade 1	0	0%
	Grade 2	0	0%
	Grade 3	8	4%
	Grade 4	23	11%
	Grade 5	23	11%
	Grade 6	47	23%
	Grade 7	4	2%
	Grade 8	1	1%

	Grade 9	25	12%
	Grade 10	0	0%
	Grade 11	0	0%
	Grade 12	71	36%
Body Mass Index (BMI)	10 below	0	0%
	11-15	45	22%
	16-20	117	58%
	21-25	30	15%
	26-30	4	2%
	31 above	6	3%
Frequency of Participation Level in Sports and Physical Activities	Twice a week	66	33%
	Once a week	59	29%
	Twice a month	12	6%
	Once a month	48	24%
	Never	17	8%
Intensity of Participation Level in Sports and Physical Activities	High-intensity	51	25%
	Moderate-intensity	109	54%
	Low-intensity	23	12%
	Rarely engage in intensity sports activity	9	4%
	Never engage in intensity sports activity	10	5%

The demographic profile of the respondents shows a diverse group of participants, mostly belonging to the 10–12 and 16–18 age brackets, indicating a mix of early and late adolescents who actively took part in the study. Slightly more than half of the respondents are female, while a small portion identify as LGBTQIA+, reflecting an inclusive representation of gender

Scale Range (Weighted Mean) Verbal Description

- 4 3.26 – 4.00 Strongly Agree (SA)
- 3 2.51 – 3.25 Agree (A)
- 2 1.76 – 2.50 Disagree (D)
- 1 1.00 – 1.75 Strongly Disagree (SD)

identities. Most students come from higher grade levels, particularly Grade 6 and Grade 12, suggesting that many participants are at transition points in their academic journey. In terms of health indicators, the majority fall within the normal BMI range of 16–20, though a small number are classified in higher BMI categories. Participation in sports and physical

activities varies, with many engaging once or twice a week, yet some report rare or no participation. Most respondents participate at moderate intensity, showing a preference for balanced physical activities rather than strenuous workouts. Overall, the profile presents a healthy, active, and academically diverse group of young individuals.

TABLE II. LEVEL OF PARTICIPATION IN SPORTS AND PHYSICAL ACTIVITIES

Indicators	Weighted Mean	Std Dev.	Verbal Interpretation
Types of Sports	3.06	0.73	Agree
Duration of Sports	2.47	0.84	Disagree
Overall	2.77	0.79	Agree

Legend:

- 3.26 – 4.00 Strongly Agree (SA)
- 2.51 – 3.25 Agree (A)
- 1.76 – 2.50 Disagree (D)
- 1.00 – 1.75 Strongly Disagree (SD)

The results in Table 2 show that students generally participate in sports and physical activities at a moderate level. They **agree** that they engage in different types of sports, as reflected by the weighted mean of 3.06, suggesting that they are exposed to or willing to try various sports activities. However, the **duration** of their participation appears to be limited, with a lower weighted mean of 2.47 and a verbal interpretation of **disagree**, indicating that while students may join sports, they do not spend enough time doing them—possibly due to academic workload, schedule conflicts, or personal priorities. Overall, the combined mean of 2.77 still falls under the “agree” interpretation, showing that students are involved in sports but may need more consistent or longer engagement to fully maximize the benefits of physical activities.

TABLE III. LEVEL OF QUALITY OF PHYSICAL EDUCATION OF THE RESPONDENTS

Indicators	Weighted Mean	Std Dev.	Verbal Interpretation
Skills Development	2.89	0.79	Agree
Quality of the Teaching Learning	3.31	0.49	Strongly Agree
Facilities and Equipment	3.31	0.46	Strongly Agree
Habitual behavior	3.39	0.43	Strongly Agree
Overall	3.22	0.54	Agree

The results in Table 3 show that respondents generally view the quality of physical education positively. Among the indicators, *Habitual Behavior* received the highest weighted mean (3.39), suggesting that students strongly agree that PE

helps them develop consistent and healthy routines. *Quality of Teaching and Learning* and *Facilities and Equipment* also scored high (both 3.31), indicating strong agreement that instruction is effective and the learning environment is supportive. Meanwhile, *Skills Development* obtained the lowest means (2.89), though still interpreted as *Agree*, showing that while students recognize skill improvement, this area may benefit from further enhancement. Overall, the composite mean of 3.22 reflects that respondents generally agree on the good quality of physical education, with most areas showing strong satisfaction and a few offering opportunities for growth.

TABLE IV. DEMOGRAPHIC PROFILE VS. LEVEL OF PHYSICAL ACTIVITY (KRUSKALL WALLIS TEST)

Indicators	p-value	Verbal Description
Age ↔ Physical Activity	0.05923	Not Significant
Gender ↔ Physical Activity	0.0008858	Significant
Grade Level ↔ Physical Activity	0.001021	Significant
BMI ↔ Physical Activity	0.6614	Not Significant
Frequency of Participation ↔ Physical Activity	0.00001188	Significant
Intensity of Participation ↔ Physical Activity	0.000005592	Significant

The findings in Table 4 reveal that certain demographic factors have a meaningful influence on students' level of physical activity. Gender and grade level show significant relationships, suggesting that differences in physical activity may vary across male and female students as well as among different year levels.

Participation-related variable specifically *frequency* and *intensity*—also exhibit highly significant results, indicating that how often and how vigorously students engage in activities strongly shape their overall physical activity levels. In contrast, age and BMI show no significant relationship, implying that these characteristics do not substantially impact students' involvement in physical activity within the group studied. Overall, the results highlight that behavioral factors and demographic characteristics tied to school level and gender play a more influential role than physical attributes such as age and body mass index.

TABLE V. DEMOGRAPHIC PROFILE VS. QUALITY OF PHYSICAL EDUCATION (KRUSKALL WALLIS TEST)

The findings in Table 5 indicate that a student's experience with physical education (PE) is strongly linked to their age and

Indicators	p-value	Verbal Description
Age ↔ Quality of Physical Education	0.03417	Significant
Gender ↔ Quality of Physical Education	0.1185	Not Significant
Grade Level ↔ Quality of Physical Education	0.0000000417	Significant
BMI ↔ Quality of Physical Education	0.5899	Not Significant
Frequency of Participation ↔ Quality of Physical Education	0.0003478	Significant
Intensity of Participation ↔ Physical Activity	0.0001028	Significant

grade level, revealing that perceptions of PE quality change significantly as students mature and move to higher grades. Crucially, the frequency and intensity with which students choose to participate in physical activities are also essential factors that significantly relate to their views on PE quality and their overall physical activity levels. These key findings suggest that educational programs must be dynamic and adaptable, potentially needing different approaches for students at various points in their schooling to keep the content relevant. Conversely, the study found that personal characteristics like a student's gender or their BMI (Body Mass Index) do not hold a significant influence on how they perceive the quality of physical education, implying that these traits are less critical in determining their satisfaction with the program.

TABLE VI. LEVEL OF PHYSICAL ACTIVITY VS. QUALITY OF PHYSICAL EDUCATION (SPEARMAN'S RANK CORRELATION)

Table 6, which uses Spearman's Rank Correlation, demonstrates a strong and meaningful connection between a

Indicators	r-value	Verbal Description
Level of Physical Activity ↔ Quality of Physical Education	0.51	There is a significantly positive relationship

student's Level of Physical Activity and the perceived Quality of Physical Education. The r-value of 0.51 indicates a significant large positive relationship. In simple terms, this means that as a student's self-reported or observed level of physical activity increases, their perception of the quality of the physical education program also tends to increase. Conversely, students with lower levels of physical activity are likely to rate the quality of physical education lower. This suggests a reciprocal relationship where a better-perceived PE program may encourage more physical activity, or perhaps that students who are naturally more active tend to value and rate the PE program more highly.

VIII. DISCUSSIONS

The study's results indicate that while students generally perceive the quality of physical education (PE) positively and agree they participate in various sports, their duration of participation is limited. The analysis of relationships confirms that the students' level of physical activity is significantly influenced by their age, grade level, and the frequency/intensity of their participation. Similarly, the perceived quality of PE is significantly linked to their age, grade level, and participation behavior (frequency/intensity). Crucially, the final finding established a significant large positive relationship ($r=0.51$) between a student's overall Level of Physical Activity and their rating of the Quality of Physical Education. This suggests that efforts to improve the quality and perceived value of the PE program may directly lead to higher student engagement and overall physical activity.

IX. CONCLUSION

The study concludes that physical activity and the quality of physical education significantly influence students' health and academic performance. While students generally perceive PE positively and participate in various sports, their engagement duration remains limited. The strong correlation between physical activity and PE quality underscores the need for continuous improvement in PE programs to encourage active lifestyles. Addressing these gaps will not only enhance physical well-being but also contribute to better academic outcomes among learners in island communities.

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She earned her Bachelor of Science in Physical Education (BSPE) major in Physical Education and Dance from Mindanao State University Main Campus in December 2014, where she received the College Service Award and Department Leadership Award. She completed her Master of Arts in Teaching Physical Education (MAT-PE) at Southwestern University in June 2021. Currently, she is pursuing her Doctor of Education major in Educational Management and Development at Cebu Technological University Main Campus.

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Raised in a humble family whose parents worked as laborers in a small seaport, Dr. Garrido developed an early appreciation for education as a powerful instrument for transformation.

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With her strong commitment to academic excellence, research engagement, and holistic student development, Ms. Sampan continues to contribute meaningfully to the advancement of Research and Extension Projects, Physical Education and educational leadership in Higher Education.

This formative experience continues to shape his dedication to teaching and mentoring students from diverse backgrounds. His academic interests include language acquisition, discourse analysis, corpus linguistics, and educational research that examines the role of English proficiency in strengthening the Philippine education system. As an educator and writer, he strives to cultivate intellectual curiosity, linguistic awareness, and a lifelong commitment to learning.



Dr. Adelliosa G. Menchavez is born on September 26, 1976 and a native of Tuburan in Cebu province Philippines. Dr. Menchavez finished her elementary in 1989 at Tuburan Elementary School while she finished her secondary at Cebu State College of Science Technology-Tuburan Campus in 1993. In college, Dr. Menchavez got her bachelor's degree at Cebu Normal University in 1997 and finished her Masters degree at CTU – Main Campus in the year 2012. By the year 2017, Dr. Menchavez got the privilege of being a CHED scholar and was able to pursue the Doctorate degree at Silliman University then graduated in the year 2022 as Ph.D. in Education Management. She is

currently the Dean of the College of Education at Cebu Technological University Tuburan Campus, where she also serves as the P.E. and Sports Chairperson. In addition, she is designated as the Chairperson of the MAEd program at the Graduate School of CTU–Tuburan. With years of teaching experience at DepEd Tuburan National High School and at the college level of Cebu Technological University, she has developed strong leadership skills, a deep commitment to academic excellence, and a genuine passion for nurturing future educators. Her extensive experience in both secondary and higher education has strengthened her sense of responsibility as an educator, enabling her to mentor students effectively, lead academic programs with integrity, and promote a culture of lifelong learning and professional growth.

The author, Dr. Menchavez is a leadership awardee for consecutive years in campus institutional level and copyrighted two learning instructional materials for Physical Education and Teaching P.E and Health in elementary Education courses. Throughout her career, she has led curriculum development initiatives, mentored aspiring educators, and strengthened teacher-training programs.



Dr. Michael Dax Barlaan is an accomplished educator, choreographer, dance researcher, writer, and cultural advocate whose work significantly contributes to the promotion and preservation of Philippine folk dance and performing arts.

He began his early education at **St. Benedict’s Learning Center**, where he completed his Nursery and Kindergarten. He pursued his Elementary and Secondary education at the **University of San Carlos – North Campus** in Cebu City. Demonstrating a strong commitment to multidisciplinary learning, Dr. Barlaan earned a **Bachelor of Science in Radiologic Technology** from **Cebu Doctors University**, followed by a **Bachelor of Science in Commerce major in Business Management** from **Southwestern University**. He later completed a **Bachelor of Science in Education** at the **University of the Visayas**. Continuing his passion for education and movement sciences, he obtained a **Master of Arts in Teaching major in Human Kinetics** from **Southwestern University** and ultimately earned his **Doctor of Education (Ed.D.) major in Physical Education** from the **University of the Visayas**.

Dr. Barlaan has served as a **Resource Speaker at the National Dance Congress in 2008**, organized by the **National Commission for Culture and the Arts (NCCA)**. He is also a **Dance Researcher and Resource Speaker** for the **Philippine Folk Dance Society (PFDS) National Folk Dance Workshop**, held in **Bago City, Negros Occidental (2011)**, **Antique (2018)**, and **Bulacan (June 2024)**. During the **2024 National Folk Dance Workshop in San Jose del Monte, Bulacan**, he presented his dance research titled **“Pastores de Naga,”** a folk dance he introduced to the

national dance community.

As a choreographer, Dr. Barlaan has achieved remarkable success in major cultural festivals across the Philippines. His choreography highlights include being a **7-Time Sinulog Festival Champion (Cebu City)**, **3-Time Sinulog sa Carmen Festival Champion**, **2-Time Soli-Soli Festival Champion (San Francisco, Camotes)**, **2-Time Karanza Festival Champion (Danao City)**, **Sarok Festival Champion (Consolacion)**, **Mantawi Festival and Comparsa sa Mandaue Champion (Mandaue City)**, and **Sandugo Festival Champion (Tagbilaran City)**. Since **2007 up to the present**, he has served as the **Official Sinulog Choreographer of the Cofradia Mother Chapter of the Basilica Minore del Sto. Niño**.

Beyond choreography, Dr. Barlaan has made significant contributions in the field of performing arts and media. He worked as a **Lifestyle Section Writer for The Freeman Newspaper for ten years**. In theater, he performed as a **stage actor in Pundok Entablado’s production of “The Lute Song”** under the **Arts Council of Cebu**. He also served as **choreographer for the zarzuela stage productions “Terana” and “Rosas Pangdan,”** collaborating with renowned directors **the late Madame Delia Villacastin, Al Evangelio, and Allan Jaime Rabaya**. Furthermore, he directed the stage plays **“Rosas Pangdan”** and **“Joseph and His Multi-Colored Coat”** in **2014 and 2015**.

Dr. Barlaan’s leadership in cultural productions includes serving as **Stage Manager Associate of Indak Pilipinas 2019** at the **Cultural Center of the Philippines**, and **Director and Scriptwriter of the Philippine Folk Dance Society’s “Gabi ng Parangal” 70th Anniversary Celebration in 2019** at the **Folk Arts Theater, Manila**.

More recently, he served as **Artistic Director of the Soli-Soli Festival for Pasigarbo sa Sugbo 2024 (San Francisco, Camotes)** and **Artistic Director of the Solili Festival 2024 in the Province of Siquijor**. He was also the **Scriptwriter, Music Editor, and Co-Director of the Sinulog Launching Grand Tableau Presentation 2025**.

On the international stage, Dr. Barlaan choreographed performances for the **Philippine Folk Dance Society National and PFDS Cebu Province Chapter** during the **33rd Thailand International Folklore Festival (2024)** in **Surin** and the **34th Thailand International Folklore Festival (2025)** in **Bangkok, Thailand**.

He also served as **Program Host for the Opening Ceremony of the Philippine Folk Dance Society National Folk Dance Workshop in Bulacan (2024)** and **Koronadal (2025)**.

Recognized for his creative scholarship, **Dr. Barlaan holds 20 copyrighted creative works in dance research, music composition, and choreography registered at the Philippine National Library**, demonstrating his continuing

commitment to preserving and promoting Filipino cultural heritage through dance and the performing arts.