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## Research Article

### Move Up, Live Up: Dance Activities as a Way of Motivating Students Participating in Progressive Limited Face-to-face Classes

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#### ABSTRACT

Dancing is a popular form of physical exercise. Researches have shown that dancing can increase self-esteem and improve our mind and body to become more productive. The aim of this study is to explore the impact of "Galaw Pilipinas" calisthenics exercise on the motivation of students as they go back to face-to-face classes. The sample for this study is composed of 16 female and 15 male Senior High School students of a public national high school in Marikina City. Senior High School students' pretest results; mean score was 87.52, the standard deviation was 4.67 and the standard error mean was 0.84. While the Senior High School students' posttest results; mean score was 95.87, the standard deviation was 3.24 and the standard error mean was 1.96. A paired samples t-test was conducted to evaluate the impact of the Galaw ng Pilipinas dance routine on student motivation. The results showed a significant increase in the marks of the students' pretest ( $M = 87.52, SD = 4.67$  to posttest ( $M = 95.87, SD = 3.24$ ),  $t = 9.1399, n = 31, p = .0001$  which is less than 0.05 (two-tailed). By conventional criteria, this difference is considered to be statistically significant. Hence, the dance routine greatly affects the increase in motivation of the students.

**Keywords:** *Dancing routine, Galaw pilipinas, Physical activity, Students' motivation*

#### Introduction

The Covid-19 pandemic led to the disruptions of many things around the world. The system of education particularly in the Philippines was not exempted from these changes. Teachers and students were prompted to conduct the teaching and learning process in their homes and places where internet and other educational resources are available.

Many Filipino students across the country struggled as they found ways to carry out learning and attend to their lessons despite problems in connectivity, gadgets like cell phones and computers and other challenges posed by the economic crisis which directly or indirectly affected families. It is not only the learners who were adversely affected by the sudden shift in distance education but the teachers as well.

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The educators were asked to come up and write modules and learning materials suitable to the new learning set-up.

After two years of school amidst the pandemic, the Department of Education with the cooperation with the Department of Health and other stakeholders mapped out a plan for the safe return of students into face-to-face classes. The Department of Education saw to it that preparation was in place down to the school level.

Different schools in the Division of Marikina City took part in the preparations as they coordinated with parents and other agencies that could help in the smooth transition from home-schooling into getting back to school in a gradual and strategic way. One of the preparations made by the educational institutions was to condition the mind of the students and help them cope with the changes that progressive face to face classes would entail.

It is important to note that physical activity and exercise is crucial in maintaining a healthy body (Swift et al, 2014). Unfortunately, the coronavirus disease (COVID-19), which is considered as a pandemic by the "World Health Organization," had negative impacts in the many aspects of people's lives which included the restriction of people's mobility and led to failure to access sport related activities. A study pointed out that professional institutions and persons in the field stated that exercises for 150-300 minutes of moderate intensity activities or half of these times for high intensity per week, and balance and strength exercises involving large muscle groups 2 days a week would be beneficial to individuals' physical fitness levels and could be a way to maintain a healthy body (Demirel & Kayihan, 2014; Piepoli et al., 2016; Piercy, Troiano, & Ballard, 2018). The lockdown due to the epidemic led to some changes in eating habits, and some studies on humans revealed that it increased unhealthy food consumption, uncontrolled eating, more snacks between meals and generally more main meal consumption (Ammar et al., 2020; Güzel et al., 2020).

Dancing is a popular form of physical exercise. Studies have shown that dancing can increase self-esteem and improve our mind and body to become more productive. The aim of

this study is to explore the impact of "Galaw Pilipinas" on the motivation of students. The sample for this study comprises 31 (16 female and 15 male) Senior High School students of Marikina High School. The "Galaw Pilipinas" is a four-minute national calisthenics exercise which draws inspiration from Philippine Folk dance, festival movements and arnis stances. It is a short routine which will be incorporated in the regular exercise schedules of the Marikina High School.

In consideration of these attempts to make students have high motivation as they go back to their physical classroom, the researchers thought of embarking on this investigation.

### ***Purpose of the Study***

This study attempts to answer the following questions:

1. What is the pretest score of the students in SRQA before implementing the "Galaw ng Pilipinas" dance routine?
2. What makes the dancing routine contribute to students' motivation to study?
3. What is the posttest score of the students in SRQA after the full implementation of the "Galaw ng Pilipinas" dance routine?
4. Is there a significant difference between the pretest and posttest results?

### ***Scope and Delimitation***

The sample for this study is composed of 16 female and 15 male Senior High School students of a public national high school in Marikina City who are participating in the progressive face to face classes. The students will have to perform the "Galaw Pilipinas" dance before going to their classes. This routine happened for about six sessions. The "Galaw Pilipinas" is a four-minute national calisthenics exercise which draws inspiration from Philippine Folk dance, festival movements and arnis stances. It is a short routine which will be incorporated in the regular exercise schedules of the Marikina High School.

### ***Literature Review***

The COVID-19 pandemic has greatly affected the entire world, during its first occurrence that people were instructed to stay in their respective homes. The occurrence of

COVID-19 has a great impact on the educational aspect as the traditional face-to-face class was transformed into online learning. Among the subjects included in the curriculum, physical education is one of the most difficult subjects to manage in an online setting. Since physical education revolves around activities that facilitate physical movements and is clearly distinct among general subjects. Therefore, in order to effectively conduct online physical education classes, a special preparation and strategy is required to teach physical education and maintain its values (Jeong & So, 2020).

Physical activity is described where the body moves as a result of people's use of energy (Cengiz & Delen, 2019). Doing physical activities on a habitual basis does not only reduce stress and anxiety but could also lead to positive effects on the human immune system (Niemann & Wentz, 2019). One form of doing physical activity is through dancing. Dance training builds good mind-body coordination, proper poise, it also increases physical endurance (Coelho & Menon, 2020). The inclusion of a dance routine in the curriculum presents several evidences for its significance; its essentiality for involving the body in learning, the constant need for students to move during the entire school day, and its positive effects on students' overall academic and personal development (Becker, 2013).

The motor behavior and cognitive development is directly correlated. The cognitive development of an individual depends on the individual's physical activity and the motor development depends on learning capacity (Carter, 2004). Therefore, being physically active and engaged in movement greatly affects the intelligence of an individual; the more an individual move, the more learning.

Several pieces of evidence prompted educators to further assess the relationship between the motor and cognitive development because both are related to learning. When students are assigned to an activity in which they have the autonomy to manipulate things, their motor and cognitive development increases. Academic curriculum provides opportunities for the development of motor skills; in traditional methods these opportunities were limited to physical education classes. However, some

institutions make use of dance to foster motor development (Carter, 2004). Current studies have shown the significance of performing physical activity every day and its relationship to the brain function (Becker, 2013). Ratey (2008), stated that physical activity shows a huge influence on intelligence.

Dance is considered to be a universal form of human expression as it comprises an enjoyable and captivating recreation that encompasses motor, cognitive and emotional participation (Burzynska et al., 2017). Dancing is just one form of physical activity. There are several ways teachers could use to ensure students are physically active and motivated. Studies about the association between classroom-based physical activity and cognitive function development increases; evidence also shows that this is affiliated to academic achievement (Donnelly & Lambourne, 2011).

In connection with learning motivation and self-efficacy, the correlational analysis exhibits a positive correlation between students' intrinsic motivation, self-efficacy and dance skill performance (Hsia et al., 2016). However, due to the shifting of traditional classes to online classes, teachers continue to face challenges in delivering effective physical education classes. According to Schwartzman (2007), questioning whether to engage in online learning is no longer important; it's how to carry out online classes in concordance with the value of education that fosters learning and motivates students to achieve more.

Several studies differentiating learning when evaluating online, face-to-face and hybrid approaches have found no significant differences (Ernst, 2008). Majority of these studies, however, compared online learning to face-to-face and/or hybrid strategy at the college level (Senn, 2008).

In order to facilitate an effective online physical education, educators should have proper training. In the study of Daum (2012), teachers were asked about their training prior to teach online courses specifically with their knowledge on technology, the majority of the respondents comprising 75% responded that they had received "some training" (n = 24), while the other 25% had received "none" (n = 8). With these data, the lack of proper training

of the educators affects the quality of education in online settings.

Participants reported that some students have the skills necessary to be successful in finishing the online class while other students should refrain from taking online classes as described as students not being self-motivated. Teachers think that students underrated the amount of time, effort, and passion necessary for an Online Learning Physical Education (OLPE) course. The dependence on technology produced unique struggles for teachers. For this reason, some of the students chose to drop out from the online class and chose to be enrolled in a regular classroom setting. With this in mind, teachers continue to find an effective strategy to increase the motivation of the students (Daum, 2012).

## Methods

The participants of the study involved 16 female and 15 male Senior High School students of Marikina High School who are participating in the progressive face to face classes. The students performed the "Galaw Pilipinas" dance before going to their respective classes. This routine was done for about six sessions. The "Galaw Pilipinas" is a four-minute national calisthenics exercise which draws inspiration from Philippine Folk dance, festival movements and arnis stances. It is a short routine which will be incorporated in the regular exercise schedules of the Marikina High School.

The research instrument is called Academic Self-Regulation Questionnaire (SRQ-A). This instrument was devised by Ryan and Connell (1989) to assess the different types of regulated behaviour in terms of the degree of self-determination among late elementary and middle school students. It registered moderate to high levels of internal consistency within the range of .62 to .82. This standardized test was adopted from Ryan and Connell (1989) and the researcher was granted permission by E. L. Deci. Additional open-ended questions will also be given to student participants. Finally, the research instrument was pilot tested and validated by experts in the field of education.

The researcher used descriptive statistics (t-test) in comparing the pretest-posttest results. The data that will be gathered from the observation, and survey be analyzed and explained further in the research.

## Sources of Data

The sample for this study is composed of 16 female and 15 male a total of 31 Senior High School students of a public national high school in Marikina City who participated in the progressive face-to-face classes. The students performed the "Galaw Pilipinas" dance before going to their classes.

## Data Gathering Instrument

The research instrument is called Academic Self-Regulation Questionnaire (SRQ-A). This instrument was devised by Ryan and Connell (1989) to assess the different types of regulated behaviour in terms of the degree of self-determination among late elementary and middle school students. It registered moderate to high levels of internal consistency within the range of .62 to .82. This standardized test was adopted from Ryan & Connell (1989) and the researcher was granted permission by E. L. Deci. Additional open-ended questions will also be given to student participants.

## Data Gathering Procedure

The researcher used descriptive statistics (t-test) in comparing the pretest-posttest results. The data that was gathered from the observation, and survey be analyzed. The pretest data was gathered before implementing the dance routine. The students will have to perform the "Galaw Pilipinas" dance before going to their classes. This routine was performed for about six sessions. And the posttest data was obtained after the students have completed the six sessions of the dance routine.

## Results and Discussion

In data analysis, descriptive statistics was used to identify the mean, standard deviation and the mean difference of pretest and posttest scores.

Table 1. Descriptive Statistics of the Students' Pre-test Scores

Pretest Scores	N	Mean	Std. Deviation	Std. Error Mean
	31	87.52	4.67	0.84

In descriptive statistics of Senior High School students' pretest scores, it was found that the total number of samples was 31 students. The mean score was 87.52, the standard deviation was 4.67 and the standard error mean was 0.84.

Table 2. Descriptive Statistics of the Students' Post test Scores

Posttest Scores	N	Mean	Std. Deviation	Std. Error Mean
	31	95.87	3.24	0.58

In descriptive statistics of Senior High School students' posttest scores, it was found that the total number of samples was 31 students. The mean score was 95.87, the standard deviation was 3.24 and the standard error mean was 0.58.

Table 3. Paired Two Sample T-Test

	Pretest	Posttest
Mean	87.51612903	95.87096774
Variance	21.79139785	10.51612903
Standard Deviation	4.668125732	3.242858158
Standard Error	0.838420132	0.582434518
Observations	31	31
Difference		8.35483871
std. deviation of difference		5.089521177
std. error of difference		0.9141049882
df		30
t Stat		-9.139911518
P(T<=t) two-tail		0.0000000003559084144
t Critical two-tail		2.042272421

Table 3 shows the results of the paired t-test. A paired samples t-test was conducted to evaluate the impact of the *Galaw ng Pilipinas dance routine* on student motivation. The results showed a significant increase in the marks of the students pretest (M = 87.52, SD = 4.67) to posttest (M = 95.87, SD = 3.24),  $t(31) = 9.1399$ ,  $p < 0.05$  (two-tailed). The mean increase in the test scores was 8.35 with a 95% confidence interval of this difference: From -10.22 to -6.49. By conventional criteria, this difference is considered to be extremely statistically significant. In other words, the intervention program increased the motivation of the students; the sample difference between the averages of pretest and posttest is big enough to be statistically significant. Hence, the *Galaw*

*ng Pilipinas* dance routine is effective in enhancing the motivation of the students in going back to traditional learning mode.

### Conclusion

Based on the findings and interpretations presented, the researchers concluded that Senior High School students of Marikina High School find "Galaw ng Pilipinas" dance activity to be something that can increase their motivation to study. Therefore, it could be assumed that the use of Galaw ng Pilipinas in increasing the motivation of the Senior High School students of Marikina High School to engage in face to face class was effective. The pretest mean score of the students in SRQA before implementing the *Galaw ng Pilipinas* dance routine

was  $M = 87.52$  with a  $SD = 4.67$ . While the post-test mean score of the students in SRQA after the full implementation of the *Galaw ng Pilipinas* dance routine was  $M = 95.87$ ,  $SD = 3.24$ . After a paired sample test was done, the value of  $t$  is 9.14. The value of  $p$  is 0.0001 which is less than 0.05.

Therefore, it could be assumed that *Galaw ng Pilipinas* dance routine implementation was an effective way to bring back the love of learning among basic education students. This means that the dance routine *Galaw ng Pilipinas* can be used by the teachers and students to increase their interest to study. This is in line with the study of Becker (2013) which revealed that there is a constant need for students to move during the entire school day which results to positive effects on students' overall academic and personal development.

### Recommendations

Based on the conclusion above and based on the study that has been done, the researcher would like to offer some suggestions to the teachers, and for the Senior High School students of Marikina High School as follows:

1. For the teachers of Physical Education at Marikina High School, the researcher would like to expand the duration of this study. Since the students were only subjected to six sessions of doing the *Galaw ng Pilipinas* dance routine. This study only lasted for six weeks and on a small scale comprising 31 respondents. This means that students are exposed to dancing in a very short period. With this in mind, research implementation should take a longer time span and on a bigger scale so that the results of this study can be validated and generalized. Researchers also encourage the teachers to utilize *Galaw ng Pilipinas* and to include the dance routine in classroom activity to further increase students' motivation.
2. For the students, the researcher suggests the students to be more active to express which aspect of the *Galaw ng Pilipinas* could further be improved to motivate students' in going back to face-to-face classes despite staying at home for almost two years because of the COVID-19 pandemic.

The researchers really hope that students will use *Galaw ng Pilipinas* as their motivational tool for learning.

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