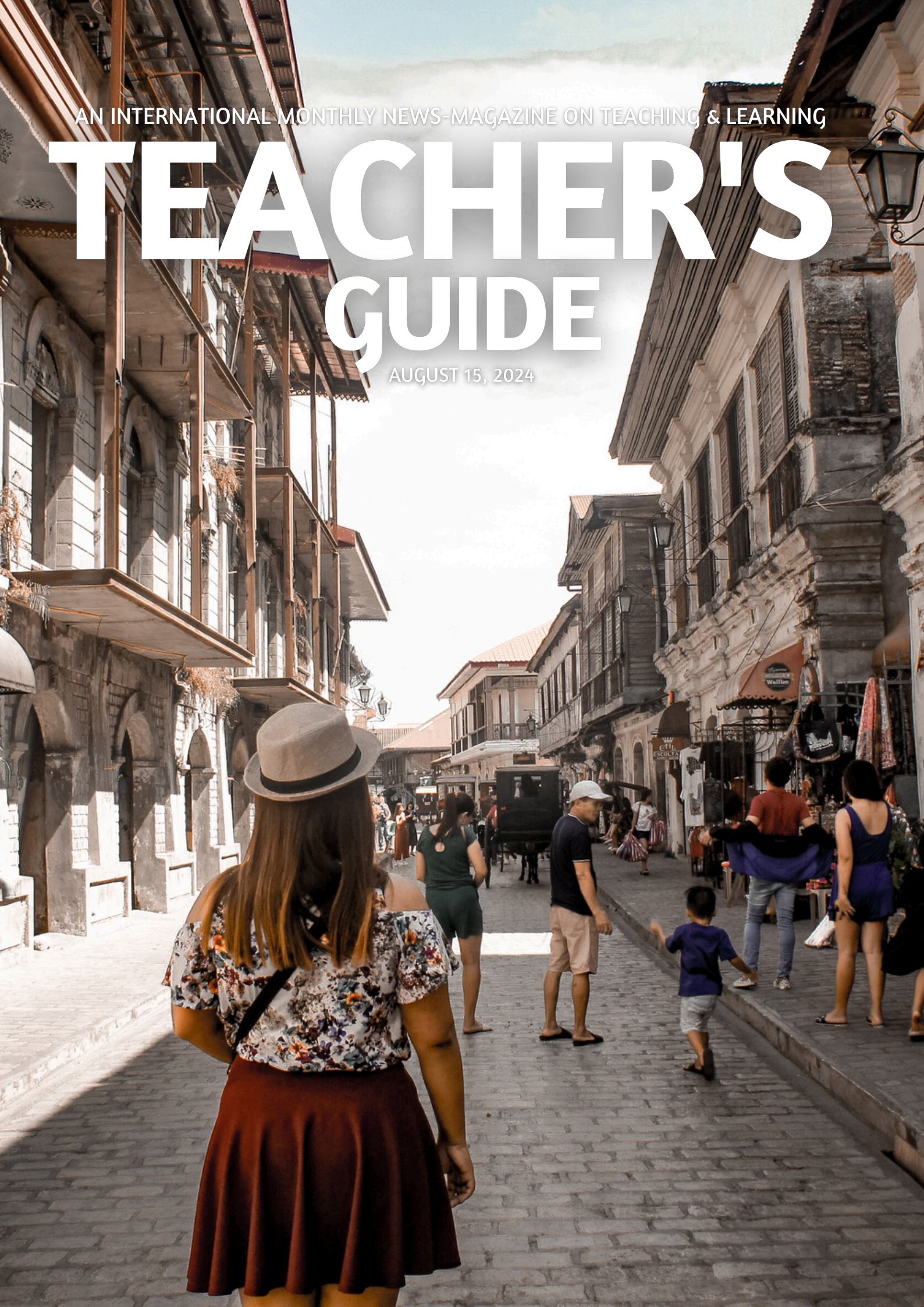


AN INTERNATIONAL MONTHLY NEWS-MAGAZINE ON TEACHING & LEARNING

TEACHER'S GUIDE

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Teacher's Guide

*An international monthly news-magazine on
teaching and learning*

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Essay

The Multifaceted Benefits of Line Dancing: Physical Fitness, Mental Wellness, and Community Building

by Elishama Jepphune D. Isogon

Line dancing is more than just a popular social activity; it holds significant value in terms of physical fitness, mental well-being, and community building. Research indicates that line dancing provides a comprehensive cardiovascular workout, enhancing cardiovascular health and overall fitness levels. According to studies, engaging in line dancing can improve aerobic capacity, muscular strength, and flexibility, making it an effective exercise choice for individuals of all ages. The repetitive movements and structured patterns involved in line dancing contribute to increased endurance and coordination, providing a full-body workout that supports physical health.

Beyond its physical benefits, line dancing also offers substantial mental health advantages. Research highlights that participating in line dancing can reduce stress levels and improve mood. The rhythmic nature of dance, combined with the social interaction it involves, helps release endorphins—chemicals in the brain associated with happiness and well-being. Furthermore, the cognitive engagement required to learn and remember dance steps enhances mental sharpness and memory. The social aspect of line dancing fosters a sense of belonging and can alleviate feelings of loneliness, contributing positively to emotional health.

Line dancing also plays a crucial role in fostering community and cultural connection. It often serves as a social gathering point where individuals can come together, share experiences, and build relationships. This communal aspect helps strengthen social networks and encourages cultural exchange, as line dances frequently incorporate elements from various traditions. By participating in line dancing, individuals not only engage in a healthy activity but also contribute to a vibrant community culture, enriching their social lives and creating lasting connections with others.



The author graduated of with a Bachelor's Degree in Physical Education majoring in Dance at West Visayas State University, class of 2016. She cultivates a rich career both as an educator and a performer. She completed her Master's degree in Physical Education Dance Stream in the same university and her Doctorate in Education, majoring in Physical Education, from Filamer Christian University.

Essay

Reflection on Philippine English: Identity, Evolution, and Policy Implications

by Jack M. Coyme



During the webinar, the statement made by Dr. Shirley Dita, a Professor from De la Salle University, Philippines said "Do not fake your English; be true; and be proud to use Philippine English," really touched me. I am a teacher who leads the classroom when it comes to English. I make sure that there is no code switching or translanguaging when I'm teaching. Actually, I made a point of addressing the students who had previously switched codes during class, telling them to stick to speaking in plain English and avoid doing so. I also emphasized that reciting is a form of speaking English, which requires practice and a certain level of language proficiency. The fact that I am not concerned about pronouncing words correctly is advantageous to me since I am aware that there are English terms for which I am not quite sure how to pronounce them.

As Dr. Dita continued her lecture, I came to recognize my identity as an English teacher. I am striving to imitate the accent, diction, and pronunciation of the native American, but I am losing my identity as a Filipino. Perhaps this is the unconscious monolingual orientation imbedded in us that lasted for many years by the Americans. Realizing this, I am still a slave to the American people in terms of language. The lectures on the language, which focus on concepts such as normal expansion, total reduction, analogous construction, vocabulary localization under various types of Philippine phonology, lexical items, and some grammatical features, have provided me with an understanding of the unique characteristics of Philippine English.

I would like to thank Kashrus's world englishes. This theoretical framework paves the way that no one owns the English language. The evolution of Philippine English empowered me to be loyal and faithful on my language Identity. As an advocate of Philippine English, I will consider Dr. Dita's remarks on recognizing the importance of our linguistic identity. I now value the distinct characteristics of Philippine English over rigid native American norms. As a policy implication, in my classroom, I will allow code-switching and translanguaging fosters an inclusive environment that honors our national identity and enhances language proficiency, enriching students' learning experiences and empowering them to take pride in their linguistic heritage.

Jack M. Coyme is an assistant professor IV at Western Mindanao State University. He earned his AB-English and Philosophy degrees from Ateneo de Zamboanga University and Pastor Bonus Seminary in Zamboanga City. He finished his Master of Arts in English at the Ateneo de Zamboanga University. He is presently studying to the Doctor of Philosophy in Language Teaching degree at Western Mindanao State University.

Essay

Fostering Values at Home: The Crucial Role of Parents in Shaping Children's Behavior and Academic Success

by Elizabeth A. Diasnes

The saying, "Values begin at home," encapsulates the profound impact parents have on shaping the behavior, attitudes, and overall development of their children. This sentiment was underscored in a symposium held in observing the National Values Month in the Philippines with the theme: MATATAG na Edukasyon, MATATAG na Karakter Moral: Kaakibat sa Kinabukasan ng Bawat. Ma'am Elizabeth A. Diasnes, an ITC Mentor for ALIVE under the leadership of Mr. Brian U. Bantilan and Values Coordinator at Doroteo S. Mendoza Sr. Memorial National High School, alongside the supportive Principal III, Marcial M. Acha, Jr., spearheaded a symposium that delved into the essence of creating a values-based atmosphere at home, November 24, 2023.

The symposium emphasized that parents are the architects of the moral compass that guides their children through life. What parents transmit through their words and actions reverberates beyond the school gates, significantly influencing the behavior of their children

in various social settings. It was attended by an enthusiastic gathering of 1,200. A key point of discussion was the ripple effect of a values-based home environment on academic performance. When children feel loved, valued, respected, understood and safe at home, they are better equipped to navigate the challenges of their academic journey. The symposium underscored that academic success is not solely a product of classroom teachings but is deeply intertwined with the emotional well-being of students.

As the echoes of the symposium resonate, it is evident that nurturing values at home is not just a responsibility; it is a gift that parents bestow upon their children, setting the stage for a future generation of compassionate, resilient, and academically successful individuals.

Elizabeth A. Diasnes is ALIVE ITC Mentor/World Values Day Associate for the Philippines.



Essay

A Balanced Perspective on the Role of Strategic Intervention Materials in Science Education

by Felina G. Ilagan

Meeting students' diverse learning requirements in today's educational environment is crucial for fostering academic success and minimizing achievement gaps. Strategic Intervention Materials (SIMs) have proven to be a useful tool in this regard, particularly when it comes to remedial tasks in science education. These tools are meant to give targeted teaching to students who are struggling with essential concepts, allowing them to catch up with their peers and create a solid foundation for scientific literacy. Although SIMs have numerous advantages, they also have several drawbacks that educators should consider when implementing them into a comprehensive remediation strategy.

Advantages of Using SIMs

One of the most notable advantages of SIMs is their ability to deliver personalized learning experiences. SIMs enable educators to tailor training to individual students' requirements by focusing on specific competencies with which they struggle. This personalized approach allows students to focus on areas where they need more help, developing their understanding of fundamental ideas before moving on to more complex issues. A student who is having trouble understanding photosynthesis, for example, may benefit from a SIM that breaks it down into basic steps, providing clarity and reinforcing mastery through graphics and interactive exercises.

SIMs also provide major engagement benefits. These resources frequently include multimedia components, games, and hands-on activities to make learning more engaging and entertaining. SIMs captivate students' interest by converting abstract scientific topics into relatable and engaging content, encouraging them to actively participate in the learning process. Increased involvement not only improves comprehension, but it also promotes a good attitude toward science, motivating kids to learn more about it.

Moreover, SIMs enable self-paced learning. Students can move through the materials at their own pace, giving them the time they need to completely grasp difficult subjects. This flexibility alleviates the stress that is typically associated

with traditional classroom settings, when students may feel rushed or nervous about keeping up with their peers. SIMs encourage students to take responsibility of their education and create confidence in their talents by allowing them to learn at their own level.

Disadvantages of Using SIMs

Considering its many benefits, SIMs still have limitations that schools must address. One big disadvantage is that producing good SIMs requires a large investment of resources. Creating products that are aligned with curricular standards and successfully address learning gaps takes a significant amount of time and effort from educators. In addition, teachers may require training to successfully design and administer SIMs, which can be difficult in schools with limited resources.

Another possible disadvantage of SIMs is their limited scope. While some tools are effective at targeting certain talents, they may not meet broader learning needs or prepare students for higher-order thinking skills. A SIM, for example, that focuses entirely on memorizing the periodic table may discourage students from investigating the fundamental principles of chemical reactions or their real-world applications.

An additional problem with SIMs is their technological dependence. Many of these products are based on internet platforms and resources that may not be available to all pupils, particularly those in underserved or rural locations. A lack of access to appropriate equipment or the internet might reduce the usefulness of SIM cards and deepen the digital divide among pupils.

Also, employing SIMs can cause considerable differences in student motivation. Not all students may be as engaged or motivated to participate in remedial activities, especially if they have negative attitudes toward science or remediation in general. Teachers must actively promote and encourage pupils to use SIMs and understand the potential benefits.

Conclusion

Felina G. Ilagan is a Master Teacher II in Science at Doroteo S. Mendoza Sr. Memorial National High School, Division of Oriental Mindoro. She completed the academic requirements for a master's degree in science education.



Essay

What is entrepreneurship education and why it matters to Filipino students?

by Gretchen Dawaton Bangguiyac

Entrepreneurship education refers to the essential information and skills through formal education or training programs to provide insights into establishing and managing a business enterprise. It involves teaching students about the entrepreneurial environment, including overcoming business challenges and seeking and seizing business opportunities.

Entrepreneurship education is considered one of the priority programs of the Philippine educational system to promote entrepreneurship among young Filipinos since entrepreneurial activities are recognized as a catalyst of economic development and a way to address pressing issues of poverty in society.

In our current educational system, entrepreneurship is included in elementary to tertiary-level curricula. Higher Education Institutions (HEIs) have also offered Bachelor of Science in Entrepreneurship degree as mandated by the Commission on Higher Education, which aims to develop students' entrepreneurial mindset and competencies and hopefully become successful entrepreneurs after graduation.

Despite being one of the government's priority programs, some students do not appreciate the subject and consider BS Entrepreneurship their first choice to get a college degree. Some even wonder what the course is all about.

So, the question is, does entrepreneurship education matter to Filipino students? Some may respond "No," yet students should answer "Yes." Some of these reasons are the following:

Gain foundational knowledge about starting and managing a business.

Through formal entrepreneurship education, students can gain insights into how to start a new business, including writing a business plan, setting up a business, and identifying and seizing business opportunities. They will also understand the business environment, which enables aspiring entrepreneurs to establish a firm foundation for the growth and success of their businesses and make well-informed decisions.

Develop innovative thinking.

As students are given opportunities to think outside the box, they can develop their

innovative thinking skills and generate new business ideas and concepts. This way of thinking can also be beneficial to addressing the problems in their way.

Help students become risk-takers.

Entrepreneurship education builds resilience and a growth attitude that views setbacks as challenges. As they learn about the stories of successful entrepreneurs in which risk-taking is one of the keys to their success, they will develop a strong mindset too and be open to new experiences, leading to becoming wise risk-takers.

Help develop students' leadership skills.

Students can develop their leadership skills through their exposure and formal training in leadership. They can also improve their communication skills and cultivate respect, empathy, camaraderie, and trust as they work with others, equipping them for leadership roles.

Help build a network of support.

Entrepreneurship education frequently incorporates mentorship programs, networking events, and industry affiliations as a means for students to expand their support networks. Through establishing a solid support network, students can acquire valuable connections, ideas, and resources that are instrumental in ensuring the success of their future businesses.

Gaining hands-on experience in managing a business.

Students are given the opportunities to acquire practical experience through business competitions, on-the-job training, practicum which requires them to implement their business plans, and other hands-on activities as part of their entrepreneurship education. Students can boost their confidence, hone their abilities, and improve their business concepts while preparing for the challenges of launching and operating a successful business through practical experience.

Enhance financial literacy and manage business risks.

Entrepreneurship education includes finance courses to enhance students' financial literacy, providing them with the skills and knowledge to manage their money and business risks efficiently.

Exposure to entrepreneurs and their success stories.

In entrepreneurship education, students are required to read success stories of entrepreneurs and sometimes have the chance to meet a few of these successful entrepreneurs, which inspires them to pursue their entrepreneurial dreams.

Increased chances of success in starting a new business.

According to studies, firms founded by entrepreneurs who obtain entrepreneurship education are more likely to survive and grow in the long term than companies founded by entrepreneurs who do not acquire such education. Entrepreneurs who obtain entrepreneurship education improve their chances of success, allowing them to develop profitable and sustainable businesses that benefit their communities and the local economy.

Pave the way to successful careers across industries.

One of the primary advantages of incorporating entrepreneurship into the curriculum is that it equips students with the groundwork necessary to thrive in an economy that is becoming ever more dynamic and global. Change is the only constant in modern society; conventional employment and career trajectories are no longer assured. Students with entrepreneurial competencies and skills are more likely to land a job across industries if they opt to.

Help them become responsible and ethical citizens.

Additionally, entrepreneurship education emphasizes the significance of ethical decision-making, social responsibility, and environmental sustainability in business, all contributing to developing responsible and ethical citizens among students. It teaches students how to create value for all stakeholders and identify and resolve problems in their communities. Today, where

numerous urgent social and environmental issues necessitate attention and constructive resolution, this is of the utmost significance.

In conclusion, entrepreneurship education is undeniably significant to our educational system and, more importantly, to Filipino students to prepare them for a better career in entrepreneurship and future jobs. It equips students with the necessary knowledge, competencies, and resources to initiate and manage a business venture effectively. In addition, it encompasses every aspect of the entrepreneurial process, including identifying a business opportunity, developing a business plan, establishing a support network, obtaining practical experience, and understanding the business landscape locally and globally. Moreover, in entrepreneurship education, students can access funding opportunities and resources, are exposed to the experiences of successful entrepreneurs, engage in networking activities with industry experts, and enhance the likelihood of success for their business ventures. Lastly, students can develop their leadership skills and values to become more responsible and ethical entrepreneurs.

The author is an Entrepreneurship Educator at Kalinga State University, presently studying Doctor of Philosophy in Management at Saint Louis University, Baguio City.

The Social Hype Cycle on the Usage of Neologism: Assessing the Academic Usability of the Neologism Utilized by the SHS Students and its Impacts on their Linguistic Performance

The researcher discovered that these variations in vocabulary acquisition have a major impact on students' linguistic performance. Many of these new words have already been incorporated into dictionaries. However, despite their widespread use, the majority of students were reported to be unaware of the semantics, word types, and word formation mechanisms of these neologisms. Thus, the need for a portfolio guide featuring neologisms was developed, with the goal of assisting students in appropriately incorporating neologisms in the educational setting. The study revealed that incorporating neologisms into classroom activities, discussions, and group tasks led to increased student participation. Many students felt a strong connection to the language, finding it exclusive and relatable.

Beverly M. Mercado holds a Master of Arts in Education with a specialization in English from the University of Batangas. She is currently a Teacher II at Inosloban-Marawoy Integrated National High School and serves as the President of the Faculty and Staff Association. In addition to her teaching role, she is an accomplished author and researcher and has been recognized as the Outstanding Secondary Researcher in her division.

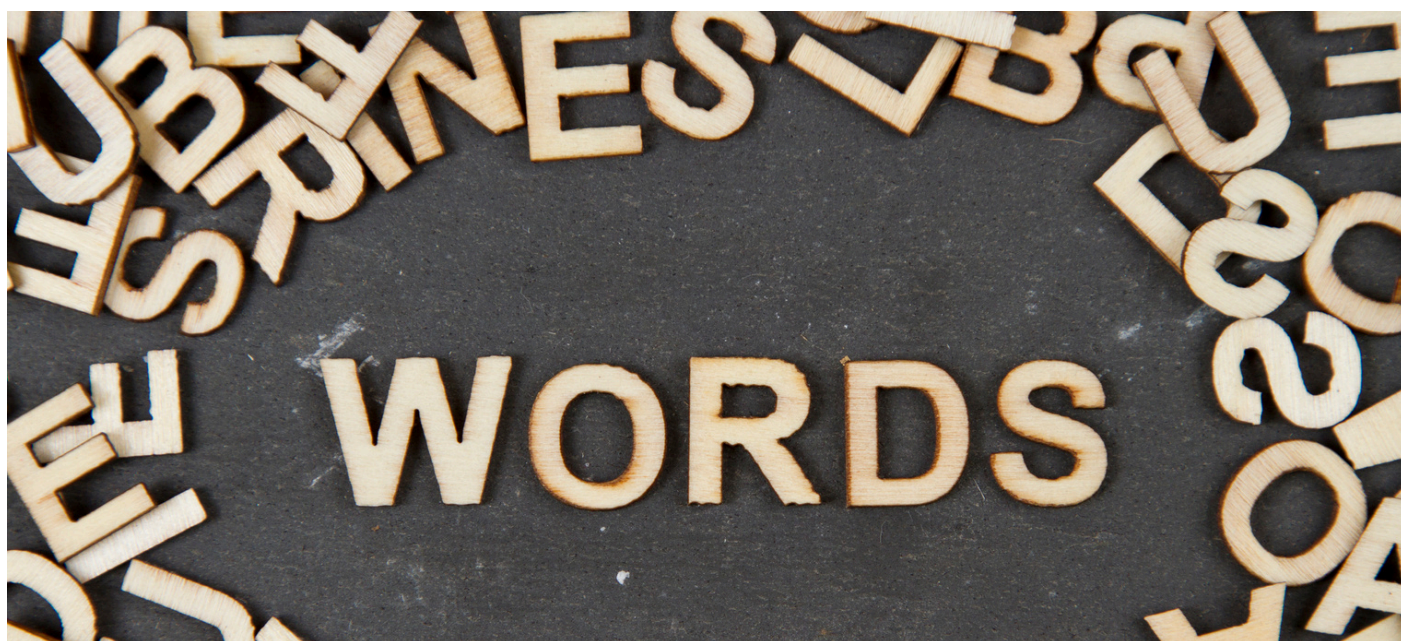
Abstract

Emergence of Neologisms in the Context of Social Media and How It Affects Students' Socio-pragmatic Communication: Foundation for the Development of a Portfolio Guide of Social Media Registers to be Utilized in Select SHS Subjects

by Beverly M. Mercado

This research was conducted to investigate how multiple neologisms utilized in the context of social media can affect students' socio-pragmatic communication. Since technology has made communication easier and more effective, language has been tremendously influenced. The way individuals connect, communicate, and socialize has changed as technology has advanced. These changes and developments have resulted in the formation of a new lexicon of words and phrases that many of us use to communicate effectively in order to cope with the changing nature of social communication and language culture. The researcher discovered that these variations in vocabulary acquisition have a major impact on students' verbal competence. Many of these new words have already been incorporated into dictionaries. But, despite their widespread use, the majority of students were reported to be unaware of the semantics, word types, and word formation mechanisms of the chosen neologisms. Thus, the need for a portfolio guide featuring neologisms was developed, with the goal of assisting students in deciphering the meanings and identifying the word types and word formation processes that these words undergo. The researcher utilized a descriptive study design. According to Bernard (2012), descriptive research is used to "describe" a situation, subject, behavior, or phenomenon. Participants were chosen for this study based on convenience and purposive sampling: those who were online and easily accessible, as well as those who had prior knowledge of neologisms. As revealed in the fgd, interviews and surveys conducted, neologism usage can affect students' socio-pragmatic communication-social use of language, especially when the meanings are obscure. As a result, students' language and vocabulary learning suffered, resulting in poor communicative performance.

Beverly M. Mercado holds a Master of Arts in Education with a specialization in English from the University of Batangas. She is currently a Teacher II at Inosloban-Marawoy Integrated National High School and serves as the President of the Faculty and Staff Association. In addition to her teaching role, she is an accomplished author and researcher and has been recognized as the Outstanding Secondary Researcher in her division.



Abstract

Neologisms: At the Peak of the Development of Vocabulary and Transformation of Language in the Context of Social Media and Its Impact on Students' Socio-Pragmatic Communication

by Beverly M. Mercado

The new generation of learners primarily contributes to language transformation by combining words and inventing new terms in order to communicate as quickly as possible. This new form of communication has spawned a new vocabulary of words and phrases that most of the students are using to communicate. Thus, this study was carried out since many students utilize various social media words when they communicate nowadays. To address this phenomenon, the researcher used various social media platforms and looked for ways in which they could be used as a tool to learn, acquire, and analyze new terms that circulated in them, as well as how it could affect the students' socio-pragmatic competence. This has also inspired an examination of various internet neologisms and how they may be taught to students who are frequent users and makers of neologisms. Teachers were surveyed on the techniques and approaches that could help students effectively learn and acquire these types of word variations. Documentary analysis of the different approaches to teaching these neologisms was also done and thoroughly filtered as to which strategies could best address the diverse needs of the students. It was revealed that the majority of the students communicated effectively when they were allowed to speak the vocabularies they learned online. They also demonstrated confidence and enjoyment when neologisms are used in discussions and written activities. The result was a collection of innovative strategies for teaching neologisms to enhance students' vocabulary, which could affect their language growth and holistic development.

Beverly M. Mercado holds a Master of Arts in Education with a specialization in English from the University of Batangas. She is currently a Teacher II at Inosloban-Marawoy Integrated National High School and serves as the President of the Faculty and Staff Association. In addition to her teaching role, she is an accomplished author and researcher and has been recognized as the Outstanding Secondary Researcher in her division.

INNOVATION, ACTION, I WENT, EVER EXPERIENCE
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SHOPPING CAN'E LITTLE UNDER OR KICK WISH
ALWAYS BEST SMART HEN SAME POSSIBLE FACE

Poem

Teaching a Calling Beyond Profession

by Marivic L. Han-awon

In the four corners, we stand tall,
The echoes of calling so clear to all.
Teaching with all our passion,
Drives us with an action.

Not just a profession, but the lives we mold
wisdom to share, dreams to hold.
Playing the role simultaneously
Teaching wholeheartedly.

Encountered challenge, pleasure and tear,
guiding dreams, we embrace so dear.
In the task, lesson and test,
we strive to give; we behold our best.

For being a teacher's more than words and books,
It's cultivating the hopeful looks.
The noblest profession, a blessed art,
To build the future with all our heart.
Creativity and effectivity to hurled,
for well-educated world.



Marivic L. Han-awon, is an English instructor at Bukidnon State University Impasugong Satellite Campus. She holds a Master of Arts in Education major in English and currently a 2nd year student of Doctor of Philosophy major in Educational Management.

Essay

PISA Findings: Challenges and Implications for Philippine Education

by Lynel M. Mendoza

The Programme for International Student Assessment (PISA), an international survey conducted by the Organization for Economic Cooperation and Development (OECD), has provided crucial insights into the state of education systems worldwide. The results from the most recent PISA assessments have highlighted significant challenges for the Philippines, particularly in the areas of reading, mathematics, and science. These findings have profound implications for the country's educational system, calling for urgent reforms and strategic interventions.

The PISA results revealed that Filipino students ranked near the bottom among participating countries in all three core subjects. In reading, which is the primary focus of the PISA 2018 assessment, the Philippines ranked last among 79 countries. Similarly, the country performed poorly in mathematics and science, indicating widespread deficiencies in basic literacy and numeracy skills. These results have sparked concern and debate among educators, policymakers, and the general public, as they underscore the urgent need for systemic improvements in the Philippine educational system.

One of the critical issues highlighted by the PISA findings is the quality of education in the country. Despite the increasing enrollment rates and efforts to improve access to education, the quality of learning remains a significant challenge. Many schools, particularly in rural and underserved areas, lack adequate resources, including qualified teachers, instructional materials, and infrastructure. This resource gap contributes to the poor performance of students in standardized assessments like PISA.

Another contributing factor is the curriculum itself. The current curriculum may not adequately equip students with the critical thinking, problem-solving, and analytical skills needed to succeed in the PISA assessments. The emphasis on rote learning and memorization, rather than on understanding and applying concepts, may hinder students' ability to perform well in tasks that require deeper cognitive engagement. The PISA results suggest a need for a curriculum overhaul that focuses on developing higher-order thinking skills and practical application of knowledge.

Moreover, the PISA findings have brought attention to inequality in education. There is a stark contrast in performance between students from different socio-economic backgrounds, with those from more affluent families generally performing better than those from poorer households. This disparity reflects broader socio-economic inequalities in the Philippines and points to the need for targeted interventions to support disadvantaged students. Addressing these inequalities is crucial for improving overall educational outcomes and ensuring that all students have the opportunity to succeed, regardless of their background.

The impact of these findings on Philippine education is profound. In response to the PISA results, the Department of Education (DepEd) has acknowledged the need for comprehensive reforms. These reforms include enhancing teacher training programs, improving the curriculum, and increasing investment in educational resources and infrastructure.

Additionally, there is a growing recognition of the need to promote a culture of reading and lifelong learning among students, as these are essential for improving literacy and overall academic performance.

The PISA findings serve as a wake-up call for the Philippine education system. They highlight significant challenges in the quality of education, curriculum relevance, and educational equity.

Addressing these issues requires concerted efforts from all stakeholders, including the government, educators, parents, and the broader community. By focusing on improving the quality of education, fostering critical thinking skills, and addressing socio-economic disparities, the Philippines can begin to make meaningful progress toward better educational outcomes for all its students.

Lynel Medina Mendoza is Master Teacher 1 at Southville VI Elementary School. She is an Outstanding Elementary School Master Teacher and a National Schools Press Conference (NSPC) Winning coach.

Essay

Surmounting Challenges Faced by Elementary Teachers in the Philippines

by Nathalee M. Briones

Elementary teachers play a crucial role in shaping the minds of the Filipino youth, but their work is fraught with challenges. From limited resources to socio-economic disparities, these educators face numerous obstacles that test their resilience and dedication.

One of the most pressing challenges is the lack of resources in public schools, particularly in rural areas in the islands and provinces. In cities, on the other hand, many classrooms are overcrowded, and teachers often have to make do with outdated textbooks and insufficient materials. This situation forces teachers to be resourceful, sometimes spending their own money to create learning aids, which adds financial strain to their already demanding job.

Socio-economic disparities among students further complicate the teaching environment. Many children come from impoverished backgrounds, where basic needs like food, clothing, and healthcare are not met. These conditions affect students' ability to focus and perform well in school. Teachers must address not only academic needs but also provide emotional support, which can be challenging without proper training or resources.

The burden of administrative tasks also weighs heavily on teachers. The extensive paperwork and reporting requirements take time away from lesson planning and student engagement, leading to burnout. The bureaucratic demands often leave teachers feeling overwhelmed, detracting from their primary focus of teaching. Despite these challenges, Filipino teachers persist. They leverage their creativity and resourcefulness to maximize limited resources, often forming support networks with colleagues to share ideas and materials. Community engagement also plays a key role, with teachers enlisting the help of parents, local governments, and NGOs to supplement resources and provide additional support.

Professional development is another critical factor in overcoming challenges. Many teachers actively seek training and further education to stay updated on the latest teaching methods and technologies. This continuous learning helps them navigate the complexities of modern education and better serve their students. At the heart of their resilience is a deep sense of purpose and commitment to their students.

Filipino teachers understand the long-term impact of their work on the future of their students. This sense of responsibility drives them to push through adversity, continually adapting and innovating to provide quality education.

Yes, it is true that public elementary school teachers in the Philippines face significant challenges, including resource limitations, socio-economic disparities, administrative burdens, and the demands of remote learning. However, their creativity, collaboration, commitment to professional growth, and strong sense of purpose enable them to surmount these obstacles. Despite the odds, these dedicated educators continue to provide the essential foundation for their students' education, ensuring a brighter future for the next generation.

Nathalee M. Briones is a Teacher III in the Division of Nueva Ecija. She is currently taking her master's degree in Educational Management at College of Immaculate Conception.



Essay

Effectiveness of Philippine Folkdance Program on Students' Dancing Skills and Attitude

by Annaliza O. Lisay

In an era where modern and pop dance often dominate the preferences of young learners, exploring the traditional art of folk dancing offers a unique opportunity to reconnect students with their cultural heritage. A study conducted by Annaliza O. Lisay probed into the effectiveness of the study on the effectiveness of Philippine Folkdance Program on dancing skills and attitudes of Grade 10 students was conducted during the 1ST quarter of the Academic Year 2020-2021 at Gulod National High School. In her study, she implemented the quasi experimental and descriptive methods were used. The questionnaires and dance performance rubrics are being used to describe the effectiveness of the Philippine Folk Dance Program on students' dance skills and attitudes.

Overall, the dancing skills of the respondents before and after the implementation of Philippine Folkdance Program was significant and the null hypothesis is rejected. Then, the dancing attitudes of the respondents before and after the implementation of Philippine Folkdance Program was not significant and the null hypothesis will be retained. Lastly, the overall dancing skills and attitudes of the respondents before and after the implementation of Philippine Folkdance Program was also not significant that the null hypothesis will be retained.

It is therefore concluded that dancing is dominated by female of grade 10 students. Students preferred modern dance over folk dance and pop dance. To improve their skills and attitudes in folk dancing, the study proposes encouraging students to participate in online and face-to-face dance contests. Those who enjoy modern dance may be challenged to explore about or try folk dancing as well.

Filipino teachers understand the long-term impact of their work on the future of their students. This sense of responsibility drives them to push through adversity, continually adapting and innovating to provide quality education.

Yes, it is true that public elementary school teachers in the Philippines face significant challenges, including resource limitations, socio-economic disparities, administrative burdens, and the demands of remote learning. However, their creativity, collaboration, commitment to professional growth, and strong sense of purpose enable them to surmount these obstacles. Despite the odds, these dedicated educators continue to provide the essential foundation for their students' education, ensuring a brighter future for the next generation.

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