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## **Arnis in Physical Activities Towards Health and Fitness (PATHFit) 3 & 4 Courses: A Deep Dive into Faculty Experiences in Teaching**

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### **Keywords**

Arnis, Filipino Martial Arts (FMA), PATHFit courses, transformative cultural preservation, transformative experiences, Arnis Education, Martial Arts

### **Abstract**

Filipino Martial Arts (FMA), or Arnis, embodies the rich martial heritage of the Philippines, utilizing various weapons for combat and self-defense (Martin et al., 2018). Recognized as the national martial art and sport through Republic Act 9850 in 2009, Arnis has since gained a formal place in education. This study explores faculty experiences teaching Arnis in Physical Activities Towards Health and Fitness (PATHFit) 3 and 4 courses across colleges and universities in Central Luzon (Region III). Employing Colaizzi's 7-step phenomenological technique, with data gathered through interviews and audio-visual recordings, the study uncovers five key themes: (1) The Pedagogical and Cultural Significance of Including Arnis in the Curriculum (2) Enhancing Student Safety and Holistic Development through Arnis (3) Fostering Social Connections, Personal Growth, and Cultural Integration through Arnis (4) Addressing Challenges and Promoting Engagement in Arnis Education and, (5) Enhancing the Teaching and Promotion. Findings revealed that Arnis education transcends physical instruction, fostering cultural pride, resilience, and personal growth among educators and students. Faculty members experienced professional transformation, adopting innovative teaching methods to sustain cultural heritage while addressing modern educational demands. For students, integrating Arnis into PATHFit courses boosted confidence, discipline, and community involvement, strengthening their cultural identity. This study underscores the significance of Arnis as a culturally relevant educational tool that bridges traditional practices with contemporary fitness education. The findings advocate for the development of dynamic, culturally inclusive curricula and faculty training programs, ensuring the sustained relevance of Arnis in academic and societal contexts. By preserving this martial art, educators can inspire both personal development and community cohesion, reinforcing Arnis as a symbol of Filipino identity.

## INTRODUCTION

Filipino Martial Arts (FMA), particularly Arnis, was a martial art unique to the Philippines, blending cultural significance, historical value, and practical self-defense techniques. Originating from indigenous Filipino communities, Arnis was originally developed as a means of warfare and self-protection, utilizing various weapons such as rattan sticks, swords, daggers, and spears (Martin et al., 2018). The martial art, also known by various names including Eskrima, Kali, and Kuntaw, reflected the diverse cultural and linguistic traditions across the Philippines (Republic of the Philippines, 2009).

In recognition of its cultural and historical importance, the Philippine government officially declared Arnis as the National Martial Art and Sport through Republic Act No. 9850 in 2009. This designation aimed to elevate Arnis to a national phenomenon, promoting its practice not only within the Philippines but also on a global stage (Lim, 2018). However, despite this national recognition, Filipino martial arts (FMA) had not achieved the same level of widespread recognition or institutionalization as other Asian martial arts, such as karate and kung fu (Elian, 2013). As reported by the Philippine Eskrima Kali Arnis Federation (PEKAF, 2017), despite the Arnis Law, the growth of Arnis in the Philippines remained limited, with only a small number of colleges and universities incorporating it into their physical education curricula.

The challenges of integrating Arnis into the educational curriculum stemmed from several factors. Students, as well as physical educators, were generally more familiar with traditional sports such as volleyball, basketball, and badminton. Arnis was often perceived as a niche discipline with limited accessibility. Many physical educators felt unprepared to teach martial arts due to a lack of formal training and concerns about safety, as noted by Fuller & Lloyd (2020).

Martin et al. (2018) explored the historical significance of Arnis, emphasizing its roots in indigenous Filipino combat traditions. Their study provided valuable insights into the evolution of Arnis but did not examine its pedagogical application within formal education. Fuller & Lloyd (2020) investigated the barriers to integrating martial arts into physical education programs. Their research highlighted issues such as a lack of trained instructors, safety concerns, and the dominance of mainstream sports. However, their study did not focus on Arnis specifically, leaving a gap in understanding the unique challenges faced by Arnis educators. Tressie et al. (2019) examined the role of martial arts in fostering discipline, cultural identity, and physical well-being. Their study demonstrated the broader benefits of martial arts training, but it did not address the specific challenges faced by educational institutions in implementing Arnis.

Despite the established significance of Arnis in Filipino culture and its official recognition as the national martial art, limited research had been conducted on its integration into formal education. While studies such as Martin et al. (2018) and Lim (2018) focused on the historical and cultural dimensions of Arnis, there remained a gap in understanding the challenges and opportunities of teaching Arnis within educational institutions. Additionally, little research examined the perspectives of faculty members who taught Arnis in physical education curricula, particularly in the Central Luzon region. This study sought to address these gaps by exploring the experiences of faculty members in incorporating Arnis into higher education physical education programs and identifying strategies for its broader adoption.

This study explored the experiences of faculty members who taught Arnis in Physical Activities Towards Health and Fitness (PATHFit) 3 or 4 courses at selected colleges and universities in Central Luzon. By conducting in-depth interviews with faculty members who taught Arnis, the research aimed to explore the challenges and benefits they experienced in incorporating this martial art into physical education curricula. The study identified several key obstacles faced by instructors, such as varying student skill levels, limited resources, and the need for greater cultural sensitivity. Despite the recognized benefits of FMA, including its ability to foster resilience, cultural pride, and personal development, many institutions had been slow to adopt Arnis, largely due to the dominance of more familiar sports like volleyball, basketball, and badminton in physical education programs. However, the study highlighted the significant potential for Arnis to enrich physical and cultural education by offering an alternative that promoted both fitness and cultural awareness.

A central theme of the study was the adaptability of Arnis within modern educational frameworks. Traditionally, Arnis had been viewed as a historical or cultural practice rather than a dynamic, contemporary educational tool. This research challenged that perception by demonstrating how Arnis could be integrated into physical education courses to align with global health and fitness standards.

The study also explored the various benefits faculty members experienced in teaching Arnis, including fostering a sense of community among students, witnessing personal growth, and promoting Filipino culture. By triangulating data from interviews, observations, and audio-visual recordings, the research offered a comprehensive understanding of the transformative impact Arnis could have on both educators and students. This approach emphasized how culturally sensitive teaching techniques could help sustain traditional arts while adhering to modern educational goals.

This study contributed to the expanding research on Arnis by shifting the focus from its traditional use as a martial art for self-defense to its potential as a pedagogical tool within formal education. Previous research, such as that by Martin et al. (2018), primarily focused on Arnis' historical and cultural significance, often neglecting its transformative potential in educational settings. By examining how Arnis promoted personal development, resilience, and cultural pride, this study bridged that gap and demonstrated how Arnis could be effectively incorporated into physical education curricula. The research also contested the view of Arnis as a fixed cultural artifact, instead illustrating its adaptability to modern fitness paradigms. This shift in perspective underscored the importance of integrating local traditions like Arnis into educational systems to create more culturally responsive and inclusive curricula.

The researcher's personal experiences played a significant role in shaping the study's focus. Having observed the absence of Arnis in her previous educational institution—where sports like badminton, volleyball, and basketball dominated the curriculum—the researcher sought to explore the benefits of introducing Arnis as a tool for physical exercise and self-defense. During the pandemic, the researcher took the initiative to learn Arnis, quickly grasping its fundamental principles and recognizing its potential as a means of both fitness and cultural identity-building. This personal exploration led her to conclude that many students could benefit from engaging in Arnis, as it provided not only a physical workout but also an opportunity to strengthen discipline and cultural awareness.

Ultimately, the study advocated for the inclusion of Arnis in educational institutions across the Philippines. By providing insights into the challenges and benefits of teaching Arnis, the research contributed to the broader conversation about how martial arts could be integrated into physical education curricula. This study reinforced the idea that Arnis was not just a physical activity but also a cultural tool capable of fostering national identity, personal development, and resilience. Through its findings, the study encouraged the wider acceptance and incorporation of Arnis into the educational system, aiming to secure its place as a cornerstone of Filipino heritage and physical education. The hope was that this research would inspire greater recognition of Arnis as a valuable addition to the education system, ultimately contributing to the holistic development of Filipino students.

This qualitative research aimed to explore the experiences of faculty members who taught Arnis in the Physical Activities Towards Health and Fitness (PATHFit) 3 or 4 courses at selected colleges and universities in Central Luzon. Specifically, it sought to answer the question: What were the experiences of faculty members in teaching Arnis in the Physical Activities Towards Health and Fitness (PATHFit) 3 and 4 courses?

This qualitative research aimed to explore the experiences of faculty members who taught Arnis in Physical Activities Towards Health and Fitness (PATHFit) 3 and 4 courses within the chosen colleges and universities in Central Luzon.

The study was exclusively focused on specific colleges and universities in Central Luzon, and the results may not be applicable to other areas. The sample size was restricted due to the limited availability and willingness of people to partake in the study within a given timeframe, and the resulting findings may not be generalizable to other time periods. Furthermore, the study was dependent on self-reported data provided by the participants, which could be influenced by bias or inaccuracy. Lastly, the study had a limited geographic reach, focusing exclusively on educational institutions or schools that were willing to participate. This may result in the exclusion of a broader range of educational settings.

## METHODS

**Research Design.** Qualitative research design was selected for this study to provide an in-depth understanding of faculty experiences teaching Arnis within Physical Activity Towards Health and Fitness (PATHFit) 3 and 4 courses. Qualitative research focuses on exploring and understanding human experiences, social phenomena, and behaviors through detailed descriptions and interpretations.

Unlike quantitative research, it emphasizes the depth of participants' lived experiences, attitudes, and perceptions.

Drawing on Hugh (2023), qualitative research offers nuanced insights into individual behaviors, motivations, and interactions, which are critical for understanding the multidimensional role of Arnis in education. Using non-numerical data like interviews, focus groups, and observations, the goal is to uncover meaning, identify patterns, and gain an in-depth understanding of a phenomenon in its natural context.

**Study Setting.** The researcher selected 10 faculty members from selected universities and colleges in the Central Luzon region (Region III), including Nueva Ecija University of Science and Technology (Nueva Ecija), Bulacan State University (Bulacan), Tarlac University (Tarlac), and Angeles University Foundation (Pampanga).

**Sampling and Participants.** The study also employed a purposive sampling technique to identify the participants for the study. As stated by M., Lewis, P. & Thornhill, A. (2012), purposive sampling is also called judgment sampling, which is based on the premise that seeking out the best cases for the study produces the best data, and research results are a direct result of the cases sampled. Saunders, this is a strategic approach to sampling in which "information-rich cases" are sought out to best address the research purpose and questions. Sampling is a central feature of research design when purposeful strategies are used because the better the participants are positioned in relation to the topic, the richer the data will be.

A cohort of ten faculty members from selected universities and colleges in the Central Luzon region (Region III), including Nueva Ecija University of Science and Technology (Nueva Ecija), Bulacan State University (Bulacan), Tarlac University (Tarlac), and Angeles University Foundation (Pampanga), were the participants of the study.

The distribution of faculty across the universities in the region was as follows: two faculty members were assigned to institutions in Bulacan, two in Nueva Ecija, three in Tarlac, and three in Pampanga. This allocation brought the total number of faculty members to ten.

The selection was based on specific criteria to ensure that the participants could provide valuable insights into the experiences of teaching Arnis within the Physical Activities Towards Health and Fitness (PATHFit) 3 and 4 courses. First, only faculty members who had taught Arnis as part of the PATHFit program were chosen, as they had direct, relevant experience with the subject matter. This criterion was essential to ensure that the participants had practical knowledge of how Arnis was incorporated into the curriculum and its effects on students.

To enhance the rigor and efficiency of qualitative data analysis, NVivo software was employed as a computer-assisted qualitative data analysis tool (CAQDAS). NVivo played a crucial role in systematically organizing and storing interview transcripts, field notes, and observation data, ensuring accessibility and preventing data fragmentation. Through its automated and manual coding functions, NVivo facilitated the identification of recurring themes, patterns, and relationships within the participants' responses, allowing for a more structured approach to data interpretation. The software's query functions were particularly useful in exploring connections between concepts, enhancing data reliability and validity.

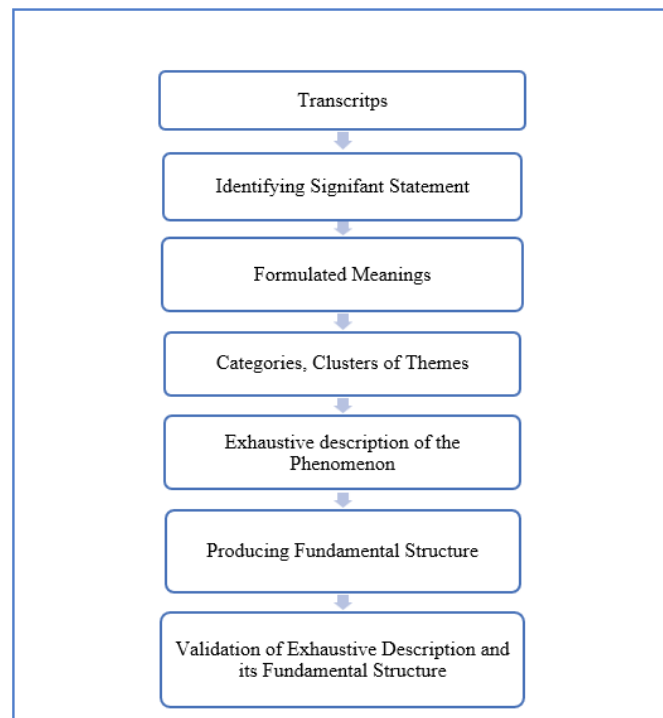
Additionally, NVivo supported data triangulation by integrating multiple sources, including interviews, observations, and audio-visual recordings. Its cross-referencing features allowed for the comparison of different data sets, strengthening the validity of the study's findings. The word frequency and text search analysis tools were utilized to identify key terms and recurring phrases, providing quantifiable insights into qualitative data and further supporting thematic analysis. Moreover, NVivo's visualization tools, such as concept maps, graphs, and matrix coding, facilitated the clear representation of themes and findings, making the results more comprehensible and accessible.

In conjunction with NVivo, the study followed Colaizzi's 7-step phenomenological analysis technique to ensure a structured and comprehensive interpretation of faculty experiences. The process began with familiarization, where all transcripts were reviewed in NVivo to gain an overall understanding. Next, significant statements were extracted using NVivo's coding tools to identify key phrases related to the teaching of Arnis. These statements were then analyzed to formulate meanings, which were assigned thematic labels using NVivo's pattern recognition features. The meanings were subsequently organized into clusters of themes, helping to highlight shared experiences and insights among participants.

To ensure accuracy and consistency, the findings were validated with participants, allowing faculty members to review and confirm the interpretations of their responses. Finally, NVivo was used to generate reports and structured descriptions, ensuring that the final synthesized findings provided a holistic representation of faculty experiences. By integrating NVivo's technological capabilities with Colaizzi's structured phenomenological approach, the study ensured a methodologically rigorous and transparent analysis. This combination enhanced the reliability and credibility of the research, allowing for a deeper and more systematic exploration of the challenges and benefits of teaching Arnis in higher education institutions.

**Phenomenological Method.** The study utilized Colaizzi's 7-step phenomenological technique, as mentioned. The steps have been meticulously followed to ensure fairness.

Colaizzi's phenomenological method was ideal for this research as it enabled a deep exploration of faculty members' lived experiences in teaching Arnis within PATHFit 3 and 4 courses. Its systematic seven-step approach allowed the study to identify key themes while ensuring interpretations authentically reflected participants' perspectives. By emphasizing personal narratives, the method effectively captured how educators navigate the dual goals of cultural preservation and modern fitness education. This approach provided rich insights into their challenges and transformations, aligning perfectly with the research's focus on understanding the essence and broader implications of teaching Arnis in a formal educational setting



**Figure 1.** Flowchart of the seven steps Colaizzi's method

The subsequent procedures outline the Colaizzi process for analyzing phenomenological data, as referenced in Sanders (2003) and Speziale and Carpenter (2007).

1. It is necessary to carefully read and analyze each transcript multiple times to gain a comprehensive understanding of the entire content.
2. Extract relevant statements from each transcript that are related to the topic being studied. These remarks should be documented on a separate sheet, indicating the corresponding page and line numbers.
3. Meanings should be derived from these important remarks.
4. The derived significances should be organized into categories, clusters of themes, and individual themes.
5. The results of the study should be included in a comprehensive depiction of the phenomenon being investigated.



6. The underlying framework of the phenomenon should be delineated.
7. Ultimately, it is important to seek validation of the findings from the research participants to compare the researcher's descriptive results with their own experiences.

**Research Instrument.** The researcher used semi-structured interviews as the primary data collection instrument to explore the experiences of faculty members teaching Arnis in the Physical Activities Towards Health and Fitness (PATHFit) 3 and 4 courses. This method was chosen because it allows for flexibility in questioning while maintaining a focus on key research topics. The semi-structured format enabled the researcher to ask open-ended questions while allowing participants to elaborate on their personal experiences, challenges, and teaching strategies. The interviews were audio recorded with the consent of the participants to ensure accuracy in capturing their responses. Audio recordings provided a reliable means of transcribing and analyzing the data later, ensuring that the nuances of participants' responses were preserved. This method was particularly useful for exploring the depth and complexity of faculty members' lived experiences, enabling the researcher to identify key themes and patterns that contributed to their professional and personal identities as educators.

**Data Gathering Procedures.** The researcher ensured data confidentiality in compliance with the Data Privacy Act (RA 10173) and obtained informed consent prior to interviews. Data was collected through semi-structured, face-to-face interviews with Arnis practitioners and experts, lasting 40–50 minutes. Pseudonyms were used to protect participant identities, and all data was securely stored and later destroyed after analysis.

Formal requests were sent to institutional heads to identify participants, focusing on those in Education or Sports. Informed consent forms outlined the study's purpose, methodology, confidentiality measures, and voluntary participation. Participants reviewed and edited their interview transcripts to ensure accuracy.

**Data Analysis.** The study utilized Colaizzi's 7-step phenomenological technique to explore faculty experiences in teaching Arnis in PATHFit 3 and 4 courses. Data collection began with semi-structured, face-to-face interviews that were recorded and transcribed to capture the participants' experiences, emotions, and perspectives in detail. The researcher identified significant statements from the transcripts, selecting key phrases and passages relevant to the study's focus. These statements were then analyzed to construct deeper meanings, leading to the emergence of themes such as the pedagogical and cultural significance of teaching Arnis, student safety, and its role in fostering cultural integration and personal growth.

The researcher systematically organized and grouped these themes, uncovering patterns and overarching insights into the faculty's teaching experiences. A comprehensive description was then developed, addressing challenges such as limited resources, time constraints, and training needs while emphasizing the benefits of teaching Arnis, including its positive impact on students' physical and mental well-being and its role in preserving Filipino culture. The findings were synthesized into a structured framework, highlighting the relationships between pedagogical challenges, student engagement, and cultural significance.

Finally, member checking was conducted by presenting the findings to participants for review and validation. This step ensured the accuracy and credibility of the interpretations, reinforcing the trustworthiness of the research. Colaizzi's method provided a systematic and rigorous approach to analyzing the complexities of teaching Arnis in the PATHFit curriculum.

**Ethical Considerations.** The study adhered to strict ethical standards to ensure participant anonymity and data integrity. The protocol was reviewed and approved by an accredited Institutional Review Board (IRB) before data collection and again post-analysis, ensuring compliance with ethical guidelines.

**Anonymity:** Participant identities were protected through coding and the removal of personal identifiers. Pseudonyms and generalized descriptions were used in all transcripts and reports, excluding any potentially identifying information.

**Data Security:** Data, including audio-visual recordings and transcripts, was stored in encrypted formats on password-protected devices, with physical documents secured in locked storage. Access was limited to the researcher, and data sharing adhered to confidentiality agreements.

**Informed Consent:** Participants were fully informed about the study's purpose, their rights, and the use of their data. They were assured of their right to withdraw at any time without consequences, ensuring voluntary participation.

**Methodological Rigor:** Triangulation of interviews, observations, and recordings ensured re-

search reliability, while ethical safeguards upheld trustworthiness and participant autonomy.

These measures upheld the ethical integrity of the study, ensuring anonymity, data security, and respect for participants.

## **RESULTS AND DISCUSSION**

An exploration of narratives from participants reveals key themes about faculty experiences teaching Arnis in PATHFit courses, particularly at levels 3 and 4.

### **Pedagogical and Cultural Significance of Including Arnis in the Curriculum**

Integrating Arnis into educational programs fosters essential life skills among students. The practice of Arnis instills discipline, self-confidence, and perseverance, which are critical for personal development. Students learn to navigate challenges through rigorous training, enhancing their resilience and commitment to both academic and athletic pursuits (Sanchez, Peconcillo, et al. 2020).

Moreover, the structured environment of martial arts training encourages teamwork and camaraderie, which are vital for social development. Incorporating Arnis into school curricula is crucial for preserving Filipino cultural heritage. As the national martial art of the Philippines, Arnis embodies historical narratives and traditional practices integral to the nation's identity. Engaging students in Arnis not only teaches them about their cultural roots but also fosters a sense of pride and belonging (Pineda, Andal, & Hermosa, 2024). This cultural engagement is particularly important in an era where globalization often dilutes local tradition.

From an educational standpoint, Arnis enhances physical education by instilling discipline, focus, and resilience—qualities that are vital for personal and academic success. Engaging in Arnis training promotes physical fitness, improving strength, agility, and coordination. It also encourages critical thinking and problem-solving skills through its strategic nature, as students learn to anticipate and respond to their opponents' moves (Dresser & Potane, 2022). This holistic approach to learning aligns with modern educational philosophies that emphasize the integration of physical activity with cognitive development.

### **Enhancing Student Safety and Holistic Development through Arnis**

Integrating Arnis into educational settings significantly enhances student safety and holistic development. As a traditional Filipino martial art, Arnis not only equips students with effective self-defense skills but also fosters personal growth and community engagement.

Arnis provides practical self-defense techniques that empower students to protect themselves in real-life situations. This is particularly crucial in today's world, where personal safety is a growing concern. By learning the principles of Arnis, students gain confidence in their ability to respond to threats, which can lead to a greater sense of security both on and off campus. The practice of Arnis occurs within a controlled environment that emphasizes safety protocols. Adhering to guidelines such as using protective gear and practicing controlled movements minimizes the risk of injury during training sessions. This structured approach not only safeguards students physically but also instills a culture of respect and responsibility among practitioners, reinforcing the importance of safety in all physical activities (Sanchez, Peconcillo, et al. 2020). Engaging in Arnis offers comprehensive physical benefits, including improved strength, agility, and cardiovascular health. The rigorous training involved promotes overall fitness while enhancing coordination and reflexes. Furthermore, the mental discipline required to master Arnis techniques cultivates resilience and focus, skills that are transferable to academic and personal challenges (Sanchez, Peconcillo, et al. 2020).

According to Chuang (2021), they develop subjective meanings of their experiences—meanings directed toward certain objects or things. Developing situational awareness is a powerful asset for self-defense and a crucial proficiency for individuals engaged in Arnis training. It encompasses more than mere identification of dangers; it involves comprehending one's surroundings, making well-informed choices, and being ready to respond effectively. By improving your ability to see and understand your surroundings, you can enhance both your own personal safety and the protection of individuals in your vicinity.

Moore (2020) defines situational awareness as the state of being cognizant of one's immediate environment and the individuals in close vicinity at all times. Situational awareness is the most valuable self-defense skill one can attain, regardless of their level of expertise in self-defense techniques.

### **Fostering Social Connections, Personal Growth, and Cultural Integration through Arnis**

Fostering social connections, personal growth, and cultural integration through Arnis presents a compelling case for the inclusion of this traditional Filipino martial art in educational and community programs. As a multifaceted discipline, Arnis not only enhances physical capabilities but also serves as a platform for developing interpersonal relationships and cultural appreciation.

Davis et al. (2017) propose that social constructivism underscores the role of social interaction and collective experience in knowledge formation. This aligns with the practice of Arnis, which fosters social connections, shared identity, and cooperative learning within communities.

Arnis serves as an effective platform for social interaction and community building. Training in group settings encourages collaboration and fosters relationships, promoting teamwork, communication, and mutual respect among practitioners (Layson, 2019). Beyond training, events such as competitions and seminars provide opportunities for individuals to connect, share experiences, and learn from one another, further strengthening social networks and cultural exchange. Events like the Philippines Modern Arnis Camp provide opportunities for participants to connect with fellow martial artists from around the globe, enhancing their professional networks while promoting cultural exchange (WMAA, 2024).

Training in Arnis fosters camaraderie and community through group practice, mentorship, and shared experiences, promoting collaboration and mutual respect. It develops personal qualities like self-discipline, resilience, and confidence, enhancing academic performance and social engagement. Beyond its local impact, Arnis serves as a global cultural bridge, encouraging intercultural dialogue and understanding through international competitions and seminars, enriching practitioners' perspectives, and highlighting universal martial arts values.

### **Addressing Challenges and Promoting Engagement in Arnis Education**

Addressing challenges and promoting engagement in Arnis education is crucial for maximizing its benefits as both a physical activity and a cultural practice. While Arnis offers numerous advantages, including physical fitness, self-discipline, and cultural appreciation, various obstacles can hinder its effective implementation in educational settings.

One significant challenge in Arnis education is the scarcity of qualified instructors who specialize in teaching this martial art. Many physical education teachers may lack the necessary training to effectively teach Arnis, leading to inadequate instruction and potential safety concerns during practice (Dresser & Potane, 2022). This situation underscores the need for collaboration between schools and established Arnis instructors to ensure that proper training techniques are conveyed.

To promote engagement, it is essential to create inclusive training environments that address safety concerns and representation, empowering all students, including women and marginalized groups. Implementing specialized programs can ensure equal opportunities for participation in Arnis.

In conclusion, while challenges exist in the realm of Arnis education, proactive measures such as training qualified instructors, standardizing techniques, and fostering inclusive environments can significantly enhance student engagement. By addressing these challenges head-on, educators can unlock the full potential of Arnis as a vehicle for personal growth, cultural integration, and social connection (Sanchez & Peconcillo, 2020).

In the abstract, "Self, Reality, Knowledge and Theory: Is Social Constructionism Antithetical to Sport and Exercise Psychology Research," by Martin (2022) highlights the crucial role of social interactions in influencing learning and understanding. This approach tackles the difficulties linked to creating a social setting for Arnis education, considering the cultural integration and instructional methods of Arnis.

### **Enhancing the Teaching and Promotion**

Enhancing the teaching and promotion of Arnis within educational frameworks is essential for maximizing its impact on students' physical fitness, cultural awareness, and personal development. As a traditional Filipino martial art, Arnis offers unique benefits, but effectively conveying its value requires strategic approaches.

According to FMA Pulse (2012), investing in the professional development of instructors is crucial. Training programs that focus on safe teaching practices and effective pedagogical strategies can empower Physical Education teachers to deliver high-quality Arnis instruction. Workshops and



seminars can equip educators with the necessary skills to foster a safe and engaging learning environment, thereby enhancing student participation and enthusiasm.

According to Boud and Lee (2023), teacher training programs should focus on enhancing pedagogical skills while ensuring that instructors are well-versed in the cultural, historical, and philosophical aspects of Arnis. By providing teachers with continuous professional development opportunities, such as workshops or seminars, they are equipped to create more dynamic and inclusive learning environments that encourage student participation. Furthermore, teacher training should address the evolving nature of martial arts instruction, emphasizing safety protocols, mental discipline, and adaptability to diverse learning styles (Smith & Jones, 2021).

Promoting Arnis through community events, demonstrations, and workshops can further enhance its visibility and relevance. Engaging families and local organizations in Arnis activities creates a supportive network that encourages participation beyond the classroom. Such initiatives can help demystify martial arts for newcomers and foster a sense of community around this traditional practice.

In conclusion, enhancing the teaching and promotion of Arnis requires a multifaceted approach that includes modern instructional methods, professional development for educators, cultural integration, and community engagement. By addressing these areas, educational institutions can cultivate an environment where Arnis thrives as a vital component of health and fitness education, enriching students' lives both physically and culturally.

## CONCLUSION

The integration of Arnis into educational curricula represents a significant step toward promoting cultural appreciation, physical fitness, and personal development among students. As the national martial art of the Philippines, Arnis embodies rich cultural heritage and offers numerous benefits that extend beyond physical training. This conclusion synthesizes the key themes explored throughout the discussion, emphasizing the pedagogical significance, safety considerations, social connections, challenges faced, and the importance of effective teaching practices in enhancing Arnis education.

**Pedagogical and Cultural Significance of Including Arnis in the Curriculum:** Integrating Arnis into the curriculum goes beyond physical education; it serves as a powerful recognition of Filipino culture and identity, fostering a deeper appreciation of the nation's heritage among students. This martial art not only enriches their educational experience but also instills national pride, a sense of belonging, and respect for their cultural roots.

**Enhancing Student Safety and Holistic Development:** Arnis training instills safety, discipline, and essential self-defense skills while promoting physical fitness in a structured environment. Beyond physical techniques, it cultivates values such as respect, perseverance, and self-control, fostering holistic development and preparing students to navigate personal and social challenges with confidence.

**Fostering Social Connections, Personal Growth, and Cultural Integration:** Engaging in Arnis fosters strong social bonds and a sense of community, enhancing personal growth through teamwork and mutual respect. Additionally, it serves as a bridge for cultural integration, bringing together students from diverse backgrounds and enriching their social interactions and cultural understanding through shared experiences.

**Addressing Challenges and Promoting Engagement in Arnis Education:** Although integrating Arnis into educational settings poses challenges like resource constraints and varying instructor expertise, addressing these issues is crucial for sustained engagement. Schools can foster participation by forming strategic partnerships, investing in teacher training, and utilizing innovative teaching methods, while community involvement further enhances student interest and commitment to martial arts.

**Enhancing the Teaching and Promotion of Arnis:** Continuous professional development for educators is essential to ensuring high-quality Arnis instruction, as it equips teachers with up-to-date knowledge and effective pedagogical strategies. Additionally, promoting Arnis through community events and demonstrations enhances its visibility, attracts new practitioners, and reinforces its significance within the educational framework.

In summary, the integration of Arnis into educational curricula is a multifaceted endeavor that enriches students' physical education while preserving cultural heritage. By addressing challenges proactively and fostering an environment of safety, respect, and community, educators can cultivate a vibrant learning atmosphere that empowers students both on and off the mat. Through this holistic

approach, Arnis not only becomes a tool for physical fitness but also a means of personal development and cultural appreciation that resonates deeply within the Filipino identity.

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**Table 1.** Summary of Emerging Themes and Patterns

THEME	CATEGORY
Theme I: The Pedagogical and Cultural Significance of Including Arnis in the Curriculum	Importance of Including Arnis in the Curriculum
	Fostering Cultural Pride and National Identity
Theme II: Enhancing Student Safety and Holistic Development through Arnis	Self-Defense and Situational Awareness
	Physical, Mental, and Cultural Development
Theme III: Fostering Social Connections, Personal Growth, and Cultural Integration through Arnis	Arnis as a Platform for Social Interaction and Community Building
	Arnis as a Tool for Personal Development and Confidence Building
	Arnis as a Vehicle for Cultural Appreciation and Networking
Theme IV: Addressing Challenges and Promoting Engagement in Arnis Education	Overcoming Initial Resistance and Generating Interest
	Addressing Logistical and Resource Constraints
	Enhancing Engagement in Arnis
	Maintaining Engagement and Promoting Real-World Application
Theme V: Enhancing the Teaching and Promotion	Curriculum Development and Structure
	Teacher Training and Professional Development

**Table 2.** Emerging Categories from Significant Statements under Theme I.

Theme I	Category	Significant Statement	Source
Theme: The Pedagogical and Cultural Significance of Including Arnis in the Curriculum	Importance of Including Arnis in the Curriculum	“Arnis should be integrated into all levels of education, including high school. Arnis, as the national sport of the Philippines, carries significant cultural and historical significance beyond its athletic dimensions.”	Joe
		“Arnis should be incorporated into every school’s curriculum. I believe that including Arnis as an FMA in a curriculum provides significant benefits. It combines physical education, cultural enrichment, personal development, and practical self-defense skills.”	Cj
		“I think it is important to include Arnis in the curriculum not only to develop physical fitness, teach discipline, boost self-confidence, and instill a sense of respect and humility but also to provide students with valuable self-defense skills and help develop their focus and concentration.”	Rose
		“ I also strongly believe that schools should be at the forefront of promoting physical activities and subjects that are important to the whole country. I have seen a hole in the curriculum, though, when it comes to including sports that are very important to our Filipino history. One case like this is Arnis, who should be taught in schools in a big way.”	Nicole
		“Physical Education (PE) is included in my present curriculum. It is a sport that requires selectivity. Arnis is a component of it. Therefore, the responsibility lies with the physical education instructors at the universities where students are pursuing their bachelor’s degrees.”	Riz
		“ Regarding Arnis, I am a strong advocate for its inclusion in the curriculum at Tarlac University, as I mentioned earlier.”	Gelo
	Fostering Cultural Pride and National Identity	“ I believe that Arnis should be included in all schools, regardless of whether they are universities or not. This is because Arnis is the officially recognized national sport of the Philippines and is mandated by R.A. 9850, which requires the Department of Education to incorporate Arnis into the curriculum.”	Ana
		“The versatility I possess has played a crucial role in my approach to addressing the distinct demands of each student... reinforcement can be utilized to instruct newer abilities, establish an alternative conduct to counteract disruptive behavior.”	Josh
		“This Martial Arts that we’re doing, we’re really leading... not only in Asia, but also in the world.”	Joe
		“Martial arts can contribute to the holistic development of students, nurturing their physical, mental, and emotional well-being.”	Rose
		“Teaching Arnis... protect and bring back Filipino martial arts... embrace an important part of our national culture.”	Nicole
		“Fostering reverence for Filipino heritage... incorporating Filipino customs and language into the teachings.”	Riz
		“Embracing the traditions associated with Arnis... uphold the essence of Arnis and demonstrate the same level of respect and commitment.”	Gelo
		“Filipinos are taught unique courses... teaching is not solely about the act of instructing... preserving our own acknowledgment.”	Gm
		“Arnis, rooted in Filipino warrior traditions... combining mental and physical strength.”	Ana
		“I fully support the inclusion of Arnis in the curriculum due to its cultural significance and relevance to our heritage.”	Josh



**Table 3.** Emerging Categories from Significant Statements under Theme II.

Theme II	Cat-egory	Significant Statement	Source
Theme: Enhancing Student Safety and Holistic De- velopment through Arnis	Self- Defense and Situ- ational Aware- ness	"FMA, particularly arnis, can serve as an effective means for our pupils to develop confidence in their personal safety."	CJ
		"Learning Arnis at a young age can teach kids important self-defense skills that can help them protect themselves in tough conditions... using them wrong can be dangerous."	Joe
		"Martial arts provide students with practical self-defense skills, enhancing their sense of confidence and security."	Rose
		"By acquiring a fundamental proficiency in Arnis, individuals might engage in self-development... taking preventive measures rather than encountering potential hazards."	Nicole
		"Arnis is mostly utilized for self-defense... Arnis can be applied to anything that can be held... a survival training course."	Riz
		"Ability to defend oneself... developing mental resilience... striking and blocking require physical and mental tenacity."	Gelo
		"Effective self-defense tactics boost confidence and situational awareness, ensuring personal safety."	Luke
	Physi- cal, Mental, and Cultural Devel- opment	"Arnis can be applied to many objects such as a ballpen or a key... it is a combat weapon."	Gm
		"Arnis can help you improve your self-defense, fitness, or resilience and adaptability."	Ana
		"Arnis are particularly adept at teaching highly effective self-defense techniques... individuals acquire the ability to protect themselves from adversaries who are armed."	Josh
		"Arnis can serve as an effective means for our pupils to develop confidence in their personal safety."	CJ
		"Arnis training and exercises regularly can improve your strength, coordination, and cardiovascular health... teach them to be responsible and in charge of themselves."	Joe
		"It teaches discipline, focus, and self-control... instill important values such as respect, perseverance, and humility."	Rose
		"Cognitively, as you continuously contemplate the technique you will employ... From a social perspective, your possession of martial arts expertise bestows upon you a certain level of value."	Nicole
		"Promote individual growth and acquisition of essential life skills through the prioritization of discipline, respect, goal setting, teamwork, and leadership within the training context."	Riz
		"Developing mental resilience... cultivate respect... emphasizes the value of respect... discipline and self-control."	Gelo
		"Arnis improves health, coordination, self-defense, mental discipline, strategic thinking... promotes mutual respect and identity."	Luke
		"Filipinos are taught unique courses... preserving our own acknowledgment... maintaining our own artistic endeavors."	Gm
		"Arnis can help you improve your self-defense, fitness, or resilience and adaptability... combining mental and physical strength."	Ana
		"Enhancing confidence and empowerment... instills a profound sense of confidence... improving health, self-discipline, and knowledge of Philippine history and culture."	Josh

**Table 4.** Emerging Categories from Significant Statements under Theme III.

Theme III	Category	Significant Statement	Source
Theme: Fostering Social Connections, Personal Growth, and Cultural Integration through Arnis	Arnis as a Platform for Social Interaction and Community Building	“From a social perspective, they are actively fostering teamwork, collaboration, and enhancing their social skills. This approach promotes teamwork and collaboration among students.”	Cj
		“Participation in extracurricular activities such as Arnis allows youngsters to connect with classmates who share similar interests, fostering friendships and support networks.”	Riz
		“Certain introverted pupils have exhibited a noticeable increase in sociability, enabling them to confidently engage in conversations with unfamiliar individuals.”	Josh
	Arnis as a Tool for Personal Development and Confidence Building	“Teaching Arnis allows me to instill values such as respect, discipline, and empathy, which students can carry into their daily lives.”	Rose
		“Martial arts can have a positive impact on your social skills by enhancing your self-assurance and promoting a more comprehensive development.”	Ana
		“By teaching Arnis, I hope to bring people together and help them grow in these Filipino martial arts, promoting cultural practices and national identity.”	Nicole
	Arnis as a Vehicle for Cultural Appreciation and Networking	“This martial arts group is strong, and we work well together since we get to compete across the country often. Students feel safe and supported in this close-knit ARNIS network.”	Joe
		“Arnis can serve as a significant component of Philippine Art, Culture, and Tourism due to its inherent connection to our Filipino cultural heritage and artistic expression.”	Gm
		“We have discovered shared interests and consistently enhance our skills and relationships via instruction and devotion to Arnis”	Luke

**Table 5.** Emerging Categories from Significant Statements under Theme IV

Theme IV	Category	Significant Statement	
Theme: Addressing Challenges and Promoting Engagement in Arnis Education	Overcoming Initial Resistance and Generating Interest	“Students may first dislike the new exercise, but as they proceed through the sessions, it becomes clear that they enjoy and value Arnis. The key problem is to introduce Arnis and generate interest in it.”	CJ
		“When I first started learning Arnis, the first few weeks were hard for me because I wasn’t dedicated to my work. Some students just don’t get it.”	Josh
		“Giving students the chance to get used to Arnis slowly and at their own pace is very important. It helps overcome their reluctance and anxiety.”	Joe
	Addressing Logistical and Resource Constraints	“One of the observable problems in teaching Arnis in schools is the availability of suitable space and equipment for Arnis classes.”	Rose
		“Certain students face financial constraints, making it difficult for them to afford their own rattan sticks. The government no longer supplies paddle sticks.”	Riz
		Ana: “Ensure that you do not compromise on the quality of your equipment! High-quality equipment also has a longer lifespan, resulting in long-term cost savings... As individuals acquire knowledge of each component, their self-assurance in their physical literacy abilities grows “	Ana
	Enhancing Engagement in Arnis	“The key problem is to introduce Arnis and generate interest in it... faculty’s patience and dedication are the keys to success.”	CJ
		“An absence of aid and support is a prevalent problem... establishing collaborations with nearby community centers, schools, or martial arts organizations... Your objective is to achieve that... have objectives to inform them. It is important to have a clear objective each day to identify the specific skills that need to be focused on and ultimately achieved.”	Joe
		“Managing a martial arts class of that magnitude is tough... I avoided the classical blows that take longer to execute... Differentiated instruction refers to the use of various teaching methods to cater to the individual needs and learning styles of pupils.”	Nicole
		“The primary factor hindering my ability to overcome the problems I faced is undoubtedly the limitation of time.”	Gelo
		“While FMA has gained significant popularity, some lose interest over time. Making FMA applicable to their lives is crucial... Establish a method that is both enjoyable and captivating... Collaboration is necessary between the students themselves, as well as between the teacher and the students.”	Luke
		“Discipline, particularly in relation to accident prevention, is crucial... Seminars are being conducted to assist the teacher... The decision to engage in that sport ultimately rests with the pupils.... Children are not particularly receptive to the idea of engaging in Filipino martial arts... Filipinos are taught unique courses... offering a three-in-one experience”	GM
		“Some students just don’t get it... Certain pupils have strong opinions about combat sports and martial arts... Arranging events, contests, and assemblies can enhance the connection among participants and cultivate a feeling of inclusion.... Positive reinforcement has been shown to promote academic achievement by increasing students’ motivation and self-esteem... motivating pupils to establish loftier objectives and pursue academic superiority”	Josh
		“Guide our students carefully based on their prior knowledge while developing a student-centered learning experience.”	Rose
		“Promote individual growth and acquisition of essential life skills through the prioritization of discipline, respect, goal setting, teamwork, and leadership within the training context.”	Riz
		“Cultivate respect... emphasizes the value of respect... discipline and self-control.”	Gelo
	Maintaining Engagement and Promoting Real-World Application	“It is critical that we apply what we teach to real-world situations. It should not stop at the four corners of the classroom or university.”	Nicole
		“Some students are only interested in the initial stages of training but gradually lose interest over time. Making FMA applicable to their lives is crucial.”	Luke
		“I always focus on giving them scenarios and situations so they may imagine what will happen in real life.”	Gelo

**Table 6.** Emerging Categories from Significant Statements under Theme III.

Theme V	Category	Significant Statement	Source
Theme: Enhancing the Teaching and Promotion of Arnis in Physical Education Programs	Curriculum Development and Structure	“By integrating these practice routines specifically designed for competitive Arnis, we may cultivate a stronger enthusiasm and dedication to the sport among students.”	CJ
		“Developing a comprehensive curriculum in Arnis that outlines the progression of techniques, principles, and skills to be taught at each level.”	Rose
		“A modular framework... will facilitate the creation of a sequence of fundamental modules that encompass essential FMA techniques, principles, and philosophies.”	Riz
		“The module I created is derived from the textbook, which I then paraphrased... supplemented it with video recordings and hyperlinks that students can access at their convenience.”	Gelo
		“Providing teachers with a complete framework and tools, including safety requirements, cultural education materials, and continuing training support.”	Luke
		“If you desire to engage in extensive instruction, there exist rankings that may be utilized... two types of arnis: sport arnis and combative arnis.”	GM
		“Including Arnis into the educational curriculum of schools and universities can effectively expand its reach... promoting research on Arnis, encompassing its historical background, techniques, and cultural importance.”	Josh
	Teacher Training and Professional Development	“The university should also provide teachers with training and seminars about Arnis”	Rose
		“We can never really know everything about everything, so there is always room to learn and change... I will keep looking for ways to improve my career so that I can do this job well.”	Nicole
		“It is highly beneficial to have an in-person training session on Arnis... supplement it with video recordings and hyperlinks.”	Gelo
		“Providing teachers with... continuing training support.”	Luke
		“Establishing an integrated and all-encompassing network of Arnis enthusiasts can facilitate the exchange of knowledge, experiences, and resources.”	Josh