



TEACHING OF SOCIAL DANCES THROUGH VIDEO PRESENTATION AMONG GRADE 9 STUDENTS OF BATANGAS NATIONAL HIGH SCHOOL

MAXIMA U. PANGANIBAN

Teacher III

Batangas City Integrated High School
maxima.panganiban001@deped.gov.ph

ABSTRACT

As educators, their aim is to get students energized and engaged in the hands-on learning process. Video is clearly an instructional medium that is compelling and can generate a much greater amount of interest and enjoyment than the more traditional printed material and demonstration method used in teaching rhythmic activities. Using sight and sound, video is the perfect medium for students who are auditory or visual learners. With the added use of subtitles, students then have the choice to watch, listen to or read each presentation.

Video presentation stimulates student's interest for longer periods of time. It provides an innovative and effective means for educators to address and deliver the required curriculum content specifically in folk dance. Thus, this study is made to measure its effectiveness among Grade 9 students of Batangas National High School.

From the findings of the study, the researcher comes up with the following conclusions: Majority of students can interpret and understand the lesson with the use of video presentation. The students had a very high performance in Waltz and high performance in

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Cha Cha Cha and Tango. The students appreciate the integration of video presentation in teaching social dance.

In the light of the conclusions, the following recommendations are offered:

The video presentation used in the lesson may be used to enhance more the teaching of social dance. The proposed supplementary activities may be shown to the MAPEH Department Head or to the P.E. Supervisor and other teachers for their suggestions before it could be used. A similar study may be conducted using experimental method to test the reliability and validity of the study.

Keywords: *Rhythmic activities, demonstration, recreational dance, interactive instruction, utilize*

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CHAPTER I

THE PROBLEM

Introduction

Physical Education is an integral part of the educational curriculum designed to promote the holistic development of an individual physically, mentally, emotionally, socially, and spiritually through total body movements expressed in properly selected physical activities. With active participation in these activities, students will develop good health and attain high level of physical fitness that enables them to enjoy a good and healthy life. (Acero, 2010).

The Philippines being, an archipelago, is rich with cultures and traditions that make lives of every Filipino colourful. It enjoys a rich cultural heritage which includes a diverse collection of traditional dances. These dances are one of the durable strands interwoven into our life as people that formed the fabric of our culture. Dances that reflect elements of daily Philippine life, these social dances offer a glimpse of the innate beauty and character each Filipino has that despite the situation anyone is into they can enjoy what life has to offer each day with a wide smile and open arms to their fellow men. Hence, it is through dance movements that people can communicate for it has been a strong factor in the expression of one's soul and character.

It is for this reason why you need to teach social dances to your students because by learning these dances, they will also learn the importance and benefits of recreation,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



entertainment and socialization through dances. It is also in these dances that they will cultivate better relationship towards another in the society they belong.

According to Cohen (2013), dancing is part of an act of moving the body in rhythm, usually in time with music. People seem to have a natural urge to express their feelings through rhythmic movement. People organize the expressive movements of their bodies into rhythmic and visual patterns. Dancing is both an art and form of recreation. As a form of recreation, dancing has long provided fun, relaxation, and companionship. Today, dancing either at a party or gathering continues to be a very popular way for people to enjoy themselves and make new friends.

Social Dancing have increased in popularity in the Philippines even up to now. It entertains and delight people from all walks of life. Social dance help further build growth and camaraderie. They awaken the love for entertainment and fellow men among students.

Comte (2010) stresses social dance as a genre of dance where in selected social dances from various countries are done by the same dancers, typically as part of a regular recreational dance club, for performances or at other events. These dances are typically considered the products of national or cultural traditions rather than part of an international tradition. International dancers need not be a member of any group. It is done for various purposes, typically for preservation, recreation, or performance. Groups that dance for different purposes tend to do dances differently, and to select different dances.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



Recreational dancers select and tend to alter the dances according to their own tastes, and because of the changes that inevitably occur as dances are passed on from one person to the next. Performers typically prefer dramatic, flamboyant, or athletic dances, and they often tend to dance with stylized techniques and exaggerated movements. Dances for performances are usually selected a choreographed for presentation of stage. Nevertheless, there is substantial overlap between the dances done for recreation and performance. Some dancers of both types are often concerned with the preservation of dance for its cultural value.

In teaching various dances, research has demonstrated that the most effective way is to use video as an enhancement to a lesson or unit of study. Video should be used as a facet of instruction along with other resource material available for teaching a particular topic. Teachers should prepare for the use of a video in the classroom in the same way they do with other teaching aids or resources. Specific learning objectives should be determined in advance; instructional sequences should be developed, and reinforcement activities should be planned.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Conceptual Framework

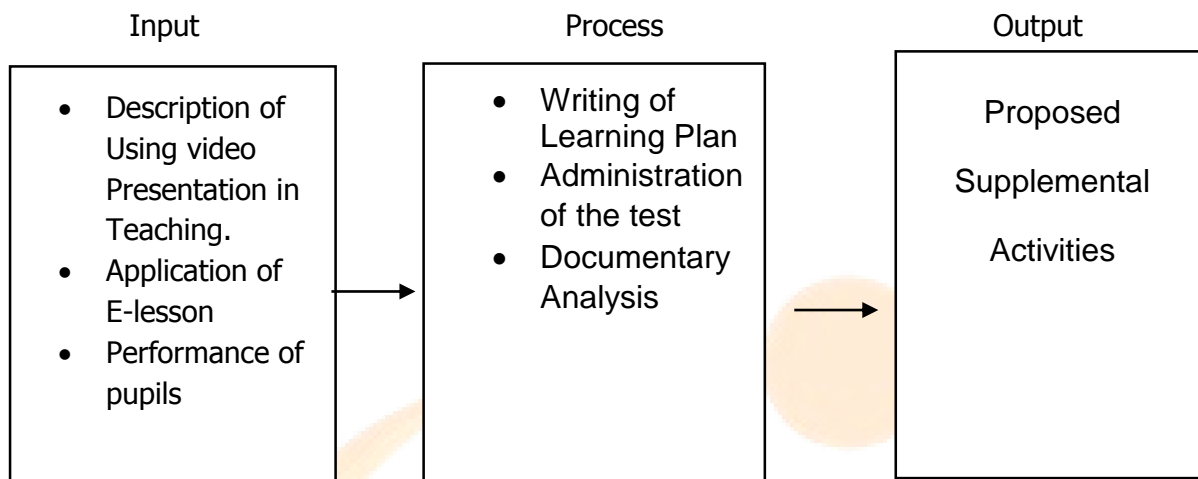


Figure 1

Paradigm of the Study

The first frame presents the application of video demonstration in social dance among grade 9 students. The second structure refers to the performance and outcomes of video presentation of teaching social dances in students.

Moreover, the third frame serves as the output of the study. It provides supplemental activities that can be appended in teaching social dances.

Statement of the Problem

This study integrates the use of video presentation in teaching social dances among Grade 9 students of Batangas National High School.

Specifically, the study sought answers to the following questions:

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



1. How may video presentation in teaching social dances be described?
2. What are the lessons in social dance in which video presentation may be applied as to:
 - 2.1 Cha Cha Cha
 - 2.2 Waltz
 - 2.3 Tango
3. What is the performance of students in each lesson in teaching social dances applying video presentation?
4. Based on the findings of the study, what supplemental activities may be proposed to enrich the use of video presentation in teaching dances?

Scope, Limitation and Delimitation

This action paper focuses on the use of video presentation in teaching social dances among Grade 9 students of Batangas National High School. The researcher uses lesson plans based on syllabus and evaluates the performance through written and practical test guided with rubrics. The content of the study deals with the integration of video presentation in teaching video presentation. The target subject of the study are 36 Grade 9 Students. On the other hand, this study is delimited to students of Batangas National High School only.

Significance of the Study

The study entitled, "Teaching of Social Dances Through Video Presentation Among Grade 9 students of Batangas National High School can augment the way teaching form of

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



dances among schools. It enhances insights in the importance of different dances, and I prove their movement that leads to mastery and coordination.

In connection, the findings of this research may also serve as a guide to the teachers for them to be more equipped with knowledge and skills aided using video presentation. With this information, the instructors will be able to understand, educate and give apt advice to develop and produce respected and responsible members of the community.

The school administrators will gain advantage on the findings of this study since this will provide them additional awareness on the morals of the students. These may enable them to formulate programs that can encourage the students to participate in higher level of dancing.

This study also helps the parents in transferring the beliefs, customs and traditions acquired from their folks.

The result of this study will mostly benefit the students for they will raise awareness and art appreciation in different forms of dance. The findings will guide them and serve as their motivation to study hard.

This proposed study will also be beneficial to future researchers and help them in the development of this study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Definition of Terms

For better understanding of the study, the following terms used in this study are conceptually and operationally defined.

Dance. It is a performance art form consisting of purposefully selected sequence of human movement. This movement has aesthetic and symbolic value and is acknowledge as dance by performers and observers within a particular culture. It is associated with music and created from man’s basic movement (Aceró, et al., 2010).

Social Dance. It is a form of dance whose primary purpose is for recreation and entertainment. These are dances intended primarily to get to know other people in attendance to a certain social function and is also known as Ballroom dances. These dances are often performed in pairs, male and female but may also be performed in groups in social gatherings in any given space. (Doria, et al., 2014).

Presentation. It refers to an activity in which someone shows, describes, or explains something to a group of people. This is a way of demonstrating dance movements (Merriam).

Video. This refers to a recording of moving pictures and sound, especially as a digital file, DVD, etc. In this study it is use as an aid in teaching rhythmic activities (Cambridge Dictionary).

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CHAPTER II

RESEARCH METHOD AND PROCEDURE

Research Design

To serve the purpose of this study and to determine the effectiveness of video presentation in teaching lessons in social dances, the researcher-based activities on syllabus and prepared lesson plans and videos for target topics. It is thought to be the most suitable for the purpose of showing evidence concerning the existing current condition by describing the responses of the subjects under this study.

This study involved collecting of data through written and practical test. The results were presented in a simple, readable way which the readers can easily understand.

Subject of the Study

The foremost subject of the study included the students of Batangas National High School towards the objective of integrating video presentation in teaching social dances. The respondents of this study were students from Grade 9 level only.

The researcher had thirty-six students in Batangas National High School during the School Year 2019-2020.

Data Gathering Instrument

The researcher prepared a lesson plan as a guide in presentation of topics related with folk dances. The students are assessed at end of each meeting. The research organized written and practical test to evaluate the performance of the students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Such written and practical tests served as the primary instrument utilized in this study for data gathering technique. A well-prepared video presentation in each form of dance serves as integral tool in transmitting basic information and movements.

The syllabus, lesson plans, written test, rubrics, and criteria for performance test were presented to the evaluator for checking.

Data Gathering Procedures

The researcher visited National Bookstore to check on CD's with the topics needed in presenting the lesson. The researcher also browsed internet and sites that might contain concepts and ideas that would support the lesson.

From the gathered instruments that serve as the primary means for instruction, the researcher made the written and practical test based on video presentation. The comments and suggestions from reliable people were considered in revising the lesson plans and evaluative test.

The researcher directly gave the test to the respondents for assessment and evaluation of performance. The students are also provided with rubrics that will serve as guide in interpretation of dance. The frequency count is used to verify the number of responses in each item.

Statistical Treatment of Data

To interpret the data gathered, the following statistical measures were used.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Frequency distribution. It is a mathematical function showing the number of instances in which a variable takes each of its possible values. It is a table that displays the frequency of various outcomes in a sample. Each entry in the table contains the frequency or count of the occurrences of values within a particular group or interval, and in this way, the table summarizes the distribution of values in the sample. In this study, frequency is used as count of the occurrences of values within a particular group or interval, and in this way, the table summarizes the distribution of values in the sample.

Percentage. It is a way of expressing a proportion. A percentage is the result obtained by taking a given percentage of a given quantity, and it is one of the most frequent ways to represent statistics is by percentage. In this study, the percentage shows the rating of the scores achieved by the students.

Ranking. It is a classification wherein the position in a scale of achievement or status is identified. It is utilized to get an assessment of the students' performance. In this study, ranking is used to show the variation between the students who were able to understand the lesson and to those who did not.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



CHAPTER III

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the findings, conclusions and recommendations of the study.

Findings

1. Description of Video Presentation in Teaching Folk Dances

As educators aim is to get students energized and engaged in the hands-on learning process. Video is clearly an instructional medium that is compelling and can generate a much greater amount of interest and enjoyment than the more traditional printed material and demonstration method used in teaching rhythmic activities. Using sight and sound, video is the perfect medium for the students who are auditory or visual learners. With the added use of subtitles, students then have the choice to watch, listen to, or read each presentation. Video presentation stimulates student's interest for longer periods of time. It provides an innovative and effective means for educators to address and deliver the required curriculum content specifically in social dance.

The benefits of using video in teaching social dances provides a sensory experience that allows concepts and ideas to become experienced students.

Through video presentation in teaching social dances at Grade 9 students of Batangas National High School, the students become more interactive in each learning session.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The students enjoy and learn information on topics presented through video presentations.

Video provides a means of interactive instruction and is a very flexible medium. Having the ability to stop, start and rewind is invaluable. It provides them the option to stop each video and challenge them to predict the outcome of a demonstration. In use of video presentation, there is an option to rewind a section of the video to review a segment to ensure that students understand the concept of dance.

However, using the most appropriate online educational video service provider is extremely important so each teacher has the confidence in advance of the quality of the content and instruction provided. Using the right online educational video service should help teachers or parents minimize lesson preparation time by enabling them to easily identify and select the right video from the lesson, and draw upon other resources provided by that service to enhance the learning outcomes, the quality and the benefits of each lesson.

2. Lessons in Social Dances in which Video Presentation may be Applied.

Video presentation may be applied in different lessons in social dance such as:

2.1 Waltz. Waltz derived its name from the German term *Walzen* which means "to roll" or "to turn". This dance was first popularized in Vienna, Austria before it spread across Europe.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



It is performed fashionably by couples or partners in fast gliding or sliding movements that appealed to many of the German bourgeoisie. But it met strong opposition among purist and dancing masters in its early years. It was the first time that men and women were seen holding each other so closely that their faces touched.

The rhythm of Waltz is easy and its melodies are romantic. The accent is on the first beat.

2.2 Cha Cha Cha. Cha Cha Cha is a Latin dance which originated in Cuba. The music is a combination of African and Cuban rhythms blended into Latin beat.

The Cha Cha Cha was derived from Mambo. because of the fast and jerky characteristics of the Mambo, the audience complained, and orchestras began slowing it down. This give birth to the Cha Cha Cha which is a variation of the Mambo with Jazz and Latin rhythm. It is a flirtatious and cheeky energetic dance.

Its rhythm requires very small steps, a chasse, or a series of gliding steps. A count is slow-slow-quick-quick-slow, and dancers turn while they are executing the steps. The dance requires a lot of hip movements to make it more expressive, along with spins and dips. Although the Cha Cha Cha has smaller steps, competing dancers try to elongate the movements around the floor alternately between long and short steps.

2.3 Tango. Tango is often considered as the most fascinating of all dances. The dance is also called "Baile Con Corte", meaning "the dance is with many dramatic or artistic poses".

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



The Tango was first performed as a solo dance by a woman and later its was done by couples using castanets. It was then known as Andalusian Tango and was considered immoral, not only because of the flirtatious skirts worn by the female dancers but also because of the very close full upper body contact.

Tango originated within the lower classes of Buenos Aires and in the 1900s, the dance spread throughout Europe and was popularized in New York from 1910 to 1911. Rudolph Valentino popularized Tango in 1921 finally making the dance respectable even in Argentina.

The Tango rhythm is done in 4 4 time signature with a slow, slow, quick, quick slow pattern.

3. Performance of Grade 9 Students

The performance of Grade 9 students in teaching social dance using video presentation are discussed in this study.

- 3.1. The performance of Grade 9 students with lesson in teaching social dance about Waltz.

Table 1

Performance of Grade 9 Students in Teaching Social Dance Waltz

Performance of Students	Frequency	Percentage	Rank
Very High (9-10)	16	44.44	1

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



High (7-8)	14	38.89	2
Average (4-6)	6	16.67	3
Total	36	100	

High Score 10

Low Score 5

The table shows that 16 students or 44.44 percent out of 36 students have a very high level of performance and the highest score is 10, 14 students or 38.89 percent of students have a high performance which ranked second with the score of 8. It was followed by 6 students or 16.67 percent who got an average performance and ranked third and got the lowest score which is 5.

3.2 The performance of Grade 9 students in teaching social dance about Cha Cha Cha using video presentation are discussed in this study.

Table 2

Performance of Grade 9 Students in Teaching Social Dance Cha Cha Cha

Performance of Students	Frequency	Percentage	Rank
Very High (9-10)	15	41.67	1
High (7-8)	10	27.78	2

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Average (4-6)	5	13.89	4
Below Average (2-3)	6	16.67	3
Total	36	100	

High Score 10

Low Score 3

As shown in the table above, out of 36 students who took the assessment, 15 students or 41.67 percent had a very high performance and was ranked first. Meanwhile, 10 students or 27.78 percent had a high performance and ranked second with score of 8. However, 6 students or 16.67 percent had a below average performance in the assessment and ranked third with the lowest score of 3. Moreover 5 students or 13.89 percent had an average performance in the assessment and ranked fourth with the score of 6.

3.3 The Performance of Grade 9 students in teaching social dance about Tango using video presentation are discussed in this study.

Table 3

Performance of Grade 9 Students in Teaching Social Dance Tango

Performance of Students	Frequency	Percentage	Rank
Very High (9-10)	14	39	1
High (7-8)	11	30	2

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Average (4-6)	5	14	4
Below Average (2-3)	6	17	3
Total	36	100	

High Score 10

Low Score 3

As shown in the table above 36 students took an assessment and 14 students or 39 percent had a very high performance and was ranked first with the highest score of 10. Meanwhile 11 students or 30 percent had a high performance and ranked second with the score of 8. However, 6 students or 17 percent had a below average performance in the assessment and ranked third with the lowest score of 3. Moreover 5 students or 14 percent had an average performance in the test and ranked fourth with the score of 6.

4. Proposed Supplementary Activities to Enrich the Use of Video Presentation

After conducting the study, the researcher comes up with the following activities for various dances.

Activities for Various Dances	Objectives	Expected Output
Recording of their own presentation in different forms of dances	The students will be able to compare the correct way of	The students will deepen their appreciation and will increase awareness about its

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



	presenting the figures in different forms of dances.	natural beauty and importance every time they will engage in dancing.
Joining dance organizations and clubs.	The students will be encouraged to dance gracefully.	The students will be able to acquire the meaning of each step from a professional and use it as the basis for creative interpretation.
Organizing dance events in schools by pair or group.	The students will be aware of different dances suited to their personality.	The students will cooperatively engage themselves to various events for socialization because they are aware of the different forms of social dances.
Creating own variation of dance steps and music.	The students will be able to think deeper.	The students will create a dance variation with appropriate dance steps and music naturally.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



Conclusions

From the findings of the study, the researcher comes up with the following conclusions:

1. Majority of students can interpret and understand the lesson with the use of video presentation.
2. The students had a very high performance in Waltz and high performance in Cha Cha Cha and Tango.
3. The students appreciate the integration of video presentation in teaching social dance.

Recommendations

In the light of the conclusions, the following recommendations are offered:

1. The video presentation used in the lesson may be used to enhance more the teaching of social dance.
2. The proposed supplementary activities may be shown to the MAPEH Department Head or to the P.E. Supervisor and other teachers for their suggestions before it could be used.
3. A similar study may be conducted using experimental method to test the reliability and validity of the study.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza



BIBLIOGRAPHY

A. Books

Acero, V. O. Et al. (2010). Principles and Strategies of Teaching. Manila, Philippines: Rex Book Store.

Carter, A. (2011) The Routledge Dance Studies Reader. Routledge.

Caspersen, C. J. et al. (2009). Physical Activity, Exercise and Physical Fitness: Definitions for Health-Related Research.

Charman S. Kraus (2010) History of Dance in Art and Education. Pearson Education

Cohen, S.J. (2013). Principles and Practices of Teaching. Quezon City: Great Books Trading.

Comte, Nathalie. (2010). Dance as a Theater Art: Source Readings in Dance History. Princeton Book Co.

Wright, Judy Patterson (2013) Social Dance: Steps to Success Sports Instruction Series Steps to Success Steps to success sports series. Human Kinetics

B. Other Materials

CD. Social Dances (Latin American).

CD. Foreign Dances.

www.youtube.com.ph

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VI, Issue III

February 2025

Available online at <https://www.instabrightgazette.com>



(https://www.youtube.com/results?search_query=tango)

(<https://www.youtube.com/watch?v=2ImmwPYWDC0>)

(<https://www.youtube.com/watch?v=CPfw3M06Q60>)

(https://www.youtube.com/results?search_query=cha+cha+cha)

(https://www.youtube.com/results?search_query=waltz)

(<https://www.youtube.com/watch?v=STndJCfx0r4>)



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
