RESEARCH ARTICLE

STUDENTS’ AWARENESS AND PERFORMANCE IN PHILIPPINE FOLK DANCES

Freddie S. Javiña, MAED
Faculty, Laguna State Polytechnic University.

Abstract

This research aimed to determine the student’s level of awareness and performance in folk dance that served as basis of developing program for promotion of folk dancing skills in Bitin National High School for the school year 2017 to 2018. The descriptive research was used in the study using the Grade 9 students of Bitin National High School as the respondents. A self-made questionnaire and rubrics for dance performance were used to describe the level of awareness and dance performance skills of the respondents. Mean and standard deviation and Pearson r correlation using an alpha level of .05 were used as the statistical tools. The study revealed the following findings. Majority were 15 years old (90), followed by 14 years old (65), 16 years old (53), 17 years old (23) and the least 18 years old (10) with total number of 241. The over-all mean of 3.30 shows that the students are Moderately Interested about Philippine folk dances. For the Level of awareness of the students to folk dance related variables, in terms of the following variables: objectives (OM=3.30), strategies (OM=3.71), skills in folk dancing (OM=3.77), availability of dance materials (OM=2.88), and training (OM=3.12) were all interpreted as Moderately Aware. While exposure to Philippine folk dances (OM=3.43) shows that the students are somewhat aware to Philippine folk dances. Only the competence of the dance instructor was rated highly aware. With regard to the performance of the Grade 9 students in folk dancing fundamental skills, for the three categories given: poise and grace, timing and rhythm, interpretation of literature, most of the respondents were rated as Moderately Aware. The Correlation of folk-dance awareness variables as to poise and grace shows No Significant Correlation to folk dancing fundamental skills. The second category for folk dancing fundamental skills, timing and rhythm shows Negligible Correlation to folk dance awareness variables. The third category which is the interpretation of literature also shows Negligible Correlation to folk dance awareness related variables.

Copy Right, IJAR, 2021. All rights reserved.

Corresponding Author: - Freddie S. Javiña, MAED
Address: - Faculty, Laguna State Polytechnic University.
Introduction:-
Dancing according to Bannon (2010), is an intellectual, physical and sensorial response to experiences of the world. Many theorists advocated that the integration of our physical, intellectual and emotional selves can occur in dancing and the holistic benefits of education can be understood through dancing.

Furthermore, it can teach children to dwell their own body and find out the untapped potential, heightening the self-awareness. Dancing finds its most proper historical and cultural collocation in the educational art context, whose area of knowledge is shared by similar arts like music, theatre and visual arts in order to develop a defined set of attitudes and competences.

In addition, Philippine folk dance is a genre of contemporary arts of the Philippines. Many believe that folk dance can be best be defined as people’s ordinary dance, dance they have learned by looking at and emulate from others.

Finally, most of the students nowadays are not fully aware of the different folk dances and its relation to their cultural heritage, the Philippines has 7,107 islands and each island has different folk dances that mirrors their beliefs, customs and traditions. Folk dance is really a way of preserving our cultural heritage and school is a very important agent on preserving that cultural heritage, that is why awareness in folk dances among high school students is a must.

Methodology:-
This study analyzed the student’s awareness and performance in Philippine folk dances using the descriptive research design. According to Enriquez (2005), descriptive research is characterized as a survey or normative approach to the study of condition, which is an essential guide to one’s thinking. It is used to describe characteristics of a population or phenomenon being studied.

The purpose of descriptive research is to examine a phenomenon that is occurring at specific place and time. This research design was used to describe the level of awareness and performance of the students of Bitin National High School in Philippine folk dances.

Results and Discussions:-
This chapter presents the findings of the study and their corresponding analysis together with the interpretation of the statistical treatment of data, all statistical treatments are presented in graphical form for easy interpretation of the results.

Presentation, Analysis and Interpretation of Data:
Table 1 shows the respondents perceived interest in folk dancing. The indicators that state that folk dances have been one of the most valuable ways for them to learn and experience culture and history and folk dance is an enjoyable experience were interpreted as Satisfactory and Very Satisfactory respectively. The high rating was because students were given lessons about folk dances, which include the appreciation of Philippine folk dance, indigenous and traditional dance and other dance forms. While the indicator, folk dances are only performed for foreigners and are not inviting were interpreted as Satisfactory.

| Statements                                           | Mean | SD  | Verbal Interpretation       |
|------------------------------------------------------|------|-----|-----------------------------|
| are good forms of entertainment.                     | 4.23 | 0.95| Very Satisfactory           |
| are better than any other genre of dance             | 3.99 | 0.89| Satisfactory                |
| have very boring steps.                              | 2.19 | 1.40| Less Satisfactory           |
| are shameful experience when performed.              | 2.27 | 1.19| Less Satisfactory           |
| is an enjoyable activity which can be enjoyed by all?| 4.20 | 0.96| Very Satisfactory           |
| are not inviting.                                    | 2.02 | 1.21| Less Satisfactory           |
| can be a medium for cultural education among youth.  | 4.02 | 1.09| Satisfactory                |
| are only performed for foreigners.                   | 3.58 | 1.03| Satisfactory                |
have been one of the most valuable ways for us to learn and experience our culture and history.  

| Weighted Mean | Interpretation |
|---------------|----------------|
| 3.30 | Moderately Satisfactory |
| SD=1.43 |

| Legend     | Scale | Range    | Description               | Interpretation                  |
|------------|-------|----------|---------------------------|---------------------------------|
|            | 5     | 4.20-5.00| Strongly Agree            | Very Satisfactory               |
|            | 4     | 3.40-4.19| Agree                     | Satisfactory                    |
|            | 3     | 2.60-3.39| Moderately Agree          | Moderately Satisfactory         |
|            | 2     | 1.80-2.59| Disagree                  | Less Satisfactory               |
|            | 1     | 1.00-1.79| Strongly Disagree         | Not Satisfactory                |

Table 2 shows the results got an over-all mean of 3.87 (SD=1.02) and interpreted as “Satisfactory”. All of the indicators given were part of the K to 12 curriculum guides for PE aimed to achieve by their MAPEH teachers in teaching folk dances. The objectives were discussed and explained to them during their PE class which explained the results high rating.

Table 2: Level of awareness of the students of Bitin National High School to Philippine folk dances related variable in terms of Objectives.

| Statements                                                                 | Mean | SD  | Interpretation |
|---------------------------------------------------------------------------|------|-----|----------------|
| foster patriotism and nationalism through the study of our dances.        | 4.04 | 1.03| Satisfactory   |
| arouse better appreciation of Philippines music and folk dances.          | 3.81 | 1.14| Satisfactory   |
| provide, through dancing, a helpful form of relaxation and recreation.    | 3.99 | 0.95| Satisfactory   |
| develop a graceful and rhythmic coordination of body movements that will improve posture. | 3.92 | 0.97| Satisfactory   |
| preserve posterity, folk dances and music indigenous to the different region of the Philippines. | 4.04 | 1.00| Satisfactory   |
| demonstrate the growth of Filipino culture through the evolution of Philippine dances. | 4.11 | 0.92| Satisfactory   |
| interpret dance literature correctly.                                     | 3.61 | 0.86| Satisfactory   |
| demonstrate mastery of basic steps in folk dancing.                       | 3.51 | 1.03| Satisfactory   |
| explain the role of folk dancing in promoting physical fitness and wellness of the family. | 3.88 | 1.17| Satisfactory   |
| identify the meaning of the gestures and hand movements folk dance.       | 3.83 | 0.98| Satisfactory   |

Table 3 indicates the perceived level of awareness of students of Bitin National High School in Folk Dance as to strategies. As shown in the results, the respondents show Satisfactory in folk dancing. Also, the respondents shows that they have enough knowledge about folk dances are performed, as they have a high level of awareness about the following indicators: time, energy, and space are the elements needed in folk dancing and the body language must be powerful, full of energy and strength. The student level of awareness in folk dance as to strategies was rated with an over-all mean of 3.71 (SD=.1.10) and interpreted as Satisfactory. A high rating can be explained by the teaching strategies done by the dance instructor.
Table 3: Level of awareness of the students of Bitin National High School to Philippine folk dances related variable in terms of Strategies

| Statements                                                                 | Mean | SD  | Interpretation        |
|---------------------------------------------------------------------------|------|-----|-----------------------|
| We can easily learn through the rhythm of folk-dance music.               | 4.08 | 1.09| Satisfactory          |
| Folk dancing is a story telling using body movement.                     | 3.73 | 1.01| Satisfactory          |
| Precise movement is needed in folk dancing compared to the present       | 3.70 | 1.13| Satisfactory          |
|    dances of today.                                                      |      |     |                       |
| Movements/steps in folk dance are very simple and easy.                  | 3.44 | 1.00| Satisfactory          |
| Time, energy, and space are the elements needed in dancing.              | 4.05 | 1.01| Satisfactory          |
| In folk dancing, the body movement of the dancer is poetic.              | 3.97 | 1.18| Satisfactory          |
| In folk dancing, the body language must be powerful, full of energy       | 3.78 | 0.90| Satisfactory          |
|    and strength.                                                        |      |     |                       |
| Folk dances have unpredictable pattern of steps.                         | 3.70 | 1.01| Satisfactory          |
| Folk dances use symbolic movements.                                      | 3.79 | 0.97| Satisfactory          |
| In folk dances, repetition of movements is a way to create rhythmic      | 2.83 | 1.12| Moderately Satisfactory|
|    structure.                                                            |      |     |                       |
| **Weighted Mean=3.71**                                                    |      |     | Satisfactory          |
| **SD=1.10**                                                              |      |     |                       |

Legend

| Scale | Range   | Description       | Interpretation       |
|-------|---------|-------------------|----------------------|
| 5     | 4.20-5.00 | Strongly Agree    | Very Satisfactory    |
| 4     | 3.40-4.19 | Agree             | Satisfactory         |
| 3     | 2.60-3.39 | Moderately Agree  | Moderately Satisfactory|
| 2     | 1.80-2.59 | Disagree          | Less Satisfactory    |
| 1     | 1.00-1.79 | Strongly Disagree | Not Satisfactory     |

All the items given in Table 4 were all interpreted as Satisfactory and the over-all mean of 3.81 and standard deviation of 1.03 only shows that the MAPEH teacher which is also the respondents dance instructor is highly competent or skilled in teaching folk dance.

Table 4: Level of awareness of the students of Bitin National High School to Philippine folk dances related variables in terms of Competencies of the Dance Instructor.

| Statements                                                                 | Mean | SD  | Interpretation        |
|---------------------------------------------------------------------------|------|-----|-----------------------|
| My teacher encourages us to analyze the historical development of          | 3.71 | 1.08| Satisfactory          |
|    dance forms like social, cultural, and political influences.         |      |     |                       |
| My teacher makes us realize the importance of folk gestures/traditional   | 4.03 | 0.97| Satisfactory          |
|    dancing as an expression of cultural identity.                       |      |     |                       |
| My teacher believes that it is important to communicate traditional        | 3.62 | 1.07| Satisfactory          |
|    folk-dance roots as a part of common past.                           |      |     |                       |
| My teacher provides us reading materials about the Philippine cultures    | 3.42 | 1.03| Satisfactory          |
|    and folk dances.                                                     |      |     |                       |
| My teacher can demonstrate properly the steps in folk dances.            | 3.74 | 0.93| Satisfactory          |
| My teacher emphasizes the importance of completing a step or figure      | 3.95 | 1.03| Satisfactory          |
|    before going to the next.                                            |      |     |                       |
| My teacher emphasizes the difference in men and women styling             | 4.12 | 1.00| Satisfactory          |
|    within the same dance.                                               |      |     |                       |
| My teacher knows the music well for the dances she teaches.             | 3.93 | 0.99| Satisfactory          |
| My teacher discusses how a particular costume affects the                | 3.98 | 0.97| Satisfactory          |
|    movement of a dance.                                                 |      |     |                       |
| My teacher knows and explains the differences between movements           | 3.59 | 1.06| Satisfactory          |
|    types like “step”, “hop”, “leap” and “jump”.                         |      |     |                       |
| **Weighted Mean=3.81**                                                    |      |     | Satisfactory          |
| **SD=1.03**                                                              |      |     |                       |
Table 5 reveal the perceived level of awareness in Philippine folk dance in terms of skill in folk dancing. The results show Satisfactory as to skills in folk dancing which was manifested by an over-all mean of 3.77 and standard deviation of 1.08. The students show skills in their Folk-Dance performance because they were given time to practice before their practical test.

Table 5:- Level of awareness of the students of Bitin National High School to Philippine folk dances related variables in terms of Skills in Folk Dancing.

| Statements | Mean | SD  | Interpretation |
|------------|------|-----|----------------|
| recognize patterns and combinations steps in dancing folk dance. | 3.66 | 1.02 | Satisfactory |
| identify factors that can affect the quality of a dance performance (energy, focus, expression) | 3.90 | 1.01 | Satisfactory |
| properly execute fundamental positions of arms and feet in folk dancing. | 3.56 | 0.99 | Satisfactory |
| synchronize my body movements with music in folk dancing. | 3.91 | 0.99 | Satisfactory |
| create and perform simple folk-dance steps | 4.00 | 1.06 | Satisfactory |
| repeat a dance phrase shown to me and perform it accurately. | 3.73 | 1.15 | Satisfactory |
| warm up and cool down my body properly and safely | 3.85 | 1.10 | Satisfactory |
| move my body in a clear and well-defined way. | 3.83 | 1.14 | Satisfactory |
| use appropriate dance vocabulary when describing dances. | 3.68 | 1.17 | Satisfactory |
| develop, sequence, and refine movement | 3.59 | 1.11 | Satisfactory |
| Weighted Mean=3.77 | Satisfactory |
| SD=1.08 |

Table 6 shows the perceived level of awareness in Philippine folk dance in terms of exposure to Philippine folk dances. The over-all mean of 3.43 and standard deviation of 1.19 illustrates the level of awareness of the students and was interpreted as Satisfactory.

Although the students show awareness to folk dances, the school still needs to encourage them to join a cultural dance presentation or contest at least once a month.

Table 6:- Level of awareness of the students of Bitin National High School to Philippine folk dances related variables in terms of Exposure to Philippine Folk Dancing.

| Statements | Mean | SD  | Interpretation |
|------------|------|-----|----------------|
| can associate costumes with the dances. | 3.71 | 1.00 | Satisfactory |
| can distinguish between the dance styles of different ethnic groups. | 3.49 | 0.98 | Satisfactory |
| have attended a summer class in folk dancing | 2.22 | 1.32 | Less Satisfactory |
| was encouraged by my school to dance folk dances during | 3.46 | 1.19 | Satisfactory |
have one activity in our MAPEH subject which is folk dance presentation.  
3.93  1.04  Satisfactory

can dance Tinikling, Itik-itik, Maglalatik and the likes.  
3.93  1.05  Satisfactory

always join cultural dance contests in our school.  
3.73  1.05  Satisfactory

am exposed more on the history and literature about folk dances and lesser on the visual arts.  
3.28  1.10  Moderately Satisfactory

know that a larger amount of time in teaching folk dances are used to give us more idea about folk dancing.  
3.12  1.14  Moderately Satisfactory

know that emphasis is given about the importance of preserving our culture through folk dance.  
3.98  1.00  Satisfactory

Weighted Mean=3.43  Satisfactory
SD=1.19

| Statement                                                                 | Mean | SD    | Interpretation       |
|---------------------------------------------------------------------------|------|-------|----------------------|
| intermission numbers in our school programs.                              | 3.93 | 1.04  | Satisfactory         |
| have one activity in our MAPEH subject which is folk dance presentation. | 3.93 | 1.05  | Satisfactory         |
| can dance Tinikling, Itik-itik, Maglalatik and the likes.                 | 3.93 | 1.05  | Satisfactory         |
| always join cultural dance contests in our school.                       | 3.73 | 1.05  | Satisfactory         |
| am exposed more on the history and literature about folk dances and lesser| 3.28 | 1.10  | Moderately Satisfactory |
| know that a larger amount of time in teaching folk dances are used to     | 3.12 | 1.14  | Moderately Satisfactory |
| give us more idea about folk dancing.                                     | 3.98 | 1.00  | Satisfactory         |

Table 7 illustrates the perceived level of awareness as to the availability of dance materials. The over-all mean of 2.88 and standard deviation of 1.29 Most of the indicators got a rating of Moderately Satisfactory. The score shows that the presence of dance materials like speakers, music videos and video camera inspired the students in performing folk dances in spite of the limited costumes.

Table 7: Level of awareness of the students Bitin National High School to Philippine folk dances related variables in terms of Availability of Dance Material.

| Statements                                                                 | Mean | SD    | Interpretation       |
|---------------------------------------------------------------------------|------|-------|----------------------|
| Costumes, props and accessories are readily available in our school.       | 2.09 | 1.15  | Less Satisfactory    |
| Most of the costumes use in folk dances are expensive.                    | 2.38 | 1.04  | Less Satisfactory    |
| There are available videos of dances online.                              | 4.07 | 0.95  | Satisfactory         |
| The school provides us with the materials use in our folk-dance presentation. | 2.34 | 1.45  | Less Satisfactory    |
| Wearing traditional costumes make the dancer difficult to move.           | 2.64 | 0.97  | Moderately Satisfactory |
| We have very little existing materials for folk dances like books.         | 3.13 | 1.04  | Moderately Satisfactory |
| CD’s and Videos are used by our teachers to enhance our learning in folk dancing. | 3.90 | 1.08  | Moderately Satisfactory |
| Needed materials like laptops, speakers, VCD players needed in teaching folk dances are all provided by our school. | 2.40 | 1.44  | Less Satisfactory    |
| We have an appropriate place for practicing or teaching dances in our school. | 2.86 | 1.01  | Moderately Satisfactory |
| Our school have interesting and useful tools that could attract more students to folk dances. | 2.97 | 1.01  | Moderately Satisfactory |

Weighted Mean=2.88  Moderately Satisfactory
SD=1.29
Legend

| Scale | Range      | Description   | Interpretation        |
|-------|------------|---------------|-----------------------|
| 5     | 4.20-5.00  | Strongly Agree| Very Satisfactory      |
| 4     | 3.40-4.19  | Agree         | Satisfactory           |
| 3     | 2.60-3.39  | Moderately Agree| Moderately Satisfactory|
| 2     | 1.80-2.59  | Disagree      | Less Satisfactory      |
| 1     | 1.00-1.79  | Strongly Disagree| Not Satisfactory       |

Table 8 manifest the perceived level of awareness in Philippine folk dance as to training. All the indicators were given high ratings most especially indicators 3 and 7. Training is important because it is the time when the students study the mental, physical, and artistic side of dance. Further, Oakes (2011) said that teacher’s attitude is important in teaching folk dance. Good teachers have an enthusiastic outlook about the materials presented, the music used, the students in the class, and themselves.

| Statements                                                                 | Mean | SD  | Verbal Interpretation       |
|---------------------------------------------------------------------------|------|-----|-----------------------------|
| Rigorous dance practice is needed to master the steps in folk dancing.    | 2.15 | 1.21| Less Satisfactory           |
| Practicing folk dance takes more time.                                    | 2.62 | 1.10| Moderately Satisfactory     |
| Our trainer has a vast knowledge about folk dance                         | 3.20 | 1.01| Moderately Satisfactory     |
| There is little time given to us in training folk dances.                | 3.12 | 1.09| Moderately Satisfactory     |
| Our school has given us special training to be as skilled as possible in folk dancing. | 2.95 | 1.05| Moderately Satisfactory     |
| We are allowed to organize a dance event and/or attend a festival showing our cultural dances. | 3.54 | 1.24| Moderately Satisfactory     |
| specialized teacher teaches folk dance.                                  | 3.73 | 1.07| Moderately Satisfactory     |
| I seem lost and demonstrates incorrect dance steps.                      | 3.09 | 1.09| Moderately Satisfactory     |
| Rigorous training by my teacher makes me demonstrate the correct dance sequence. | 3.26 | 1.09| Moderately Satisfactory     |
| Because of the training given to us by our teacher, we follow the entire dance sequence with no prompts from others. | 3.52 | 1.11| Satisfactory                |

Weighted Mean=3.12 Moderately Satisfactory
SD=1.19

Table 9 presents the performance of the Grade 9 students in folk dancing as to poise and grace. Majority of the respondents were rated as Satisfactory.

The over-all mean of 3.54 with standard deviation of 1.12 illustrates the level of awareness of the students and was interpreted as Satisfactory. Although, the students show awareness to folk dances, the school still needs to encourage them to join cultural dance presentation or contests. This indicates that the students can execute or perform folk dance but they still need more practice in order for them to master the steps in folk dancing to get a high-performance rating.
Table 9: Level of performance of the students of Bitin National High School in Philippine folk Dancing fundamental skills in terms of Poise and Grace.

| Statements                                                                 | Mean  | SD    | Verbal Interpretation       |
|----------------------------------------------------------------------------|-------|-------|-----------------------------|
| Execute the steps and pattern properly                                    | 3.34  | 1.08  | Moderately Satisfactory     |
| Associate my movement gracefully with the music                            | 3.11  | 1.10  | Moderately Satisfactory     |
| Identify the distinct movement of different folk dances                    | 3.21  | 1.03  | Moderately Satisfactory     |
| Catch the attention of the audiences                                      | 3.54  | 1.24  | Satisfactory                |
| Interpret the meaning of action in a certain folk dance                    | 3.92  | 1.09  | Satisfactory                |
| Move easily and gracefully even wearing the traditional costumes           | 3.35  | 1.05  | Moderately Satisfactory     |
| Tell by poise that the steps are for male or female                        | 3.71  | 1.01  | Satisfactory                |
| Demonstrate the proper poise                                              | 3.72  | 1.07  | Satisfactory                |
| Distinguish whether the folk dances are courtship, or war dance by simply looking at the posture. | 3.86  | 1.01  | Satisfactory                |
| Relate the poise and grace of the dancers to their culture.               | 3.63  | 1.16  | Satisfactory                |

Weighted Mean=3.54 Satisfactory

SD=1.12

Legend

| Scale | Range      | Description     | Interpretation            |
|-------|------------|------------------|---------------------------|
| 5     | 4.20-5.00  | Strongly Agree   | Very Satisfactory         |
| 4     | 3.40-4.19  | Agree            | Satisfactory              |
| 3     | 2.60-3.39  | Moderately Agree | Moderately Satisfactory   |
| 2     | 1.80-2.59  | Disagree         | Less Satisfactory         |
| 1     | 1.00-1.79  | Strongly Disagree| Not Satisfactory          |

Table 10 shows the performance rating of the Grade 9 students in folk dancing as to timing and rhythm. The over-all mean of 3.53 with standard deviation of 1.25. Most of the students were rated as Satisfactory. Although, the students can perform the dance, not all of them can execute the dance perfectly.

Table 10: Level of performance of the students of Bitin National High School in Philippine folk Dancing fundamental skills in terms of Timing and Rhythm.

| Statements                                                                 | Mean  | SD    | Verbal Interpretation       |
|----------------------------------------------------------------------------|-------|-------|-----------------------------|
| Found it difficult to get the tempo of the steps                            | 2.62  | 1.46  | Moderately Satisfactory     |
| Can move coordinately with the music                                        | 3.59  | 1.22  | Satisfactory                |
| Can follow the beat of the music                                           | 3.63  | 1.13  | Satisfactory                |
| Execute the movement timely and accurately                                  | 3.79  | 1.05  | Satisfactory                |
| Found it easy to follow the steps by listening to the music                | 3.88  | 1.13  | Satisfactory                |
| Can move coordinately with others                                          | 3.55  | 1.24  | Satisfactory                |
| Can tell whether the dance is active or passive by observing the dance timing and rhythm | 3.25  | 1.23  | Moderately Satisfactory     |
| Can develop movement based on the rhythm                                   | 3.51  | 1.20  | Satisfactory                |
| Can adopt to the timing of the music and rhythm of movement                | 3.76  | 1.12  | Satisfactory                |
| Can repeat dance pattern with proper timing                                | 3.73  | 1.18  | Satisfactory                |

Weighted Mean=3.53 Satisfactory

SD=1.25

Legend

| Scale | Range      | Description     | Interpretation            |
|-------|------------|------------------|---------------------------|
| 5     | 4.20-5.00  | Strongly Agree   | Very Satisfactory         |
Table 11 presents the performance of Grade 9 students in folk dancing as to interpretation of literature. The over-all mean of 3.79 with standard deviation of 1.06. The majority of the students were rated as Satisfactory. As mentioned in the previous results, students can execute the basic movement in folk dance but with little mastery because they were not given enough time to practice. For the proper use of costumes, almost half of the respondent’s population were rated as Good. This is because the students were given lectures about folk dances. Dancers are not just performing artists; their bodies are also the instruments.

Table 11: Level of performance of the students of Bitin National High School in Philippine folk Dancing fundamental skills in terms of Interpretation of Literature.

| As a folk dancer… | Statements                                                                 | Mean  | SD    | Verbal Interpretation |
|-------------------|-----------------------------------------------------------------------------|-------|-------|-----------------------|
| Can understand the importance of folkdance as a way of culture preservation | 4.14  | 0.95  | Satisfactory          |
| Can distinguish which culture is portraying in a specific folk dance | 3.59  | 1.24  | Satisfactory          |
| Narrate the costume to its literary significance | 3.76  | 1.01  | Satisfactory          |
| Interpret the use of props as a sign of their way of living | 3.67  | 0.97  | Satisfactory          |
| Can appreciate that different folk dances portray different culture | 3.71  | 1.03  | Satisfactory          |
| Can adopt to the different steps as adopting to the traditions of other people | 3.56  | 1.12  | Satisfactory          |
| Can tell what the dance is portraying by looking to the movements | 3.71  | 1.01  | Satisfactory          |
| Can understand the customs of other people by looking at the dance step | 3.91  | 1.10  | Satisfactory          |
| Understand that folk dance varies from different place and beliefs | 3.75  | 1.05  | Satisfactory          |
| Believe that Literature of folkdance is another way of story telling | 4.06  | 0.95  | Satisfactory          |

Weighted Mean=3.79 Satisfactory
SD=1.06

Legend

Table 12 shows the summary of the relationship between the performance of the folk dancing fundamental skills and poise and grace to the performance of the following: objectives; strategies; competencies of the dance instructor; skills in dancing; exposure to Philippine folk dances; availability of materials; and lastly training. It was show in the table of summary that the r-computed for objective is 0.895; strategies 0.993; competencies of the dance instructor 0.990; skills in folk dancing 0.990; exposure to Philippine folk dances 0.992; availability of dance materials 0.967; and training 0.984 which has a description of very high correlation, very dependable relationship and is significant at 0.05 level of significance.

Table 12: Significant relationship of folk dancing fundamental skills and folk-dance awareness in terms of Poise and Grace.

| Performance of Folk Dancing Fundamental Skills | Performance | r-computed | Interpretation |
|-----------------------------------------------|-------------|------------|----------------|
| Poise and Grace                               | Objectives  | 0.985      | Significant Relationship |
| Strategies                                    |             | 0.993      | Significant |
Table 13 shows the summary of the relationship between the performance of the folk dancing fundamental skills and Interpretation of Literature to the performance of the following: objectives; strategies; competencies of the dance instructor; skills in dancing; exposure to Philippine folk dances; availability of materials; and lastly training. It was show in the table of summary that the r-computed for objective is 0.988; strategies 0.991; competencies of the dance instructor 0.992; skills in folk dancing 0.993; exposure to Philippine folk dances 0.980; availability of dance materials is 0.942; and training 0.961 which has a description of very high correlation, very dependable relationship and is significant at 0.05 level of significance.

| Competencies of the Dance Instructor | 0.990 | Significant Relationship |
| Skills in Dancing | 0.990 | Significant Relationship |
| Exposure to Philippine Folk Dances | 0.992 | Significant Relationship |
| Availability of dance materials | 0.967 | Significant Relationship |
| Training | 0.984 | Significant Relationship |

Scale Interpretation

| ±0.00 | No correlation, no relationship |
| ±0.01 - ±0.20 | Very low correlation, |
| ±0.21 - ±0.40 | Slight correlation, |
| ±0.41 - ±0.70 | Moderate correlation, |
| ±0.71 - ±0.90 | High correlation, |
| ±0.91 - ±0.99 | Very High correlation, very dependable relationship |
| ±1 | Perfect correlation, perfect relationship |

Table 13: Significant relationship of folk dancing fundamental skills and folk dance awareness in terms of Interpretation of Literature.

| Performance of Folk Dancing Fundamental Skills | Performance | r-computed | Interpretation |
| Interpretation of Literature | Objectives | 0.988 | Significant Relationship |
| Strategies | 0.991 | Significant Relationship |
| Competencies of the Dance Instructor | 0.992 | Significant Relationship |
| Skills in Dancing | 0.993 | Significant Relationship |
| Exposure to Philippine Folk Dances | 0.980 | Significant Relationship |
| Availability of dance materials | 0.942 | Significant Relationship |
| Training | 0.961 | Significant Relationship |

Legend: = 0.05 significant;  
Legend: = 0 not significant;  
Legend: = -1 not significant;
Table 14 shows the summary of the relationship between the performance of the folk dancing fundamental skills and Interpretation of Literature to the performance of the following: objectives; strategies; competencies of the dance instructor; skills in dancing; exposure to Philippine folk dances; availability of materials; and lastly training. It was show in the table of summary that the r-computed for objective is 0.980; strategies 0.988; competencies of the dance instructor 0.987; skills in folk dancing 0.993; exposure to Philippine folk dances 0.986; availability of dance materials is 0.959; and training 0.977 which has a description of very high correlation, very dependable relationship and is significant at 0.05 level of significance.

**Table 14**: Significant relationship of folk dancing fundamental skills and folk-dance awareness in terms of Timing and Rhythm.

| Performance of Folk Dancing Fundamental Skills | Performance | r-computed | Interpretation               |
|-----------------------------------------------|-------------|------------|------------------------------|
| Timing and Rhythm                             | Objectives  | 0.980      | Significant Relationship     |
|                                               | Strategies  | 0.988      | Significant Relationship     |
|                                               | Competencies of the Dance Instructor | 0.987 | Significant Relationship     |
|                                               | Skills in Dancing | 0.993 | Significant Relationship     |
|                                               | Exposure of Philippine Folk Dances | 0.986 | Significant Relationship     |
|                                               | Availability of materials | 0.959 | Significant Relationship     |
|                                               | Training | 0.977      | Significant Relationship     |

Legend: = 0.05 significant;  
Legend: = 0 not significant;  
Legend: = -1 not significant;  
Legend: = 1 significant

Table 15 shows the summary of the Interest of the Students of Bitin National High School in Folk dancing. It was show in the table of summary that the r-computed for Poise and Grace is 0.992 which is indeed has a description of very high correlation, very dependable relationship and found out that it is significant at 0.05 level of significance.
While on the Timing and Rhythm, the $r$-computed of 0.987 indicates that it is very high correlation, very dependable relationship, and is significant relationship at 0.05 level of significance.

Also, the Interpretation of the Literature the $r$-computed of 0.976 indicates that it is very high correlation, very dependable relationship, and is significant relationship at 0.05 level of significance.

Table 15: Significant relationship of Interest to the performance of Bitin National high School.

| Interest in Philippine Folk Dances | Performance | $r$-computed | Interpretation       |
|-----------------------------------|-------------|--------------|---------------------|
| Interest                          | Grace and Poise | 0.992        | Significant Relationship |
| Timing and Rhythm                 |              | 0.987        | Significant Relationship |
| Interpretation of Literature      |              | 0.976        | Significant Relationship |

Legend: = 0.05 significant;
Legend: = 0 not significant;
Legend: = -1 not significant;
Legend: =1 significant

Scale | Interpretation
--- | ---
±0.00 | No correlation, no relationship
±0.01 - ±0.20 | Very low correlation,
±0.21 - ±0.40 | Slight correlation,
±0.41 - ±0.70 | Moderate correlation,
±0.71 - ±0.90 | High correlation,
±0.91 - ±0.99 | Very high correlation, very dependable relationship
±1 | Perfect correlation, perfect relationship

Conclusion:
There is a significant relationship of folk dancing fundamental skills with folk dance awareness related variables.

Recommendations:
In view of the findings and conclusions, the following recommendations were given:
1. Administrative supports like facilities, equipment and dance materials used in teaching folk dance may be made available for the students.
2. Teachers may give enough time and effort to trained students in folk dances and may provide literature regarding Philippine folk dances for the students to get more interested.
3. School may create more folk-dance programs outside P.E. lessons, and employ more P.E. Teachers who possessed understanding of folk dance, willingness to teach it, and readiness to provide students with more accessible dance activities.
4. School administrators may encourage and support MAPEH teachers to enhance their teaching skills in teaching the Philippine folk dances to make their students highly aware about the Philippine cultures.
5. Replication of the present study or a follow up study is recommended, considering other variables not included in this research.

References:
Books
1. Catacutan, A. (2012). Fundamentals in Philippine Folk Dances. Filipinas Inc.
2. Gabao, L. (2007). Labanotation at Philippine Normal College.
3. Lacia, G.C. et al. (2003). The 21st Century MAPEH in Action. Worktext in MAPEH Rex Book Store.
4. Lopez, M. L. (2006). A Handbook of Philippine FolkFlore. UP Press.
5. Potapczyk, L & Doyle, P. Dances Even I Would Do!. (2003). The Canadian Association For Health, Physical Education, Recreation and Dance.
Manila: (1994). Cultural Center of the Philippines. CCP Encyclopedia of Philippine Art. Vol. 5.
6. Mitchell, J. (2007). *Performing Arts - Why Performance Matter?* North America Intellect Book, King Hall 601 Wilmington NC.
7. Poplawski, T. (2006). *Eurythmy: Rhythm, Dance and Soul.* Great Britain: Floris Books.
8. Pusnik, M. ((2010). *Introduction: Dance as Social Life and Cultural Practice.* Anthropological Notebooks. Slovene Anthropological Society.
9. Quirino, C. (1995). *Who’s Who Philippine History.* Tahanan Books.

**Journals**

1. Anderson, J. (2008). *Digital Dance Literacy: An Integrated Dance Technology Curriculum Pilot Project.* Vol 9.
2. Andin, C. (2006). *Rhythmic Activities.* 26th National Folk Dance Workshop, A Classic Collection of Philippine Folk Dances.
3. Babiera, R.M. (2014). *Acculturation of Physical Education Teachers and Their Interest in Teaching Selected Philippine Folk Dances in the Tertiary Level: Basis for a Forum on Cultural Dances.* IAMURE International Journal of Education. Vol 9.
4. Bannon, F. (2010). *Dance: The Possibilities of A Discipline.* Social and Behavioral Sciences Journal. Vol. 22.
5. Cardinal, M.K. (2014). *Cultural Relevance and Creative Thinking Through Folk Dancing.* Journal of Children’s Physical Education. Chow, L.Y. (2006). *PE Teachers’ Interest and Competence in Folk Dance and Creative Dance.* A Paper presented at the International Conference for Physical Educators
6. Connor, M. (2001). *Recreational Folk Dance: A Multicultural Exercise Component in Healthy Aging.* Australian Occupational Therapy Journal. Vol.47.
7. Enghauser, R. (2007). *The Quest for an Economic Approach to Dance Pedagogy.* Journal of Dance Education. Vol. 7.
8. Fletcher, J. (2005). *Stakeholder Collaboration and Heritage Management.* Annals of Tourism Research.

**Unpublished:**

1. Calalo, C.(2008). “Folk Dances: The Lost Prestige of Philippine Culture”. De La Salle Lipa Integrated School.
2. Gabao, L. (2007). *Ethnic Dances of Bontoc, Ifugao, Benguet, Apayao and Kalinga (BIBAK): A Comparative Analysis.* Unpublished Thesis. Philippine Normal University, Manila.
3. Poralan, S.P., Babiera, M.R. & Habla, R.P. (2012). “Strengthening and Preserving Practices of Philippine Folk Dance in Relation to Cultural Awareness of Secondary Students of Davao City. Univ.

**Internet Sources:**

1. Bayanihan Dance Company. [http://culturalcenter.gov.ph/programs/bayanihan-dance-company/](http://culturalcenter.gov.ph/programs/bayanihan-dance-company/)
2. Ramon Obusan.[http://ncca.gov.ph/about-culture-and-arts/culture-profile/national-artists-of-the-ph](http://ncca.gov.ph/about-culture-and-arts/culture-profile/national-artists-of-the-ph)
3. Alice Reyes. [ncca.gov.ph/about-culture-and-arts/culture-profile/national-artists-of-the-philippines/](http://ncca.gov.ph/about-culture-and-arts/culture-profile/national-artists-of-the-philippines/)
4. Francisca Reyes-Aquino. [ncca.gov.ph/about-culture-and-arts/culture-profile/national-artists-of-the-philippines/](http://ncca.gov.ph/about-culture-and-arts/culture-profile/national-artists-of-the-philippines/)
5. Bartle, P. (2010). Preserving Culture. [http://cecc.vcn.bc.ca/cmp/modules/cmp- pre.htm](http://cecc.vcn.bc.ca/cmp/modules/cmp-pre.htm).
6. Belda, M. (2011). *Philippine Folk Dances.* [http://astore.amazon.com/philfolkdance-](http://astore.amazon.com/philfolkdance-)
7. Beechwood, H. (2012). The Importance of the Performing Arts. [http://www.performingarts.com](http://www.performingarts.com).
8. Bengwayan, M. (2009). Cultural Literacy: How good are the young? [http://www.net/english/family/raising-positive-children](http://www.net/english/family/raising-positive-children).
9. Callo, F.L; Camiling, M.K., Yap, J.C. (2015). Physical Education and Health-Grade 10 Learner’s Material. Department of Education - Instructional Materials Council Secretariat.
10. Connor, M. (2012). *Recreational Folk Dance: A Multicultural Exercise Component in Healthy Ageing.* [http://www.researchgate.net](http://www.researchgate.net)
11. Dance-teacher.org. (2009) [http://www.dance-teachers.org/styles/the-benefits-of-dance](http://www.dance-teachers.org/styles/the-benefits-of-dance).
12. Jervis, N. (2006). What is a culture? [http://emsc32.nysed.gov/ciai](http://emsc32.nysed.gov/ciai).
13. Narciso, P. (2011). *Folk Dance.* [http://en.wikipedia.org/wiki/Folk_dance](http://en.wikipedia.org/wiki/Folk_dance).